



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: SUNSHINE ELEMENTARY CHARTER SCHOOL, Inc.

CHARTER SCHOOL LOCATION NUMBER: 5400 GRADES SERVED: K-5 DATE:

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF GOVERNING BOARD: SUNSHINE ELEMENTARY CHARTER SCHOOL Governing Board

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

CONTACT PERSON: Dr. Steven Montes TITLE/RELATIONSHIP TO GOVERNING BOARD: Principal

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NAME OF EDUCATION SERVICE PROVIDER (if any):

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

Dr. Steven Montes, Principal


Signature

December 18, 2015
Date

Broward County Public Schools
Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)(1), Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter.” In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, Florida, will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/adjustments/amendments proposed to the current charter that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, as one continuous PDF file per school, to charterapplications@browardschools.com by 5:00 PM Friday, December 18, 2015.
- Only electronic documents submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all appendices referenced in the narrative.
- Scan the complete packet and appendices as one continuous PDF file and include the school’s name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal packets must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Number all pages and ensure that pagination is in sequential order.
- Table of Contents must accurately identify each section, including appendices, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.

NOTE: Complete packets will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Friday, December 18, 2015.

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EDUCATIONAL PERFORMANCE

Federal Accountability

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
Federal Accountability	AYP/AMO School Improvement status	The school has not been identified for School Improvement	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) State AYP/AMO Standards (Appendix B)
	AYP/AMO Attainment	The school has achieved its AMO target	
	Sub-group(s) Attainment of AYP/AMO	The school has achieved its AMO targets in identified student sub-group(s)	

In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter.

AMO Attainment

Reading gains are trending up:

Math gains are also trending up:

2014 - **86%** of “Lowest 25%” made learning gains in Reading.
 2013 - 60% of “Lowest 25%” made learning gains in Reading.
 2011 - 53% of “Lowest 25%” made learning gains in Reading.
 2010 - 67% of “Lowest 25%” made learning gains in Reading.
 2009 - 30% of “Lowest 25%” made learning gains in Reading.

2014 - **71%** of “Lowest 25%” made learning gains in Math.
 2013 - 68% of “Lowest 25%” made learning gains in Math.
 2011 - 63% of “Lowest 25%” made learning gains in Math.
 2010 - 54% of “Lowest 25%” made learning gains in Math.
 2009 - 43% of “Lowest 25%” made learning gains in Math.

(Appendix A)

Sub-groups attainment of AMO

- In 2013-2014, the sub-group Black/African American showed improvement in “Percent Scoring Satisfactory” in Reading.
- The school did not meet other 2014 AMO sub-group targets.

(Appendix B)

School Improvement Status

The school was identified for School Improvement in 2013-14 school year. A *School Improvement Plan* (SIP) was written and approved and is on file

with the District. *Explanation*

- Sunshine Elementary Charter School (SECS) experienced tremendous growth during the past three years. Moving into a new facility in August 2012 helped the school grow from 149 students in 2011 to 295 in June 2015. Students arrive to our school from many academically diverse school environments. As a result, more than 50% of our students enrolled in the 2014-2015 school year were not present during the 2012-13 school year. These students did not have an opportunity to develop and grow with the school’s philosophy and curriculum.
- Over the past three years, the school experienced a tremendous influx of English Language Learners (ELL) at the “Non English” and Limited English” levels. This group included many international students whose academic backgrounds differed greatly from the U.S. educational system. Since Florida’s grading system only allowed compensation for students who are identified as ELL for one year or less, many of these limited English speaking students were scored at the same standard as proficient English language students resulting in current AMO percentages.

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 * If applicable

- In addition to demographic changes, a review of the school's curriculum revealed a need to update teaching and learning materials in several subjects, most importantly in reading and math. Materials were needed to address the Florida Standards and prepare students for the tests. Currently utilized materials were becoming dated and did not reflect the newly approved *Mathematics Florida Standards (MAFS)* and *Language Arts Florida Standards (LAFS)*. It was decided that these older materials contributed to declining scores.
- It was also determined that teachers and instructional support personnel needed to participate in additional professional development activities focused on teaching the appropriate Florida Standards; using the latest, innovative teaching strategies; and in preparing students for the FSA.
- During the 2014-2015 School Year a fifth grade teacher suddenly resigned at mid-year. Attempts were made to find a qualified and quality replacement. However, all attempts to hire a certified teacher failed. Students in the affected class struggled with replacement interim teachers throughout the year.

Action Plan to Increase and Maintain AMO Status for the Upcoming Term of Our Charter

Prior to the start of each school year, SECS' Governing Board and school leaders meet to discuss and approve academic strategies for the coming school year. Following a review of recent and past data, an Action Plan is put in place to maintain or improve student achievement.

In August, 2014, the Sunshine Elementary Charter School Governing Board, school leaders, teachers, and parents met and agreed upon a plan to increase student achievement at all levels and in all subjects. These strategies were included in the Governing Board-approved *2014-2015 School Improvement Plan (SIP)*. A summary of the Action Plans included in the SIP are located in (Appendix E). In addition to the SIP strategies, The Governing Board also approved additional school improvement measures to be implemented for the 2015-2016 school year.

In addition to the strategies outlined in the SIP the below *School Improvement Measures* are being implemented:

1. Since its start in 2006, Sunshine Charter has been using contracted personnel for ESE services. The number of students receiving ESE services did not demand a full time position. It was agreed that the number of ESE students currently being served justified a full time ESE specialist/teacher. This staffed position was approved beginning with the 2105-2016 school year.
2. Teachers requested additional diagnostic and benchmark assessments be purchased and administered periodically during the school year. The following programs and activities were put in place for the 2015-2016 school year:

School-Based Assessments

All students, grades 1-5:

- | | |
|---|--|
| A. <i>TerraNova Common Core, Form 1</i> | <i>(September and May Administrations)</i> |
| B. <i>iReady Florida Diagnostic Test</i> | <i>(September, January, and May Administrations)</i> |
| C. <i>End-of-Year (EOY) tests from the core reading program</i> | <i>(May Administration)</i> |

Diagnostic Assessments

Students who exhibit a substantial deficiency in reading are provided with additional diagnostic assessments to determine: the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. These diagnostic assessments include:

- A. *The Rigby PM Ultra diagnostic assessment, Houghton Mifflin Harcourt*
- B. *The Burns/Roe, Informal Reading Inventory, Eighth Edition, Wadsworth/CENTAGE Learning*
- C. *The Diagnostic Assessment of Reading (DAR), Riverside Publishing*

Continuous Monitoring

Teachers will keep parents informed about their child's progress in learning to read during the school year. In addition to the State and School-Based assessments mentioned above, teachers will share results of chapter and unit tests from the CCRP, CIRP, and SIRP. Progress monitoring may also include information related to diagnostic testing, if appropriate.

- 3. CPALMS - Florida's online toolbox of information, vetted resources, and interactive tools - must be utilized by all teachers when developing lessons and strategies in Reading/ELA and Mathematics. It is highly recommended that teachers use CPALMS for resources in all subjects.
- 4. Teachers, administrators, and ESE personnel reviewed and selected new textbooks and updated materials in reading, mathematics, social studies, English, and science curriculums, grades K-5.
- 5. Teachers and administrators determined that the main instructional focus will be on basic skills development in ELA, math, and science. A review of the data indicated that many enrolling students arrive with severe basic-skill deficiencies. Teachers must maintain focus on remediation of basic skills as well as maintain students who are on or above grade level.

Statutory References: 1002.33(7)(a)(4)

State Accountability

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
State Accountability	FCAT 2.0 achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science).	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A)
	School Grade	The school obtained a school grade of “C” or above.	<ul style="list-style-type: none"> FLDOE School Grade, prior 5 years (Appendix C) FLDOE Report Card, most recent year (Appendix D)
	School Improvement Rating (SRI)	The school has been identified as Improving (I) in the areas of Reading and Math.	NA
	Annual Student Gains	Students are making one-year’s worth of growth annually in Mathematics and Reading.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) Progress Monitoring - iReady (Appendix H, J)
	Annual gains of students achieving in the bottom 25%	Fifty percent (50%) of students make one-year’s worth of growth.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) Progress Monitoring (Appendix H, J)
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	FCAT 2.0 (Appendix A)
	Relative Performance	The school’s performance meets or exceeds the performance of schools with closely comparable student populations.	FCAT 2.0 (Appendix A)
<p>In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school’s plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices. Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</p>			

Statutory References: 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

FCAT Achievement

SECS offers a well-rounded, innovative educational program that holds the school and its students accountable for meeting outlined goals and standards. SECS participates in all applicable components of the Florida State Accountability System as required by Florida Statute, as well as other research-based assessments. Each year, all stakeholders analyze prior year student performance and establish measureable goals for the current school year in the *School Improvement Plan*. (Appendix A)

Annual Gains of Students

(Appendix A)

- Percent of All Students Making Learning Gains in Reading increased each year from 30% in 2008-09 to 70% making gains in 2013-14.
- Percent of All Students Making Learning Gains in Mathematics increased each year from 43% in 2008-09 to 68% making gains in 2012-13 with a small decline from in 2013-14.
- Grade 3 Reading Achievement at *Level 3 and Above* improved from 10% in 2012 to 37 % in 2014.
- Grade 3 Math Achievement at *Level 3 and Above* improved from 39% in 2012 to 42% in 2014.
- The subgroup “Black/African Americans” showed improvement in reading.

Annual gains of students achieving in the bottom 25% - (Fifty percent (50%) of students make one-year’s worth of growth).

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** If applicable*

- *Learning Gains Points for Low 25% Reading* equaled 86 in 2014, up from 60 in 2013 – Meeting progress goals.
- *Learning Gains Points for Low 25% Math* equaled 71 in 2014, up from 68 in 2013 – Meeting progress goals.

Current challenges based on FCAT results include:

- White; Hispanic; English Language Learners (ELL); Economically Disadvantaged; and Students with Disabilities declined in reading, mathematics, and writing.
- Grades 4 and 5 Reading Achievement at *Level 3 and Above* declined.
- Grade 5 Science scores declined.
- Grade 4 Writing scores declined. (Appendix A)

School Grade

As a result of insufficient enrollment, Sunshine Elementary Charter School received grades in only three years: In 2010-11, “D”; 2012-13, “C”; 2013-14, “D”.

(Appendices A & C)

Annual Student Gains

- *Learning Gains Points for Low 25% Reading* equaled 86 in 2014, up from 60 in 2013 – Meeting progress goals.
- *Learning Gains Points for Low 25% Math* equaled 71 in 2014, up from 68 in 2013 – Meeting progress goals.
- Based on *iReady* results, during the 2014-15 school year, a significant percent of students in each grade, 1 through 5, increased from *Likely to be On/Above Grade Level* to *On/Above Grade Level*.
- Based on *Terra Nova* results, during the 2014-15 school year, 85% or more of all students in grades 1 through 3 made learning gains in reading and mathematics.
- Percent of All Students Making Learning Gains in Reading increased each year from 30% in 2008-09 to 70% making gains in 2013-14.
- Percent of All Students Making Learning Gains in Mathematics increased each year from 43% in 2008-09 to 68% making gains in 2012-13 with a small decline from in 2013-14.

(Appendices A, C, H, & I)

Percent of Students Tested

Since 2008-09, SECS has continually tested 99% or more of its students.

(Appendix A)

Relative performance

SECS’s performance meets or exceeds the performance of schools with “closely comparable student populations”.

(Appendix A)

Explanations:

FCAT 2.0 Achievement

2015 FCAT Science scores did not meet expectations. “Explanation” notes in *Federal Accountability* above indicate several reasons for these results. Sunshine Elementary School’s administration and Governing Board initiated a plan to increase student achievement in science:

1. A new science series was purchased for grades 4 and 5 – *Florida Science Fusion, 2012 Edition, Houghton Mifflin Harcourt*. The new series supports current standards and allows teachers to utilize more of recently purchased, advanced technologies.
2. Teachers are now organized to teach departmentalized subjects in grades 4 and 5. Two teachers instruct science lesson for all fourth and fifth grade classes. This method allows teachers to recognize strengths and weaknesses of the students in science.
3. New, highly qualified teachers joined the team for the 2015-16 school year.
4. All teachers, grades K-5, are expected to increase their focus on science.
5. Teachers’ lesson plans are being monitored to include at least one science lab every two weeks.
6. Up-to-date teaching technology, including Smart Boards, microscopes, tablets, and laptops were purchased to support teaching and learning.

The leadership team is confident that these measures will help increase the students’ science knowledge-base resulting in increased achievement.

School Grade

The 2014 School Grade did not meet expectations. “Explanation” notes in *Federal Accountability* above indicate several reasons for these results. Several steps have been implemented to help students achieve greater academic success:

1. Teachers and administration along with input from the Governing Board, decided that the school needed to review and make adjustments to the *Comprehensive Reading Plan*. During the past several years, Sunshine has been utilizing the District’s reading plan. It was decided that the school would opt out of the District’s plan and write one that focused more on the school’s specific needs and objectives. The plan is currently under review (See Appendix M). An increased emphasis on reading will eventually lead to increased achievement:
 - a. Students will be assessed in ELA a minimum of three times per year in reading.
 - b. Results will be disseminated to teachers and support staff for analysis.
 - c. Teachers will organize students according to skill deficiencies and establish intense reading remediation as needed.
 - d. Teachers will utilize *Reading Street* Interventional materials for all students scoring below grade level on state tests.
 - e. Teachers will assign students individual lessons to practice deficiencies in basic skills. Teacher assistants will follow the teacher’s guidance when working with small groups of students.
 - f. Teachers will review assessment data in cumulative (CUM) folders of all students on their class roles, especially students new to the school.
 - g. Student assessment results, collected via formal and informal assessment, will guide instruction.
2. An increased focus in *mathematics* is also being implemented:
 - a. A new mathematics series was purchased for all grades. *Go Math* gives teachers and students more opportunities to learn and understand the Florida Standards.
 - b. Teachers will utilize assessment data to identify and define specific mathematics skill deficiencies associated with individual students. Teachers will pinpoint and analyze the problems and be able to answer the questions:
 - i. What variables are contributing to the problem?
 - ii. Is it curricular, learner environmental concerns, parental support, or behavioral problems (classroom management)?
 - iii. What steps have been taken to correct the problem? What worked? What did not work?

- Teachers will then generate a hypothesis and decide on a solution.
- c. After-school tutoring activities will be provided for all students, including SWD and ELL, in the areas of math and reading to help them reach grade-level proficiency. After-school tutors will be teachers, paraprofessionals, and/or education sinterns from local colleges and universities.
 - i. Teachers will coordinate with tutors by providing the work needing to be completed and the skills needing to be addressed according to their review of the students' formal and informal assessment results.
 - ii. Tutors will utilize school-approved, teacher-selected curriculum materials during tutoring sessions.
 - ci. Supplemental materials will also be used as needed and will be approved by administration. Current approved materials include *Florida Coach* and *Buckle Down* workbooks.
 - cii. Teachers will monitor student mathematics progress on a weekly basis.
 - ciii. Teacher assistants will work with small groups of students in math. Teachers will provide specific lists of skill deficiencies to be addressed.

Additional Strategies were implemented in 2014-15 for all subjects with focusing on reading and math:

1. Diagnostic tools were purchased to provide teachers and administrators with accurate assessment data. These assessments include the *Terra Nova*, *Common Core Edition*; *iReady – Reading & Math*; *Rigby PM*; *DRA - A & B*; and specific ESE diagnostic instruments.
2. Additional, updated computers were purchased and installed.
3. Smart Boards were purchased and installed in all classrooms.
4. An IT professional was hired to assist with technology issues on campus.
5. A full time ESE specialist was added to the staff to insure that the ESE program, especially the *Multi-Tiered System of Support*, provided for the needs of the students.
6. A curriculum specialist was hired to coordinate all improvement initiatives.

(See Appendix E) In addition, *Sunshine Elementary School: 2015-16 School Improvement Plan (SIP)*, is on file and outlines additional strategies to improve teaching and learning.

Annual Student Gains

Sunshine has demonstrated that students are making learning gains (See Appendices A, B, J). The strategies discussed above will help the school maintain and increase annual student gains.

Annual gains of students achieving in the bottom 25%

Sunshine has demonstrated that students in the bottom 25% are making the greatest gains (See Appendices A & B). The strategies discussed above will help the school maintain and increase annual student gains.

Relative Performance

The strategies discussed above will help the school maintain and increase annual student gains thus allowing the school to maintain relative performance with schools having similar demographics.

Mission-Specific Accountability

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Mission-Specific Accountability	Achievement of School/Mission-Specific Goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school’s contract.	<ul style="list-style-type: none"> • Mission Statement As defined by the current agreement. • Appendix I

In the narrative, please begin with the school’s mission statement and identify the specific sections of the charter agreement that support the school’s mission. Identify the school’s mission-specific goals and its achievement of these standards.

Mission Statement

The mission of Sunshine Elementary Charter School is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible contributing members of society. The following core philosophies have been established to help us attain our goals:

- Success is a continuous process - *Failure Is Not An Option*
- Every person is entitled to a safe, comfortable, nurturing environment conducive to learning
- Each student has the right to learn and experience individual success
- All students benefit by exploring cultural and social diversity in our community
- Students need curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles.

Vision Statement

- Sunshine Elementary Charter School students will remain actively engaged in the learning process as they strive to become responsible, contributing citizens within our community.
- Sunshine Elementary Charter School students will use the individual success they acquire at our school to reach their educational and career goals.
- Sunshine Elementary Charter School is hoping to become a community-centered school facility. We hope to engage local colleges and universities in the teaching and learning process. We will invite community organizations into the school to the benefit our students and families including hospitals, businesses, and counseling agencies.

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 * *If applicable*

Achievement of School/Mission-Specific Goals

SECS promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment. The School Improvement Plan (SIP) (On File) is based on the needs of the school and specifically outlines objectives, strategies, goals, assessments and evaluations to ensure that the curriculum, instructional strategies, and student performance are revisited on an on-going basis throughout the year.

SECS provides opportunities for its students to participate in many forms of art with an emphasis on the visual arts. Students received lessons in basic visual art concepts including gaining knowledge and skills in the use of the basic vocabularies, materials, tools, and techniques, as outlined in the National Standards for Arts Education.

Classroom teachers developed new and innovative ways to incorporate art throughout the curriculum. Teachers are required to instruct students in basic art and music concepts throughout the curriculum. *Meet the Masters (Appendix K)*, an art enrichment program, is used as the foundation for a cross-discipline art program.

The School annually implements its educational program as specified in the School's approved application. The School ensures that reading is a primary focus of its curriculum and the necessary resources are provided to identify and provide specialized instruction for students who are reading below grade level. During the past five years, the School's curriculum and instructional strategies for reading were consistent with the Sunshine State Standards, and now, the Florida Standards, and are grounded in scientifically-based reading research. The School's programs and operations are 'nonsectarian' and ensure that its program is innovative and consistent with the state education goals established by Florida Statutes.

School Improvement Plan (SIP)

The School's Governing Board approved a School Improvement Plan as required by Florida Statutes (SIP on file).

Exceptional Student Education

Students enrolled in the School who are eligible to receive Exceptional Student Education services are provided a free appropriate public education by the School in accordance with this Charter, applicable federal and state laws, and applicable administrative rules adopted by the Florida Board of Education. Students with disabilities are educated in the least restrictive environment as outlined in the Florida Department of Education's and the Sponsor's *Special Programs and Procedures for Exceptional Students*.

Statutory References: 1002.33(7)(a)(3)

Educational Program Implementation

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Educational Program Implementation	Implementation of Mission	The school is implementing its mission as defined in the school's contract.	<ul style="list-style-type: none"> • FCAT 2.0 (Appendix A) • FSA (Appendix B) • Standardized Test Results (Appendices H & J) • Progress Monitoring Data (Appendices H & J) • On-Site Programmatic Reviews (OSPR) or Desktop Reviews, on file • OSPR's Corrective Action Plans, on file • School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., on file • Gold Seal Certificate (Appendix L) • Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) (Appendix M) • ELLevation Reports (Appendix N)
	Implementation of Curriculum and Instructional Techniques	The school is successfully implementing research-based curriculum and instructional strategies as defined in the school's contract.	
	Implementation of Specialized Instruction for Students (particularly of those below grade level)	The school implements demonstrably effective instructional strategies that support struggling students' ability to achieve grade level.	
	Data-Driven Decision-Making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.	
	Implementation of Exceptional Education Programs	The school provides effective services for exceptional students (SWD and Gifted) as defined in the school's contract and as required by applicable law. The school provides assurance of school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). May require an On-Site and/or Desktop Programmatic Review.	
Implementation of ELL Program	The school implements effective programs and services to meet the needs of English Language Learners as defined in the school's contract and as required by applicable law. May require an On-Site and/or Desktop Programmatic Review.		

In the narrative, please explain how the school has met these standards or reasons and explanations if they have not. Include the Educational Program Implementation Plan for the upcoming term of your charter. List any appendices.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3); 1003.56;

State Board Rules: 6A-6.0902 - 6A-6.0909 (ELL); 6A-603011 – 6A-60361 (ESE)

Implementation of Mission

The primary focus of SECS is on the student. SECS is implementing its mission of assisting every student to reach high levels of achievement and competence in the arts and in the other subjects and skills essential to their success in school. SECS provides a rigorous academic program characterized by individualization and high standards for all students. SECS maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.

The commitment to academic excellence is rooted in core beliefs and values that drive the mission of the school. SECS is able to ensure that academic excellence is met by curriculum plans and instructional strategies that are aligned across grade levels through various documentation. These documents include, but are not limited to state standards, curriculum guides, and lesson plans. Lesson plans are created and reviewed on a weekly basis indicating daily goals to be met through various classroom and at home activities. Teachers create annual Professional Goals to ensure they are up-to-date with new methods of teaching and in creating an atmosphere conducive to learning for all types of students. Also, annual goals must be tied to the *School Improvement Plan*.

Some of the processes implemented to ensure that teachers are on task and being effective are formal and informal observations by trained administrators utilizing the State-approved, *Florida Consortium of Public Charter Schools (FCPCS) Administrator and Instructor Evaluation Systems* Formal observations by administrators are conducted at least twice a year on each instructor.

Keeping with the Core Philosophy stated above, SECS maintains before and after-care programs to ensure that all families have access to a safe and secure after-school environment. SECS's program was awarded the "Gold Seal Quality of Care" from the Department of Children and Families Child Care Services for its outstanding program. SECS is dedicated to the whole-child, and family approach to education. (Appendix L).

Implementation of Curriculum and Instructional Techniques

Literacy

The goal of reading instruction is to help students acquire the skills and knowledge they need to read grade-level text fluently and with good comprehension. Students need to acquire: skills in reading text accurately and fluently; sufficient background knowledge and vocabulary to make sense of the content; the skills in using reading strategies that improve understanding; the ability to think and reason about information and concepts in the text; and the motivation to understand and learn from text. Simply stated, students need to be able to identify the words on the page accurately and fluently; have enough knowledge and thinking ability to understand the words, sentences, and paragraphs; and be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text.

Mathematics

Mathematics in grades K-5 will concentrate on: 1. *number* (which includes whole number, operations, and relations) and 2. *Geometry, spatial relations, and measurement*. Priority: Increase the percentage of students performing at or above grade level on statewide assessments in math.

Science

Implementation of consistent science instruction at all levels is essential. Teachers will ensure students are gaining a conceptual understanding of the science benchmarks through application of science content and processes. Students will participate in hands-on, inquiry-based activities, write about the science they do, and read science text.

STEM

Teachers at Sunshine Elementary Charter School will become familiar with the STEM initiative and introduce important STEM-related content throughout the curriculum. In addition to the specific mathematics and science goals listed below, teachers will insure that all students recognize how technology and engineering-related jobs can benefit society. Teachers will especially encourage women and Hispanics, traditionally under-represented groups, to consider STEM related careers.

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* *If applicable*

Curriculum and Instructional Techniques

Teachers are required to develop lesson plans that ensure differentiated instruction is directly aligned to Florida Standards and meet the individualized needs of students. Well-constructed lesson plans, differentiated instruction, and an awareness of students' different learning styles are incorporated into the curriculum, ensuring that all children learn are taught through different modalities. The Sunshine Elementary Charter School lesson plan format requires teachers to identify students who need re-teaching, reinforcement, and enrichment in addition to identifying strategies for English Language Learners and Students with Disabilities.

To ensure all students' needs are met, the mandatory 90-minute **reading** block consists of the following elements:

- **Systematic delivery of explicit instruction (Whole Group)**
 - Students are receiving grade level instruction. All students are exposed to this level of instruction.
 - Whole Group instruction includes
 - Teacher Modeling (scaffolding)
 - Think Aloud
 - Read Aloud (Before the read aloud session, activate students prior knowledge)
 - Picture Walk (What do you think this book is about? How did you know?)
 - Whole group instruction provides an efficient way to present new content; it is used for initial instruction
- **Departmentalized instruction – Grades four and five**
 - Teachers will be specialized in ELA/Social Studies; Social Studies/ELA; or, Science/Mathematics; Mathematics/Science
 - Students will receive a minimum of one hour in each class with the specialized teacher
 - All teachers will incorporate ELA strategies in their lesson planning
- **Scaffolding**
 - Scaffolding is the provision of sufficient support to promote learning when concepts and skills are first being introduced to students.
 - Scaffolding includes
 - Displaying graphics
 - Activating Prior Knowledge
 - Modeling an activity beforehand
 - Showing students an example of the desired outcome before completing tasks
- **Differentiated Instruction (Small Group)**
 - Differentiated Instruction is matching instruction to meet the needs of individual learners. Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students.
 - Differentiated Instruction is implemented during the 90+ minute reading block.
 - During the reading center time, the classroom teacher meets with small groups to provide systematic and explicit instruction in identified reading skill areas.
- **Independent Work**
 - Self-paced learning
 - Teaches time management and responsibility
 - Good for remediation or extensions

- **Literacy Centers**

- A literacy center is one of several learning stations arranged in a classroom designed for students to visit and learn independently. Literacy Centers are organized to support all subjects: ELA, math, science, and social studies.
- Teachers clearly explain each center.
- Teachers give clear explicit directions and define expectations.

Incorporating Reading and Literacy Instruction in all Areas

Florida Standards are addressed in all contents areas and content area texts are integrated into the 90 minute reading block to include literacy standards. While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction relates to the overall English Language Arts literacy program using both an integrated and interdisciplinary approach.

Teachers incorporate reading and literacy instruction into the various subject areas to extend and build text-based discussions in order to deepen the content-area understandings as specified below.

- Integrated approach to the language arts strands and skills (reading, writing, listening, speaking): SECS teachers integrate opportunities for students to apply the composite use of the skills they are learning in order to further strengthen their overall literary development. Fourth and fifth grade teachers combine ELA skills while teaching social studies concepts.
- Interdisciplinary approach: The English Language Arts program attains a balance of literature and informational texts in history, social studies, science. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
- Simultaneous use of both approaches: The English Language Arts literacy program incorporates the integration of reading, writing, listening, and discussing as students relate to various interdisciplinary texts during instruction, partner work, and independent practice.
- Students have access to leveled classroom libraries of both literary and informational text focused on content area concepts implemented during the 90 minute reading block as a meaningful extension to the foundational skills taught through the core reading program. Students are matched to the appropriate level of text according to their reading level.
- Students have access to texts and technology that are appropriate for researching information.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers incorporate texts of varying levels of complexity into their literacy instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on the following:

- New and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.)
- Vocabulary and concepts on social studies and science topics
- How to extract information from complex informational text
- How to use text evidence to explain and justify an argument in discussion and writing
- How to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- Paired use of texts for students to engage in more complex text analyses
- Independent reading and writing practice to:
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop fluency and prosody
 - strengthen and finish mastering literacy skills and strategies.

Implementation of Specialized Instruction for Students (particularly of those below grade level)

SECS students who exhibit a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations will be given intensive reading instruction immediately following the identification of the reading deficiency.

Modified Instruction

SECS teachers modify instruction for students who have not responded to a specific reading intervention. The school diagnoses reading difficulties of students having a *substantial deficiency in reading*. Students in need of an intensive reading intervention receive instruction from the core program along with additional reading strategies that include: read alouds, think alouds, comprehension strategy instruction, and oral language/vocabulary instruction. In small group, teacher-directed instruction, immediate intensive intervention is provided on a daily basis to children as determined by progress monitoring and other forms of assessment. In addition to, or as an extension of the ninety (90) minute reading block, instruction in a smaller group size focuses on generalizing the newly acquired reading skills to progressively more complex text. Students targeted for immediate intensive intervention receive services in addition to the 90 minute reading block.

Diagnostic Assessments

Students who exhibit a substantial deficiency in reading will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Data-Driven Decision-Making

SECS utilizes data gathered from several state, local and school-based assessments to make decisions regarding curriculum and instruction including: the FCAT 2.0, FSA, SAT, CELLA, the *Terra Nova*, *iReady*, multiple diagnostic instruments, core textbook assessments, supplementary book assessments, and teacher-made tests and quizzes. Scores are organized and reviewed to determine focus areas as part of the School Improvement Process as well as for the benefit creating individualized instruction plans. (Appendix J)

Implementation of ELL and ESE Programs

SECS understands and appreciates that all students are individual and each site provides quality services for exceptional students and for English Language Learners (ELL). Certified Exceptional Education teachers and a Speech and Language Pathologist (SLP) provide quality services to identified students. Exceptional Education teachers and Speech & Language Pathologists (SLP) ensure that students receive every opportunity to succeed. Students classified as English Language Learners (ELLs) participate in the English/Language Arts through ESOL program that is designed to enable these students to communicate and achieve academic success in their English-speaking environment.

English Language Learners (ELL)

Prior to their twentieth day of school, all ELL students will be administered The *IDEA Proficiency Test* (best known by the acronym IPT), Ballard & Tighe, and publishers. ELL students will participate in the scheduled 90-minute reading block. The teacher will utilize successful ESOL strategies with each student.

Based on the number of students in the program 2 years or less and the percent of students scoring **high intermediate or proficient** on State assessments (CELLA), SECS teachers will continue utilizing current, successful strategies when working with all ELL students: Reading instruction for ELL students will teach students to hear, identify, and manipulate sounds of spoken words; know the relationship between letters of written language and sounds of spoken language; read text accurately and quickly; understand words used to communicate effectively; and understand what is read.

Exceptional Student Education (ESE) Students

A Multi-Tiered System of Supports

Sunshine Elementary Charter School's Response to Intervention (RtI) model is implemented by the school's Collaborative Problem Solving (CPS) teams through a tiered approach to instructional delivery that includes fidelity of instruction using the Comprehensive Core Reading Program (CCRP) and supplemental reading interventions of increasingly higher instructional intensity. This multi-tiered approach to providing initial and intervention instruction to students at increasing levels of intensity is based on students' needs as evidenced through analysis of diagnostic and progress monitoring data. Collaborative Problem Solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the intervention.

As part of Tier I universal instruction, all students are provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the CCRP for all students in grades K-5. A multitude of supplemental material is available in addition to the text such as transparencies, leveled reading material, consumable workbooks for grammar and spelling, and lessons to incorporate art, science, social studies, and music. The program also includes lesson plans for English Language Learners, as well as high and low achievers allowing teachers to customize instruction.

Tiers II and III interventions include diagnostic assessments to determine specific skill deficiencies. The SIRP and the CIRP are utilized for a minimum of six weeks for Tier II students. The Collaborative Problem Solving Team reviews the progress made by Tier II students and, if needed, an intervention is provided for Tier III. The CPS reviews the progress made by Tier III students and, if needed, the teacher reviews the data with the parent to begin the District referral process.

(See Programmatic Reviews, the SIP, and the *Comprehensive Reading Plan* on file for more information related to this section)

FINANCIAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Management	Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	<ul style="list-style-type: none"> • Annual Budgets, on file • Financial Reports, on file • Annual Financial Audits, on file • Cost Reports, on file • Fixed Assets Report Reconciled with General Ledger (Appendix O) • Compliance of Financial Reports with District Deadlines will be considered
	Adherence to Generally Accepted Accounting Principles	The school adheres to generally-accepted accounting principles.	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
<p>In the narrative, please explain how these standards have been met, or reasons and explanations if it they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices.</p>			

Statutory References: 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

Financial Management

Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations

The Governing Board of Directors of Sunshine Elementary School, Inc. is the ultimate policy-making body which is responsible for the financial affairs and management of the school, as well as the continued oversight of school operations.

To ensure fiscal soundness, the Governing Board ensures that the *Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook)* is followed and has established financial policies and procedures to further safeguard their finances. These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance both internally and through the independent audit. As part of these policies and procedures, the governing board reviews quarterly financial statements and budgets at each of its public board meetings - which are held on a quarterly basis at minimum. The Board annually adopts and maintains operating budgets for each school, retains the services of a certified public accountant/auditor to conduct the annual independent financial audit and review, and approves the audit report, including audit findings and recommendations. Quarterly financial reports, which include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance, are reviewed at each board meeting.

Internal accounting procedures for the school pertaining to receivables and disbursements are as follows:

- For receivables, all cash payments are logged, identified by source and deposited.
- Deposits are reconciled to cash receipt logs. Disbursements are made only to approved vendors and must be appropriately authorized.
- Transmittal requests are prepared at the school site and authorized by the Principal. Transmittal requests are submitted to the financial management company with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Transmittal requests are reviewed and approved by the Principal and the financial management company.
- All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require Board Chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, as approved by the Governing Board,

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- Bank statements are reconciled on a monthly basis. The school provides 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 are provided on the dates required by the School Board in the charter school contractual agreement between the school and the Sponsor.
- Financial records are stored in accordance with Chapter 119, Florida Statutes and retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State are followed.
- SECS utilizes 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.

Adherence to Generally Accepted Accounting Principals

SECS utilizes 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. In adherence to Generally Accepted Accounting Principles, the governing board contracts annually with an independent professional accounting firm to complete annual audited financials which are submitted to the sponsoring entity and state. Through a Request for Proposal (RFP) process conducted approximately every two-three years, the Board contracts an auditor to express an opinion on the financial statements reviewed in the audit. The most recent audited financial statement is on file. The auditors conduct their audit in accordance with auditing standards generally accepted accounting principles and standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. Annual audits are filed with the State of Florida Department of Education along with sponsor on a timely basis.

Financial Reporting Requirements

Financial reporting is subject to any directives issued by the State of Florida and the local sponsor. Quarterly financial reports, which include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance, are provided to Broward County Public Schools within the required time frame stipulated in the schools' charter contracts. These reports 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. To the present date, these deadlines have been successfully met.

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	<ul style="list-style-type: none"> • Annual Budgets, on file • Fixed Assets (Appendix O) • Projected 5-year Budget is requested (2017-2021) (Appendix S) • Financial Reports, on file • Annual Financial Audits, on file
	Financial Obligations	The school's financial obligations are in good standing.	
	Long-Term Financial Planning	The school has a sound and sustainable long-term financial plan.	
<p>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices including the projected 5-year budget (2016-2021).</p>			

Statutory References: 1002.33(7)(a)(10); 1002.33(7)(a)(11)

Financial Viability

Budgeting and Financial Obligations

SECS has maintained balanced budgets and positive cash flows as evidenced in the attached certified audited financial statement (On file). The Principal of the School prepares a school-site budget, which includes anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed at each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seeks prior approval from the Board for expenditures over a pre-approved amount. The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board oversees the Principal and remains responsible for all financial matters delegated to the Principal.

SECS has established sound financial procedures to safeguard their finances as detailed in the Financial Management Focus Area above. As such, the School's financial obligations are in good standing in that the school can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

Long-Term Financial Planning

The leadership at SECS creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. SECS benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, School Financial Services, Inc., and ACH Corporation (who were selected by the governing board) to provide guidance and resources to assist the school with fiscal responsibility and accountability on a long-term basis.

Long-term financial plans are included as objectives in the strategic plan to ensure that adequate funds are set aside to meet the needs of the school on an ongoing basis.

ORGANIZATIONAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Student Enrollment and Conduct	Student Enrollment Trends	The school's actual enrollment is consistent with its projections.	<ul style="list-style-type: none"> Student Enrollment reports (Appendix V) Copy of Registration Forms in Parent's Primary Language (top 3, plus English) (Appendix W)
	Racial/Ethnic Composition of the Student Body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment Procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School Environment	The school maintains a safe and secure environment.	<ul style="list-style-type: none"> Discipline Reporting (in each category for the last five years) (Appendix X)
<p>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to meet this Focus Area for the upcoming term of the charter. List any appendices.</p> <p>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</p>			

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability. **Statutory References:** 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Student Enrollment and Conduct

In 2006-2007, its inaugural year, SECS had 57, K-3 students. This number grew to 78, K-4 students in the 2007-2008 school year; 105 K-5 students in 2008-2009; 95 K-5 students in 2009-2010; 120 in 2010-11; and, currently (2015-2016) 299, K-5 students enrolled. Original estimates called for between 350 and 500 students to be enrolled. However, original application numbers were based on the planned leasing of a larger facility. Currently, SECS is at capacity.

Racial Ethnic Composition

The racial ethnic composition of the school's student body is reflective of the community it serves. Currently, 06% of the students are white, 46% are black, 44% are Hispanic, and 04% are "multiracial". As a point of comparison, the neighboring schools are comparable in student body composition. At Hallandale, 9% of the students are white, 42% are black, 44% are Hispanic, and 6% are Asian, Pacific Islander, Indian, or multiracial. At Dania, 29% of students are white, 31% are black, 31% are Hispanic, 5% and 6% are Asian, Pacific Islander, Indian, or multiracial (See Exhibit V).

Enrollment Procedures

SECS implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student who submits a timely application and whose parents accept the conditions of the *Parental Contract* shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. SECS will be open to any student residing in the County who is of the appropriate age for the corresponding grades. An open admissions procedure, utilizing a "first come, first serve" policy, as required by statute (unless the number of applicants exceeds capacity) has been and will continue to be the standard use by the School. In each such case, all applicants shall have an equal chance of being admitted to the corresponding site through a random selection process in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. In addition, SECS may give enrollment preference only as allowed by Florida State Law as indicated on the registration form (Exhibit W). Evidence that SECS implements enrollment procedures properly is seen in the onsite evaluation

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* If applicable

report created by the district where is it acknowledged that policies and procedures have been developed and passed by the charter school, that parents and staff are aware of these policies, and that these policies are included in handbooks.

School Environment

SECS maintains a safe and secure environment. There have been very few incidents at the school and the appropriate corrective action was taken to ensure the safety and security of the school. No major disciplinary action was necessary at the school site as evidenced by the discipline panel reports, Exhibit X. All procedures of Broward County Public Schools are followed utilizing the BCPS discipline matrix as a guide.

Facilities

Focus Area	Indicator	Standard	Sources of Evidence*
Facilities	Facilities Compliance	The school’s facilities comply with applicable laws and codes.	<ul style="list-style-type: none"> Valid Certificates of Occupancy, on file Health, Safety and Fire Reports by District and/or Municipality, on file
	Health and Safety	The school complies with applicable health and safety laws.	<ul style="list-style-type: none"> Fire and Health Inspections (District and/or Local), on file Fire Drill Reports (10) and Tornado Drills (2), on file Comprehensive Emergency/Evacuation Plans (Appendix Y)
<p>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to improve/maintain its facilities for the upcoming term of the charter. List any appendices.</p>			

Statutory References: 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

Health and Safety

SECS complies with applicable health and safety laws as evidenced by the inspection reports on file. SECS stays current on all fire and safety inspections as well as the proper health inspections. Fire drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are provided to the SBBC charter school office annually. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. The onsite evaluation reports created by the district where it is acknowledged that the school has records of all facility inspections on file and that building, fire, and safety inspections are on file.

Facility Compliance

The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility includes the following uses: classrooms, lunchroom, multi-purpose spaces, library, media-lab, restrooms, and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The onsite evaluation reports created by the district where is it acknowledged that the school facilities are up to code and that the facilities are conducive to a good learning environment

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** If applicable*

Governance, Staff and Parents

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	Governance Structure	The school implements the governance structure as defined in the school's contract.	<ul style="list-style-type: none"> • Governing Board Meeting Agendas and Minutes, on file • Certificates of Governing Board Training Current Governing Board Members (Appendix Z) • Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	
	Instructional Staff	<p>The school employs instructional staff that meets state and federal qualifications.</p> <p>The school uses an approved teacher and administrator evaluation system.</p> <p>The school has approved and adopted pay for performance plan and salary schedule.</p>	<ul style="list-style-type: none"> • Staffing Reports (On file) • Employee Handbook (Appendix DD) • Documentation Verifying Participation in an Approved Plan (Appendix EE) • Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	<ul style="list-style-type: none"> • Parental Surveys (Appendix GG) • Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix AA) • (Appendix II) • Parent Handbook /Student/Parent Contract (Appendix JJ) • Sample of School Newsletters (requesting parental involvement) (Appendix KK)
<p>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain this Focus Area for the upcoming term of the charter. List any appendices.</p>			

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

Governance Structure

SECS provides governance and leadership that promote student performance and system effectiveness. The governing board of directors (Exhibit AA) has responsibility for the affairs and management of the school and provides continuing oversight of school operations. They are committed to the mission of the school and are cognizant of their responsibility to effectively and properly manage public funds. SECS implements the governing structure as defined in the schools' contract. Although some members of the governing board are different today than they were nine years ago, the mission, values, and ideals remain constant.

The governing board has contracted with ACH Corporation of America and School Financial Services, Inc., charter school services and support organizations, to provide the school with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations.

Governance Roles and Responsibilities

SECS's governing board develops policies and procedures that promote the effective operation of the school that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract. It is the governing board's role to review, amend, and establish new policies for the school at each meeting which are reviewed annually. This allows the governing body to exercise continuing and effective oversight of the school's operations. The governing board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation and mentoring of all staff members. The educational administrative team provides the governing board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing board does not provide interference with the school administrative team in the accomplishment of its goals. The governing board is provided with orientation and training when they obtain their position and annually, when needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The governing board oversees business operations and sets policies for the school. At every meeting, the budget — expenditures and income — is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The governing board makes certain that the school has a School Improvement Plan (SIP) and that it is implemented effectively.

The board also establishes and monitors work policies and procedures to ensure effective operation of the school and promotes data analysis. The conclusions learned from data obtained are analyzed and through team collaboration with school administrators plans are developed to drive continuous student growth. The Principal reports to the governing board at each scheduled public meeting and at special public meetings called throughout the year. The school has its own operations manual and handbooks for the teachers, students, and parents that set the guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

The Principal and the governing board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each student will fulfill their potential. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight, and direction.

Compliance with Sunshine Laws

The Board meets minimally on a quarterly basis and schedules special meetings throughout the year as needed. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open to the public, notice of which is posted at the school site, as well as in the school's newsletter a minimum of two weeks in advance of each meeting. Time is allotted at each meeting for public input. The governing board members participate in Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law. The onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has bylaws regarding how they function as a governing body, and that these procedures and bylaws are on file.

Instructional Staff

The school employs instructional staff that meet state and federal requirements. All instructional staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. Each teacher and Principal is highly qualified and meets the rules and requirements of the Florida Department of Education. The onsite evaluation reports created by the district, 2015-2016, acknowledge that there is a record kept of teaching certificates for all teachers.

Sunshine Elementary School's Governing Board approved the use of the *Florida Consortium of Public Charter Schools (FCPCS) Evaluation Systems for Classroom Teachers, School-Based Administrators, and Other Instructional Personnel*. Per s.1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s.1012.01(2)(a), who is newly hired by the school, must be observed and evaluated at least twice in the first year of teaching in the school. With the passage of the Student Success Act in 2011, the evaluation system for instructional personnel and school-based administrators became focused on student performance. Per s.1012.34, F.S., fifty percent (50%) of an instructional employee's evaluation is based on student performance. The other fifty percent (50%) is based on Instructional or Leadership Practice and Professional and Job Responsibilities.

F.S. 1012.22(1)(c)5 requires that all public schools, including charter schools, develop a performance-based salary schedule for school-based administrators and instructional staff. A copy of the approved plan and verification can be found in Appendix FF.

Parental Involvement

Parents have extensive opportunities for involvement the school's' operation. Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of SECS. Parent participation is critical to a student's success. The school ensures that parents, teachers, other community members and stakeholders are actively engaged in the design and implementation of the school. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to become a member of the SAC committee and assist in developing the school improvement plans. The onsite evaluation reports created by the district acknowledge that parents are aware of board meetings through public postings, that they know whom to go to should they need to register a complaint, and that there is time for public input at all board meetings.

Not only is the governing board responsible for sound fiscal management, they are also committed to making sure that each school is a safe learning environment where the parents are actively involved in their child's education. It is the role of the school Principal to carry out the vision and purpose to all stakeholders. Additionally, Climate Surveys of parents, staff, and students are also used as evaluation tools in assessing the overall effectiveness of each school's program and the school's success (Appendix GG).

Appendices

Please check and attach an electronic copy of all appendices* referred to in the Educational Performance, Financial Performance and Organizational Performance sections of your charter renewal document. Compliance with District's deadlines will be considered.

Educational Performance

- Appendix A: FCAT 2.0 &*
- Appendix B: State AMO Standards*
- Appendix C: FLDOE School Grade (prior 5 years)*
- Appendix D: FLDOE Report Card (most recent year)*
- Appendix E: School Improvement Plan: ELA Summary*
- Appendix H: Progress Monitoring*
- Appendix J: Standardized Test Results*
- Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District's K-12 Plan)*
- Appendix N: Ellevation Reports*

Financial Performance

- Appendix O: Fixed Assets Report Reconciled with General Ledger*
- Appendix R: Compliance of Financial Reports with District Deadlines (will be considered)*
- Appendix S: Projected 5-year Budget is Requested (2016-2021)*

Organizational Performance

- Appendix V: Student Enrollment Reports*
- Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)*
- Appendix X: Discipline Reporting (in each category for the last five years)*
- Appendix Y: Comprehensive Emergency/Evacuation Plans*
- Appendix Z: Certificates of Governing Board Training for Current Governing Board Members*
- Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- Appendix DD: Employee Handbook*
- Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan*
- Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan*
- Appendix GG: Parental Surveys*
- Appendix (See AA): Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S.*
- Appendix JJ: Parent Handbook (Includes Student/Parent Contract)*

- Appendix KK: Samples of School Newsletter Requesting Parental Involvement**
- Appendix LL: Gold Seal**
- Appendix ZZ: No Child Left Behind School Public Accountability Reports (SPAR)**

Documents on File with District

- On-Site Programmatic Reviews (OSPR) or Desktop Reviews
- OSPR's Corrective Action Plans
- School Improvement Plans as per s. 1002.33(9)(n)(1), F.S.
- Annual Budgets
- Financial Reports
- Annual Financial Audits
- Cost Reports
- Valid Certificates of Occupancy
- Health, Safety and Fire Reports by District and/or Municipality
- Fire and Health Inspections (District and/or Local)
- Fire Drill Reports (10) and Tornado Drills (2)
- Governing Board Meeting Agendas and Minutes

Educational Performance

Appendix A: FCAT 2.0 &

Appendix B: State AMO Standards

Appendix C: FLDOE School Grade (prior 5 years)

Appendix D: FLDOE Report Card (most recent year)

Appendix E: School Improvement Plan: ELA Summary

Appendix H: Progress Monitoring

Appendix J: Standardized Test Results

Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District's K-12 Plan)

Appendix N: Ellevation Reports

Financial Performance

Appendix O: Fixed Assets Report Reconciled with General Ledger

Appendix R: Compliance of Financial Reports with District Deadlines (will be considered)

Appendix S: Projected 5-year Budget is Requested (2016-2021)

Organizational Performance

Appendix V: Student Enrollment Reports

Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)

Appendix X: Discipline Reporting (in each category for the last five years)

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Appendix Z: Certificates of Governing Board Training for Current Governing Board Members

Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S.

(Clearly indicating the required elements: the school's academic performance;

the names of the governing board members; the programs at the school; any management companies,

service providers, or education management corporations associated with the school; the school's annual budget and its

annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)

Appendix DD: Employee Handbook

Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan

Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan

Appendix GG: Parental Surveys

Revised 10/23/2015r

*** If applicable**

Appendix (See AA): Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S.

Appendix JJ: Parent Handbook (Includes Student/Parent Contract)

Appendix KK: Samples of School Newsletter Requesting Parental Involvement

Appendix LL: Gold Seal

Appendix ZZ: No Child Left Behind School Public Accountability Reports (SPAR)

Appendix A/C

School Accountability Reports

Google™ Custom Search

Site Index



You selected:

District: BROWARD

Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999

School Grades:

Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

School Accountability Report																							
Click on the column header to re-sort by that column.																							
			School Year (Click on year to see detailed report)	(Includes Learning Gains) more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus Points for High School Retakes	Points Earned	Percent Tested			% In Lowest Reading Level(s)	% Level 2 and Above FCAT Reading	% Level 3 and Above FCAT Reading	% Level 2 and Above FCAT Math	% Level 3 and Above FCAT Math	% 3 and Above on FCAT Writing
Broward																							
5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	Elementary		D	38	34	36	10	70	51	86	71	NA	396	99	91	86						
5400		Elementary		C	40	53	52	40	62	68	60	68	NA	443	100	76	88						
5400		Elementary		D	62	73	56	0	53	63	53	63	NA	423	100	85	85						
5400		Elementary			55	68	95	53	67	54	67	54	NA	513	99	75	85						
5400		Elementary			36	39	93	51	30	43	30	43	NA	365	100	63	84						

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2013-2014 School Grades Guide to Calculations (<http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf> for additional information.

APPENDIX A



Florida 2.0 Comprehensive Assessment Test®

Google™ Custom Search

[2014 FCAT 2.0 Results Home](#)

School Level Report: BROWARD

You selected:

Districts: BROWARD, **Years:** 2011, 2012, 2013, 2014

Grades: 3, 4, 5, 6, 7, 8, 9, 10, **Subjects:** Reading, Mathematics, Science and Writing

The table below provides School performance data for FCAT 2.0 Reading, Mathematics, Science and Writing. The data in this table represent the percentage of students performing at a satisfactory level and above as determined by the passing standards established by the State Board of Education on January 21, 2014, which are consistent with the standards used for school grading for each subject area. The percentage of students scoring Achievement Level 3 and above is provided for FCAT 2.0 Reading, Mathematics, and Science. The policy definitions and scale score ranges for the FCAT 2.0 Achievement Levels may be accessed at <http://fc2.fdoe.org/fcat2/pdf/achlevel.pdf>. The percentage of students scoring 3.5 and above is provided for FCAT 2.0 Writing. Results for FCAT 2.0 Writing are reported on a scale of 1.0 (lowest) to 6.0 (highest). Two trained scorers independently score each student response. The score reported is the average of both scorers' scores.

School Percentage Passing (Satisfactory and Above)																
Grade Level	Reading (Achievement Level 3 and Above)				Mathematics (Achievement Level 3 and Above)				Science (Achievement Level 3 and Above)				Writing Essay (3.5 and Above)			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Broward																
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)																
3	50	13	34	37	67	39	38	42	NA	NA	NA	NA	NA	NA	NA	NA
4	45	64	24	41	65	64	48	38	NA	NA	NA	NA	NA	27	50	36
5	25	44	62	41	38	75	67	23	NA	25	38	14	NA	NA	NA	NA

+Indicates data are not available at this time.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for these years have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scales and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013 and 2014; however, caution should be used when comparing 2013 and 2014 results to 2012 results as students had 60 minutes to take the test in 2013 and 2014 and 45 minutes to take the test in 2012. Additionally, in 2012, the standard used for the writing component of school grades was the percentage of students scoring 3.0 and above. The percentage of students scoring 3.5 and above in 2012 is provided so stakeholders may determine performance in 2012 for the current standard.

The table below provides the School Mean Scores for FCAT 2.0 Reading, Mathematics, Science and Writing. FCAT 2.0 Reading, Mathematics, and Science are reported by scale scores. The scale score ranges for each Achievement Level may be accessed at

<http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>. For FCAT 2.0 Reading and Mathematics, the scale score is also called a Developmental Scale Score, which is a type of score used to determine a student's annual progress from grade to grade. Results for FCAT 2.0 Writing are reported on a scale of 1.0 (lowest) to 6.0 (highest). Two trained scorers independently score each student response. The score reported is the average of both scorers' scores.

School Mean Scores																
Grade Level	Reading				Mathematics				Science				Writing Essay			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Broward																
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)																
3	201	190	191	192	200	192	194	191	NA	NA	NA	NA	NA	NA	NA	NA
4	209	212	199	205	220	214	204	206	NA	NA	NA	NA	NA	3.1	3.2	3.1
5	209	213	217	212	213	227	224	209	NA	190	193	186	NA	NA	NA	NA

+Indicates data are not available at this time.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for those years have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013 and 2014; however, caution should be used when comparing 2013 and 2014 results to 2012 results as students had 60 minutes to take the test in 2013 and 2014 and 45 minutes to take the test in 2012.

The table below provides the School average FCAT 2.0 Developmental Scale Score (DSS) in Reading and Mathematics and the change in DSS score since last year. The DSS is a score used to determine a student's annual progress from grade to grade. The FCAT 2.0 Developmental Score Scale for Reading ranges from 140 to 302 across grades 3 through 10 and Mathematics ranges from 140 through 298 across grades 3 through 8.

School - Mean Developmental Scale Score (DSS)								
Grade Level	Reading Scores				Mathematics Scores			
	% of Students Matched to 2013	Mean DSS (Matched Students 2014)	Mean DSS (Matched Students 2013)	Mean DSS Change for Matched Students	% of Students Matched to 2013	Mean DSS (Matched Students 2014)	Mean DSS (Matched Students 2013)	Mean DSS Change for Matched Students
Broward								
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)								
4	74	204	194	10	74	206	194	13
5	91	213	201	11	93	208	207	2

Note: Matched DSS data cannot be generated for grade 3 because it is the first year that students take the FCAT 2.0.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

The tables below provide a School summary of FCAT 2.0 Reading, Mathematics, Science and Writing. For FCAT 2.0 Reading, Mathematics, and Science, the percentage of students scoring in each Achievement Level is provided. Level 5 is the highest and Level 1 is the lowest; Level 3 indicates satisfactory performance. The State Board of Education has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0

Reading, Mathematics, and Science. The policy definitions and scale score ranges for the FCAT 2.0 Achievement Levels may be accessed at

<http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>. For FCAT 2.0 Writing, the percentage of students scoring each score point is provided, with a score point of 1.0 being the lowest and a score point of 6.0 being the highest. Two trained scorers independently score each student response. The score reported is the average of both scorers' scores. The State Board of Education has established a score of 3.5 as the passing score for FCAT 2.0 Writing.

School Summary of Students Tested												
Grade 3												
Reading Scores												
		Percentage of Students by Achievement Level							Mean Points Earned by Reporting Category †			
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
Broward												
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)												
2011	12	201	17	33	25	17	8	50	6	10	9	6
2012	23	190	30	57	4	9	0	13	5	10	7	5
2013	32	191	28	38	16	16	3	34	5	9	8	4
2014	46	192	37	26	11	22	4	37	5	10	8	5
2011	Reading Points Possible: Grade 3								8	16	12	9
2012	Reading Points Possible: Grade 3								7	20	10	8
2013	Reading Points Possible: Grade 3								8	16	13	8
2014	Reading Points Possible: Grade 3								8	17	12	8
Grade 3												
Mathematics Scores												
		Percentage of Students by Achievement Level							Mean Points Earned by Reporting Category †			
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
Broward												
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)												
2011	12	200	8	25	50	17	0	67	15	6	10	NA
2012	23	192	17	43	30	9	0	39	13	5	8	NA
2013	32	194	34	28	22	6	9	38	13	5	9	NA
2014	45	191	36	22	27	13	2	42	14	4	8	NA
2011	Mathematics Points Possible: Grade 3								21	10	13	NA
2012	Mathematics Points Possible: Grade 3								21	10	13	NA

2013	Mathematics Points Possible: Grade 3							21	10	13	NA	
2014	Mathematics Points Possible: Grade 3							21	10	13	NA	
Grade 4												
Reading Scores												
							Percentage of Students by Achievement Level		Mean Points Earned by Reporting Category †			
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
Broward												
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)												
2011	20	209	15	40	25	10	10	45	4	13	7	6
2012	14	212	14	21	36	14	14	64	6	12	8	5
2013	29	199	34	41	17	7	0	24	5	9	7	4
2014	34	205	24	35	21	15	6	41	5	9	7	7
2011	Reading Points Possible: Grade 4							7	19	11	8	
2012	Reading Points Possible: Grade 4							8	16	13	8	
2013	Reading Points Possible: Grade 4							9	16	12	8	
2014	Reading Points Possible: Grade 4							9	14	11	11	
Grade 4												
Mathematics Scores												
							Percentage of Students by Achievement Level		Mean Points Earned by Reporting Category †			
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
Broward												
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)												
2011	20	220	5	30	25	25	15	65	13	8	9	NA
2012	14	214	21	14	29	29	7	64	13	7	8	NA
2013	29	204	24	28	45	3	0	48	11	5	8	NA
2014	34	206	38	24	29	3	6	38	11	6	7	NA
2011	Mathematics Points Possible: Grade 4							17	11	12	NA	
2012	Mathematics Points Possible: Grade 4							18	10	12	NA	
2013	Mathematics Points Possible: Grade 4							18	10	12	NA	

2014	Mathematics Points Possible: Grade 4														18	10	12	NA	
Grade 4																			
Writing Scores																			
Percentage of Students by Score Point																			
Year	Students Tested	Mean Score	U	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Percentage Passing (3.5 and Above)**				
Broward																			
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)																			
2012	15	3.1	0	0	0	7	7	60	20	7	0	0	0	0	27				
2013	28	3.2	0	0	4	0	11	36	32	18	0	0	0	0	50				
2014	33	3.1	0	0	0	18	12	33	9	21	6	0	0	0	36				
Grade 5																			
Reading Scores																			
															Percentage of Students by Achievement Level				Mean Points Earned by Reporting Category ↓
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**				Cat. 1	Cat. 2	Cat. 3	Cat. 4				
Broward																			
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)																			
2011	16	209	13	63	25	0	0	25				5	9	7	4				
2012	16	213	13	44	31	6	6	44				5	9	5	9				
2013	21	217	19	19	33	19	10	62				7	9	8	6				
2014	44	212	14	45	27	7	7	41				6	9	7	4				
2011	Reading Points Possible: Grade 5														8	17	12	8	
2012	Reading Points Possible: Grade 5														9	14	8	14	
2013	Reading Points Possible: Grade 5														10	15	11	9	
2014	Reading Points Possible: Grade 5														10	16	11	8	
Grade 5																			
Mathematics Scores																			
															Percentage of Students by Achievement Level				Mean Points Earned by Reporting Category ↓
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**				Cat. 1	Cat. 2	Cat. 3	Cat. 4				
Broward																			
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)																			
2011	16	213	31	31	25	13	0	38				12	6	5	NA				
2012				25	50	19									NA				

	16	227	0			6	75	15	7	8		
2013	21	224	14	19	38	14	14	67	14	7	8	NA
2014	43	209	42	35	16	7	0	23	11	3	6	NA
2011	Mathematics Points Possible: Grade 5							22	10	14	NA	
2012	Mathematics Points Possible: Grade 5							22	10	14	NA	
2013	Mathematics Points Possible: Grade 5							22	10	14	NA	
2014	Mathematics Points Possible: Grade 5							22	10	14	NA	

**Grade 5
Science Scores**

			Percentage of Students by Achievement Level					Mean Points Earned by Reporting Category ‡				
Year	Students Tested	Mean Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4

Broward

SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)

2012	16	190	25	50	19	6	0	25	6	10	10	8
2013	21	193	33	29	24	14	0	38	6	11	9	8
2014	44	186	45	41	7	7	0	14	6	8	9	8
2012	Science Points Possible: Grade 5							10	16	16	14	
2013	Science Points Possible: Grade 5							10	16	16	14	
2014	Science Points Possible: Grade 5							10	16	16	14	

* No data are reported when fewer than ten students were tested.

** Adding the percentages in Achievement Levels 3 – 5 or score points 3.5 – 6.0 may not result in the percentage reported under "Achievement Level 3 & Above" or "Percentage Scoring 3.5 & Above " due to rounding.

Note: NA indicates the FCAT 2.0 was not given for that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for those years have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013 and 2014; however, caution should be used when comparing 2013 and 2014 results to 2012 results as students had 60 minutes to take the test in 2013 and 2014 and 45 minutes to take the test in 2012. Additionally, in 2012, the standard used for the writing component of school grades was the percentage of students scoring 3.0 and above. The percentage of students scoring 3.5 and above in 2012 is provided in this table so stakeholders may know performance in 2012 for the current standard.

Note: U means Unscorable

‡Reporting Categories

Subject	Grade	Category 1	Category 2	Category 3	Category 4
MATHEMATICS	3	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	NA
MATHEMATICS	4	Number: Operations and Problems	Number: Base Ten and	Geometry and Measurement	NA

APPENDIX B



Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
 (2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.
 (3) AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.
 (4) AMOs for 2019 are calculated only for subgroups that did not have baseline data for 2010-11 or 2011-2012.

School Name	Subgroup	Preliminary School Grade 2014	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2011
STATE LEVEL	ALL STUDENTS		98	57	57	58	58	N	68	N	N	N	Y	N	98	55
SUNSHINE ELEMENTARY CHARTER SCHOOL	ALL STUDENTS	D	99	38	42	40	38	N	54	N	N	N	Y	Y	98	54
	AMERICAN INDIAN							NA		NA	NA	NA	NA	NA		
	ASIAN							NA		NA	NA	NA	NA	NA		
	BLACK/AFRICAN AMERICAN		100	21	25	31	35	N	41	N	N	Y	N	N	98	32
	HISPANIC		98	57	64	50	33	N	68	N	N	N	Y	Y	98	64
	WHITE		100				71	N		NA	NA	NA	NA	NA	100	
	ENGLISH LANGUAGE LEARNERS		100			46	25	N	51	N	N	N	Y	Y	100	
	STUDENTS WITH DISABILITIES		100				29	N		NA	NA	NA	NA	NA	100	
ECONOMICALLY DISADVANTAGED		99	38	39	38	35	N	54	N	N	N	Y	Y	98	48	

School Name	Subgroup	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing % Satisfactory 2015
STATE LEVEL	ALL STUDENTS	58	59	61	N	66	N	N	Y	N	N		59	58	N
SUNSHINE ELEMENTARY CHARTER SCHOOL	ALL STUDENTS	62	53	34	N	66	N	N	N	Y	Y	60	52	36	N
	AMERICAN INDIAN				NA		NA	NA	NA	NA	NA				NA
	ASIAN				NA		NA	NA	NA	NA	NA				NA
	BLACK/AFRICAN AMERICAN	45	39	34	N	49	N	N	N	Y	Y			24	NA
	HISPANIC	79	63	31	N	73	N	N	N	Y	Y	58	55		N
	WHITE			50	N		NA	NA	NA	NA	NA				NA
	ENGLISH LANGUAGE LEARNERS		62	20	N	65	N	N	N	Y	Y				NA
	STUDENTS WITH DISABILITIES			21	N		NA	NA	NA	NA	NA				NA
ECONOMICALLY DISADVANTAGED	58	50	31	N	61	N	N	N	Y	Y	50	33		N	

APPENDIX B

Subgroup	Preliminary School Grade 2014	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	2014 Target AMO Reading
ALL STUDENTS	D	99	38	42	40	38	54
BLACK/AFRICAN AMERICAN		100	21	25	31	35	41
HISPANIC		98	57	64	50	33	68
WHITE		100				71	
ENGLISH LANGUAGE LEARNERS		100			46	25	51
STUDENTS WITH DISABILITIES		100				29	
ECONOMICALLY DISADVANTAGED		99	38	39	38	35	54

Subgroup	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	2014 Target AMO Math	Writing % Satisfactory 2013	Writing % Satisfactory 2014
ALL STUDENTS	98	54	62	53	34	66	52	36
BLACK/AFRICAN AMERICAN	98	32	45	39	34	49		24
HISPANIC	98	64	79	63	31	73	58	55
WHITE	100				50			
ENGLISH LANGUAGE LEARNERS	100			62	20	65		
STUDENTS WITH DISABILITIES	100				21			
ECONOMICALLY DISADVANTAGED	98	48	58	50	31	61	50	33

Subgroup	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Reading, 2018	Target AMO Reading, 2019	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018	Target AMO Math, 2019
ALL STUDENTS	59	64	69			69	73	77		
BLACK/AFRICAN AMERICAN	47	54	61			55	60	66		
HISPANIC	71	75	79			76	79	82		
WHITE	73					60				
ENGLISH LANGUAGE LEARNERS	55	60	64	69	73	68	72	75	78	81
STUDENTS WITH DISABILITIES	39					50				
ECONOMICALLY DISADVANTAGED	59	64	69			65	70	74		

APPENDIX B

Subgroup- Gains for Low 25%	Learning Gains Points for Low 25% Reading, 2012- 13	Learning Gains Points for Low 25% Reading, 2013- 14	Learning Gains Progress Met for Low 25% Reading
	60	86	Y

Learning Gains Points for Low 25% Math, 2012- 13	Learning Gains Points for Low 25% Math, 2013- 14	Learning Gains Progress Met for Low 25% Math
68	71	Y

Reading % Satisfactory or Higher	Reading Gains for Low 25%	FCAT 2.0 Reading % Satisfactory or Higher
38	86	38
Reading Gains for Lowest 25%, at Least 50 Points in 2013	Reading Gains for Lowest 25%, at Least 50 Points in 2014	25% or More of FCAT 2.0 Readers Scoring Satisfactory or Higher
YES	YES	YES

Math % Satisfactory or Higher	Math Gains for Low 25%
34	71
Math Gains for Lowest 25%, at Least 50 Points in 2013	Math Gains for Lowest 25%, at Least 50 Points in 2014
YES	YES

Writing % Satisfactory or Higher
36

Science % Satisfactory or Higher
10

APPENDIX C

SUNSHINE CHARTER RECEIVED SCHOOL GRADES IN THESE YEARS:

School Accountability Reports

You selected:

District: BROWARD
 Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011
 School Grades:
 Report Type: School Grades



Modify Selections | Return to List of Schools | Export to MS Excel Format

School Accountability Report																	
Click on the column header to re-sort by that column.																	
			School Year (Click on year to see detailed report)	(Includes Learning Gains) more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus Points for High School Retakes	Points Earned	Percent Tested		
Broward																	
5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	Elementary		D	38	34	36	10	70	51	86	71	NA	396	99	91	86
5400		Elementary		C	40	53	52	40	62	68	60	68	NA	443	100	76	88
5400		Elementary		D	62	73	56	0	53	63	53	63	NA	423	100	85	85

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2013-2014 School Grades Guide to Calculations (<http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf> for additional information.

APPENDIX D

School Accountability Reports

Google™ Custom Search

Site Index



You selected:

District: BROWARD

Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2001-2002, 2000-2001, 1999-2000, 1998-1999

School Grades:

Report Type: Report Card

2013-2014		
SUNSHINE ELEMENTARY CHARTER SCHOOL (5400) Broward (06) 502 N 28TH AVE, HOLLYWOOD, FL 33020-3811 School Phone: 954-925-0155, Principal: STEVEN MONTES		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
	<p style="text-align: center;">D</p> <p style="text-align: center;">This grade is calculated by adding points earned from each of the performance areas below.</p>	
Reading	<ul style="list-style-type: none"> • 38% of students reading at or above grade level • 70% of students making a year's worth of progress in reading • 86% of struggling students making a year's worth of progress in reading 	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls
Math	<ul style="list-style-type: none"> • 34% of students at or above grade level in math • 51% of students making a year's worth of progress in math • 71% of struggling students making a year's worth of progress in math 	

Writing	<ul style="list-style-type: none"> • 36% of students are meeting state standards in writing.
Science	<ul style="list-style-type: none"> • 10% of students at or above grade level in Science.
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SUNSHINE ELEMENTARY CHARTER SCHOOL does not have enough data available for the calculation of adequate yearly progress under No Child Left Behind. Because this is a Title I school, your student may be eligible for school choice options under No Child Left Behind. • Contact your district office at -- for other choice options available to you.
<p><small>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</small></p>	

APPENDIX E

2014-2015 SIP: Strategies and Activities to increase Student Achievement in Language Arts

Teachers will identify and define organizational and student achievement problems. Specific skill deficiencies associated with specific students will be identified using all available assessment data. In addition, teachers will utilize the data to pinpoint the areas where students are deficient.

To reach the goals of this Plan and meet the need of all students, K-5, Sunshine teachers will modify *instructional strategies* including, but not limited to:

1. Analyzing the Problem
 - What variables are contributing to the problem? Is it curricular, learner environmental concerns, parental support, behavior problems (classroom management)?
 - Generating a hypothesis
 - Deciding on a solution
 - Selecting and Implementing an intervention
 - Monitoring and evaluating the effectiveness of the strategy and making adjustments as needed.

2. After-school tutoring activities will be provided for all students in reading to help students reach grade-level proficiency. After-school tutors will be teachers, paraprofessionals, and/or education students from local colleges and universities. SWD and ELL students will be included. Teachers will coordinate with tutors by providing the work needed to be completed and the skills needed to be addressed according to their review of the students' formal and informal assessment results. Tutors will utilize school-approved curriculum materials currently being utilized in the classrooms including: Go Math, Reading Street, Zaner-Bloser Writing, and Fusion Science materials. Supplemental materials will also be used as needed and will be approved by administration. Current materials approved include:
 - Scott Foresman Reading Street ELL Handbook to enhance instruction.
 - Foresman Reading Street ELL Readers Bookshelf Collection along with the regular classroom readers, when appropriate.
 - Florida Performance Coach
 - iReady® Florida English Language Arts
 - Study Island Online Program
 - Reading Street Interventional Materials

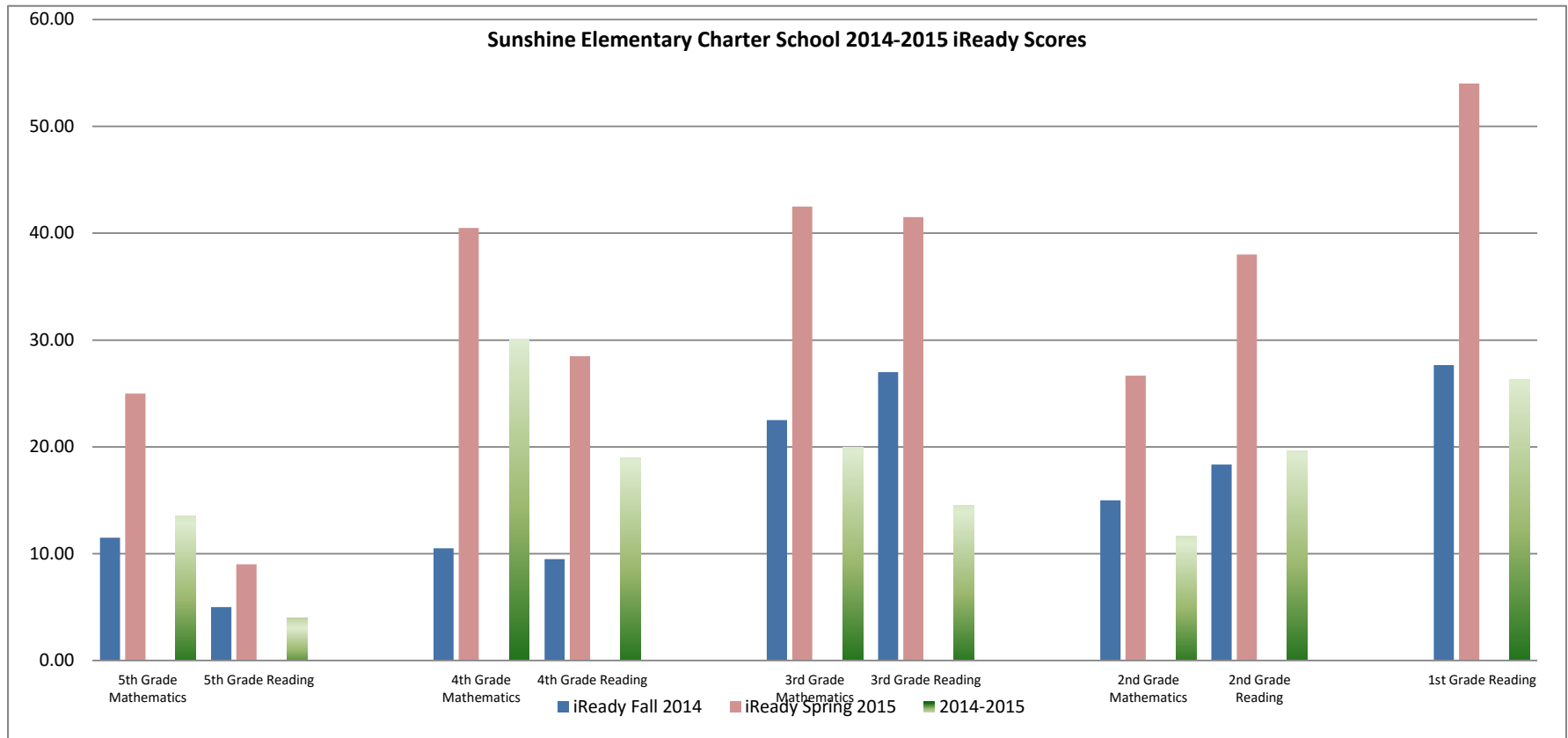
3. Teachers will have students complete weekly book reports. Books will include teacher-assigned materials and student-selected items. ELL-specific books will be provided through the supplemental materials associated with the reading series including Scott Foresman Reading Street, ELL Handbook for Teachers, and the Scott Foresman Reading Street ELL Readers Bookshelf Collection, along with the regular classroom readers, when appropriate.

4. Teachers will implement a current events discussion and include a student assessment of the topic in writing.

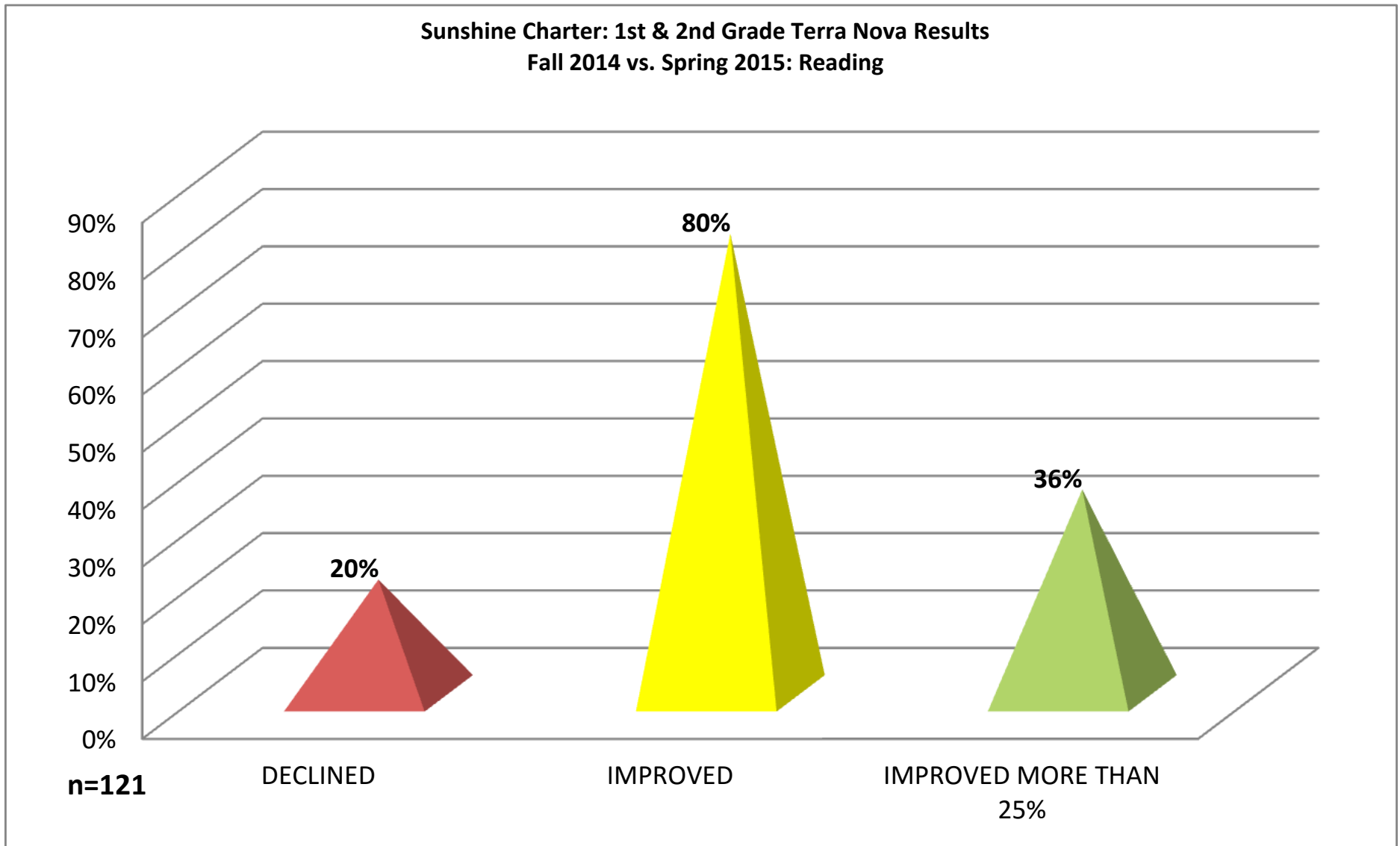
5. Students from Paragon Academy, the 6-12 school located on the same campus, will work as “peer Tutors” with individual students in grades 3-5. SWD and ELL students will be included. Peer tutors will work specifically with students in the areas of reading, writing, math, and science. Peer students will utilize school-approved curriculum materials currently being utilized in the classrooms including: Go Math, Reading Street, Zaner-Bloser Writing, and Fusion Science materials.

6. In addition to the SIRP, supplemental materials will also be used as needed and will be approved by administration. Current materials approved include *Florida Coach* and *Buckle Down* workbooks.
7. Teacher assistants will work with small groups of students in language arts/reading. Teachers will provide specific lists of skill deficiencies to be addressed. SWD and ELL students will be included.
8. Teacher assistants will utilize school-approved curriculum materials currently being utilized in the classrooms including: Go Math, Reading Street, Zaner-Bloser Writing, and Fusion Science materials.
9. Teachers will increase student use of online reading and language arts programs for skill development including *Study Island*. Additional computers have been purchased and a computer lab has organized to implement this strategy. SWD and ELL students will be included.
10. Formal progress monitoring will take place a minimum of three times a year using *iReady* diagnostic software, FAIR-FS assessments, and unit tests from the curriculum materials. However, it is expected that teachers will monitor progress on a weekly basis.
11. The plan for increasing teachers' knowledge of the LAFSA and item specifications includes:
 - A. Teachers will be provided opportunities to participate in workshops focusing on LAFSA as well as other FSA areas as they are released.
 - B. Teachers will be provided copies of all FSA as they are approved.
 - C. Information on item specifications will be distributed to teachers as they are released. Grade level meetings will include discussions of how this information is being used in the classrooms to prepare students for the new FSA tests.

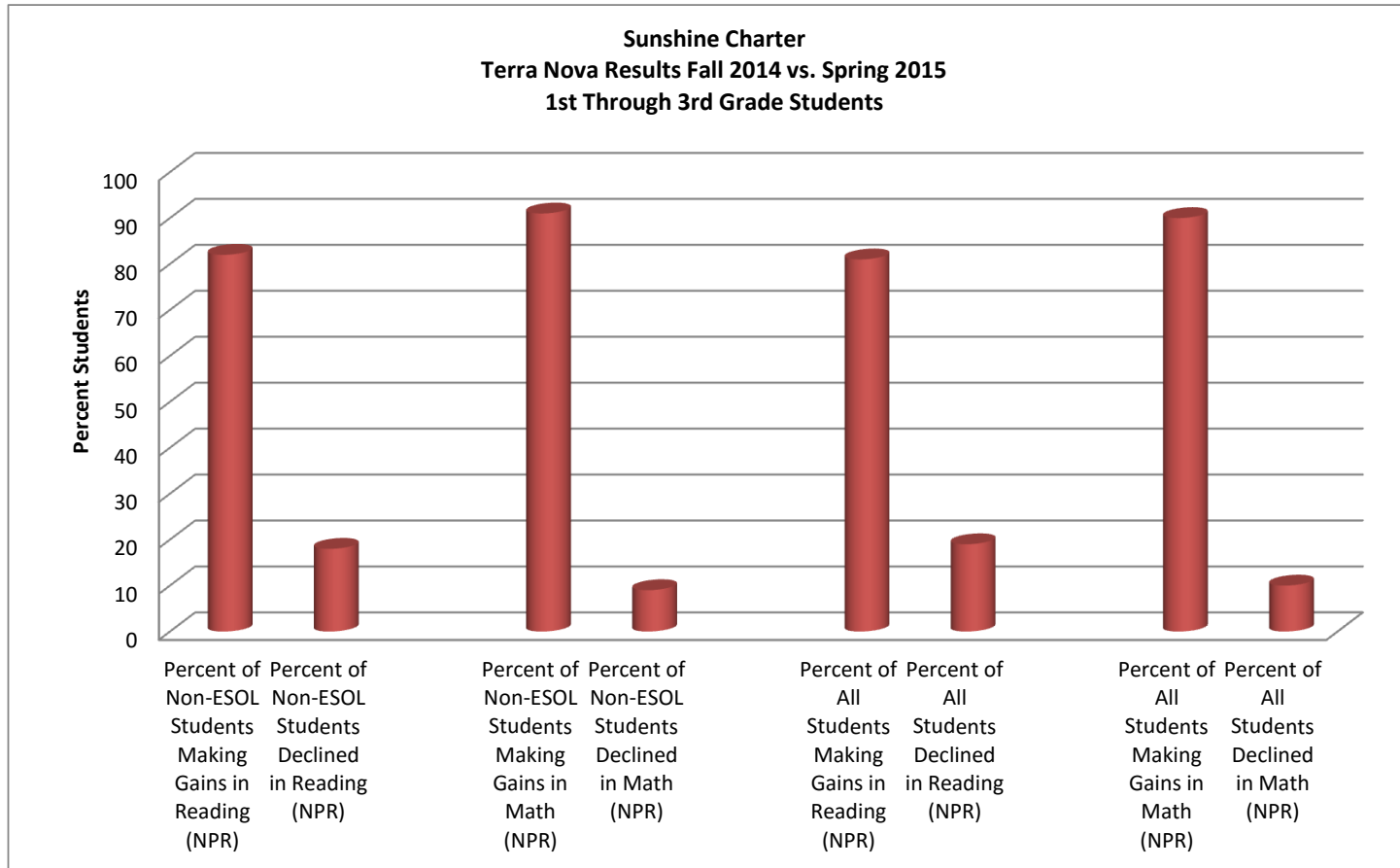
Appendix H



APPENDIX H & J



Annual Student Gains - Appendix J



Annual Student Gains - Appendix J

Sunshine Elementary Charter School 2014-2015 iReady Scores

	% likely to be on Level	% Student on/above Grade Level	% Student on/above Grade Level	n
	iReady Fall 2014	iReady Spring 2015	2014-2015	
5th Grade Mathematics	11.50	25.00	13.5	44
5th Grade Reading	5.00	9.00	4.0	44
4th Grade Mathematics	10.50	40.50	30.0	43
4th Grade Reading	9.50	28.50	19.0	43
3rd Grade Mathematics	22.50	42.50	20.0	40
3rd Grade Reading	27.00	41.50	14.5	40
2nd Grade Mathematics	15.00	26.67	11.7	59
2nd Grade Reading	18.33	38.00	19.7	59
1st Grade Reading	27.67	54.00	26.3	58

Meet the Masters Art Curriculum Schedule

	10/28 -11/15	11/18 - 12/6	1/6 - 1/24	1/27 - 2/14	2/17 - 3/7	3/31 - 4/18	4/21 - 5/9	5/12 - 5/30	
Georges	Van Gogh	Picasso	Homer	Escher	Monet	Cassatt	Mondrian	Original Art	
Tetreault	Van Gogh	Picasso	Homer	Escher	Monet	Cassatt	Mondrian	Original Art	
Cataldo	Mondrian	Van Gogh	Picasso	Homer	Escher	Monet	Cassatt	Original Art	
Farfan	Mondrian	Van Gogh	Picasso	Homer	Escher	Monet	Cassatt	Original Art	
Parra	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Escher	Monet	Original Art	
Jacobitti	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Escher	Monet	Original Art	
Cascio	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Escher	Original Art	
Caraza	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Escher	Original Art	
Bartley	Escher	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Original Art	
Rawls	Escher	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Homer	Original Art	
LaCasse	Homer	Escher	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Original Art	
Blinder	Homer	Escher	Monet	Cassatt	Mondrian	Van Gogh	Picasso	Original Art	
Torres	Picasso	Homer	Escher	Monet	Cassatt	Mondrian	Van Gogh	Original Art	
Ovalls	Picasso	Homer	Escher	Monet	Cassatt	Mondrian	Van Gogh	Original Art	

APPENDIX L

Department of Children and Families Child Care Services

GOLD SEAL QUALITY OF CARE

SUNSHINE CHARTER ELEMENTARY SCHOOL

Presented to

2210 PIERCE STREET
HOLLYWOOD, FL 33020

Effective Date:

06/30/2009

Expiration Date:

06/30/2014



FLORIDA DEPARTMENT OF
**CHILDREN
& FAMILIES**

Nebernal Russo

Director
Child Care Services

APPENDIX M

**Sunshine Elementary
Charter School
(5400)**

**K-5
Comprehensive
Research-Based
Reading Plan**

2015-2016

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2015-2016 K-5 Comprehensive Research-Based Reading Plan

Introduction and Background

Sunshine Elementary Charter School has opted out of the Broward County Public Schools Comprehensive Reading Plan. In compliance with the school's contract with Broward County Public Schools, Sunshine Elementary Charter School has developed a researched-based comprehensive reading plan consistent with effective teaching strategies and grounded in scientifically-based reading research. This research-based plan follows the guidelines provided by *Just Read, Florida!* The plan does the following:

- Provides a clear and coherent framework for teaching and learning;
- Aligns with the school's mission, educational philosophy and instructional approach;
- Enables students to attain Florida Standards and gain a year's worth of learning for each year enrolled; and,
- Serves the academic needs of all students in grades K-5.

Additionally, the school's Comprehensive Research-Based Reading Plan includes the following components:

- Effective instructional leadership;
- Data analysis to determine placement, small group instruction, appropriate curriculum materials, and needs-based instruction;
- High quality professional development on effective teaching practices;
- Clearly established measurable student achievement goals;
- Utilization of research-based instructional materials and strategies to address specific students' needs;
- After school intensive reading instruction as needed;
- Supportive leadership from Senior Management;
- Systemic professional development targeted at individual teacher needs as determined by analysis of student performance data;
- Measurable and clearly established student achievement goals;
- Appropriate, research-based instructional materials and strategies to address student needs.

The plan is aligned with the critical components of the Multi-tiered System of Supports framework, including data-based problem-solving, utilizing student-centered response to instruction/intervention data to make educational decisions. Key elements of a multi-tiered system involve: 1) providing effective core instruction for all students; 2) administering high quality assessments to monitor progress and identify students and systems in need of intervention; 3) instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and, 4) designing and implementing interventions that are matched to student needs. Through the implementation of the K-12 Comprehensive Research-Based Reading Plan, Florida schools continue to build proficiency in the implementation of an effective multi- tiered system of supports meeting the needs of all students.

Elementary Assessment, Curriculum, and Instruction

Teachers are required to develop lesson plans that ensure differentiated instruction is directly aligned to Florida Standards and meets the individualized needs of students. Well-constructed lesson plans, differentiated instruction, and an awareness of students' different learning styles are incorporated into the curriculum, ensuring that all children learn are taught through different modalities. The Sunshine Elementary Charter School lesson plan format requires teachers to identify students who need re-teaching, reinforcement, and enrichment in addition to identifying strategies for English Language Learners and Students with Disabilities.

To ensure all students' needs are met, the mandatory 90-minute reading block consists of the following elements:

- **Systematic delivery of explicit instruction (Whole Group)**
 - Students are receiving grade level instruction. All students are exposed to this level of instruction.
 - Whole Group instruction includes
 - Teacher Modeling (scaffolding)
 - Think Aloud
 - Read Aloud (Before the read aloud, activate students prior knowledge)
 - Picture Walk (What do you think this book is about? How did you know?)
 - Whole group instruction provides an efficient way to present new content; it is used for initial instruction
- **Departmentalized instruction – Grades four and five**
 - Teachers will be specialized in ELA/Social Studies; Social Studies/ELA; or, Science/Mathematics; Mathematics/Science
 - Students will receive a minimum of one hour in each class with the specialized teacher
 - All teachers will incorporate ELA strategies in their lesson planning
- **Scaffolding**
 - Scaffolding is the provision of sufficient support to promote learning when concepts and skills are first being introduced to students.
 - Scaffolding includes
 - Displaying graphics
 - Activating Prior Knowledge
 - Modeling an activity beforehand
 - Showing students an example of the desired outcome before completing tasks
- **Differentiated Instruction (Small Group)**
 - Differentiated Instruction is matching instruction to meet the needs of individual learners. Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students.
 - Differentiated Instruction is implemented during the 90+ minute reading block.

- During the reading center time, the classroom teacher meets with small groups to provide systematic and explicit instruction in identified reading skill areas.
- **Independent Work**
 - Self-paced learning
 - Teaches time management and responsibility
 - Good for remediation or extensions
- **Literacy Centers**
 - A literacy center is one of several learning stations arranged in a classroom designed for students to visit and learn independently. Literacy Centers are organized to support all subjects: ELA, math, science, and social studies.
 - Teachers clearly explain each center.
 - Teachers give clear explicit directions and define expectations.
- **Regroup (Wrap Up)**

Mastering the Florida Standards

To achieve mastery of the Florida Standards, literacy instruction is focused across all content areas using the Sunshine Elementary Charter School Comprehensive Reading Plan and all supplemental resources available. The instructional focus of literacy includes, but is not limited to the following:

- Using complex informational text for instruction
- Making the close reading of texts central to lessons—rather than ancillary—and focusing on texts that elicit close reading and re-reading for understanding
- Providing effective instructional scaffolding that enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students
- Providing a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as *FSA*
- Asking text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate they follow the details of what is explicitly stated as well as make inferences from the text, ensuring valid claims are based on evidence in the text
- Providing extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) to support logical inferences and reasoning, present careful analyses, and construct objective summaries of information
- Ensuring that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation
- Supporting students in writing arguments and analyses using valid reasoning and relevant evidence
- Engaging students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media
- Engaging students in research to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an

- inquiry, and synthesize multiple resources
- Ensuring that word study focuses on students using a variety of strategies to acquire and use academic and content-specific words sufficient for reading, writing, speaking, and listening

The following technology and digital tool resources are available for teachers, parents and students:

- K-5 Comprehensive Reading Plan
- Support for English Language Learners (ELL)
- Virtual Counselor
- Online Textbooks
- Instructional Lesson Plans
- *Florida Assessments for Instruction in Reading (FAIR)* Resources
- Florida State Standards –*CPALMS* Link
- Extended Learning Opportunities
- Response to Intervention/Instruction (RtI) Guidance
- Comprehensive Student Assessment System
- Promethean Interactive Whiteboards
- Tablet Centers

A Multi-Tiered System of Supports

Collaborative Problem Solving and Response to Intervention (CPS/RtI)

Sunshine Elementary Charter School’s Response to Intervention (RtI) model is implemented by the school’s Collaborative Problem Solving (CPS) teams through a tiered approach to instructional delivery that includes fidelity of instruction using the Comprehensive Core Reading Program (CCRP) and supplemental reading interventions of increasingly higher instructional intensity. This multi-tiered approach to providing initial and intervention instruction to students at increasing levels of intensity is based on students’ needs as evidenced through analysis of diagnostic and progress monitoring data. Collaborative Problem Solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the intervention.

As part of Tier 1 universal instruction, all students are provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the CCRP for all students in grades K-5. A multitude of supplemental material is available in addition to the text such as transparencies, leveled reading material, consumable workbooks for grammar and spelling, and lessons to incorporate art, science, social studies, and music. The program also includes lesson plans for English Language Learners, as well as high and low achievers allowing teachers to customize instruction.

Tiers II and III interventions include diagnostic assessments to determine specific skill deficiencies. The SIRP and the CIRP are utilized for a minimum of six weeks for Tier II

students. The Collaborative Problem Solving Team reviews the progress made by Tier II students and, if needed, an intervention is provided for Tier III. The CPS reviews the progress made by Tier III students and, if needed, the teacher reviews the data with the parent to begin the District referral process.

Professional Development

Sunshine Elementary Charter School offers professional development in reading to ensure all educators are well versed in the essential components of reading instruction. All classroom teachers and special area teachers are required to participate in the professional development trainings in reading offered at the school. The workshops/trainings provided to teachers include, but are not limited to, the following:

2015-2016 Professional Development Calendar

Topics	Provider	Training Sessions
Pearson <i>Reading Street Florida Common Core 1st Edition (2013)</i>	Curriculum Vendor	August 2015
<i>My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention</i>	Curriculum Vendor	August 2015
Transitioning to the Florida Standards – Understanding new assessment requirements	State and Local Inservice College Courses CPALMS	Ongoing as needed per evaluation instruments and Individual Growth Plans
Aligning Materials to Match the Rigor of the Florida Standards	State and Local Inservice College Courses CPALMS	Ongoing as needed per evaluation instruments and Individual Growth Plans
Using <i>iReady</i> for Assessment and Instruction	Curriculum Vendor	September 2015

Teachers will be required to provide a summary of courses attempted and completed before the end of their annual contract. This includes any course or courses completed through CPALMS.

State Approved, Research Based, Comprehensive Reading Programs

The following reading programs are part of Sunshine Elementary Charter School’s Reading Program:

- Comprehensive Core Reading Program (CCRP) -
Pearson *Reading Street Florida Common Core 1st Edition (2013)*
- Supplemental Intervention Reading Programs (SIRP) –
Houghton-Mifflin *Journeys*
- Comprehensive Intervention Reading Program (CIRP)
My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention
- Tutoring Program (TP) Materials
Florida Support Coach Target: Reading Comprehension, Triumph Learning
Assessments and Progress Monitoring

State Tests

All students, grades 3-5

1. *Florida Comprehensive Assessment Test (FCAT) Reading*
2. *Florida Standards Assessment in Reading (FSA)*, when available.

School-Based Assessments

All students, grades 1-5

1. *TerraNova Common Core, Form 1* (September and May Administrations)
2. *iReady Florida Diagnostic Test* (September, January, and May Administrations)
3. End-of-Year (EOY) tests from the core reading program (May)

Third Grade Alternative Test for Promotion

1. *Stanford Achievement Test, Tenth Edition (SAT10)* or the currently adopted Broward County School Board approved alternative assessment instrument.
2. Student demonstrates an acceptable level of performance on a state-approved reading/English language arts portfolio assessment.

Continuous Monitoring

Teachers will keep parents informed about their child’s progress in learning to read during the school year. In addition to the State and School-Based assessments mentioned above, teachers will share results of chapter and unit tests from the CCRP, CIRP, and SIRP. PM may also include information related to diagnostic testing, if appropriate.

Assessment Calendar

August 24 - October 7	Florida Kindergarten Readiness Screener Work Sampling System (FLKRS-WSS)	Kindergarten
August 24 – September 18	<ul style="list-style-type: none"> • <i>TerraNova Common Core, Form</i> • <i>iReady Florida Diagnostic Test</i> 	Grades 1-5, All students
January 4-January 22	<ul style="list-style-type: none"> • <i>TerraNova Common Core, Form</i> • <i>iReady Florida Diagnostic Test</i> 	Grades 1-5, Struggling Readers
February 29 – March 11	Florida Standards Assessment English Language Arts-Writing Component (FSA ELA-WRITE)	Grades 4-5
March 14 - 17	Cognitive Abilities Test (CogAT)	Grade 2
March 28 - April 8	Florida Standards Assessment Grade 3 English Language Arts Florida Standards Assessment Grade 3 & 4 Mathematics	Grades 3-4
April 11 – 22 (Paper-Based Accommodations) April 11 - May 6 (Computer-Based)	Florida Standards Assessment English Language Arts (FSA ELA) Florida Standards Assessment Math (FSA MATH)	Grades 4-5 (FSA ELA) Grade 5 (FSA MATH)
May 9 - 20	<ul style="list-style-type: none"> • <i>TerraNova Common Core, Form</i> • <i>iReady Florida Diagnostic Test</i> 	Grades 1-5, All students
May	<i>Stanford Achievement Test</i> Tenth Edition (SAT-10), Grade 3 (Alternative for Promotion)	Grade 3 students who do not pass FSA
May	<i>State Approved Student Portfolios</i> Alternative for Promotion	Grade 3 students who do not pass FSA

Interventions for Students Not Making Academic Improvements

SECS students who exhibit a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations will be given intensive reading instruction immediately following the identification of the reading deficiency.

Modified Instruction

SECS teachers modify instruction for students who have not responded to a specific reading intervention. The school diagnoses reading difficulties of students having a *substantial deficiency in reading*. Students in need of an intensive reading intervention receive instruction from the core program along with additional reading strategies that include: read alouds, think alouds, comprehension strategy instruction, and oral language/vocabulary instruction. In small group, teacher-directed instruction, immediate intensive intervention is provided on a daily basis to children as determined by progress monitoring and other forms of assessment. In addition to, or as an extension of the ninety (90) minute reading block, instruction in a smaller group size focuses on generalizing the newly acquired reading skills to progressively more complex text. Students targeted for immediate intensive intervention receive services in addition to the 90 minute reading block.

A *substantial deficiency in reading* is defined by one of the following assessments:

State Tests (All students, grades 3-5)

1. Students in grades 3-5 Scoring Level 1 or Level 2 on the *Florida Comprehensive Assessment Test (FCAT) Reading*
2. Students in grades 3-5 Scoring Level 1 or Level 2 on the *Florida Standards Assessment in Reading (FSA)*, when available.

School-Based Assessments (All students, grades 1-5)

1. Students in grades 1-5 scoring below the 50th percentile on the reading section of the *TerraNova Common Core, Form 1* (September Administration)
2. Students scoring more than one level below grade level on the *iReady Florida Diagnostic Test* (September Administration).

Diagnostic Assessments

Students who exhibit a substantial deficiency in reading will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. These diagnostic assessments include:

1. The *Rigby PM Ultra* diagnostic assessment, Houghton Mifflin Harcourt
2. The *Burns/Roe, Informal Reading Inventory, Eighth Edition*, Wadsworth/CENTAGE Learning
3. The *Diagnostic Assessment of Reading (DAR)*, Riverside Publishing

Progress Monitoring

The *iReady Diagnostic in Reading* - Students Exhibiting a Substantial Reading Deficiency will be assessed a minimum of three (3) times per year. This includes baseline (September), midyear (January), and end of the year (May) assessments. The *iReady Diagnostic in Reading* will be used for these assessments.

The *iReady Instructional Lessons in Reading* – Adjusts student learning levels based on lesson performance.

Immediate Intensive Intervention

Results from all assessments will help teachers make placement decisions for individual students. Immediate intensive intervention will be provided daily for all students who have been identified with a reading deficiency. This intervention will include:

1. A thirty (30) minute extension of the ninety (90) minute reading block in a smaller group size setting, pull-outs, or one on one each day. Teachers will utilize the CIRP with identified students.
2. Mandatory after-school tutoring provided by the school for select students. Students will be asked to participate a minimum of two (2) days per week. Teachers will use the TP materials during these lessons.

Special Populations

Assessing English Language Learners (ELL)

Prior to their twentieth day of school, all ELL students will be administered The *IDEA Proficiency Test* (best known by the acronym IPT), Ballard & Tighe, publishers.

ELL students will participate in the scheduled 90-minute reading block. The teacher will utilize successful ESOL strategies with each student. In addition ELL students will have access to:

- *Reading Street English Language Development (ELD) and English Language Learner (ELL) readers*, part of the CCRP. These readers focus on language development of key concepts and vocabulary. These weekly readers have the same title, the same concept, and the same illustrations, but different language levels. The ELD reader is for Beginning and Intermediate English proficiency levels. The ELL reader is for Intermediate and Advanced levels.
- *EducationCity*, Edmentum. *EducationCity* is an engaging online program that offers a variety of teaching resources and student activities for kindergarten through fifth grade students. ELL students will be assigned lessons in the English-as-a-second-language section.

Assessing Exceptional Student Education (ESE) Students

In addition to strategies suggested in the student's IEP or 504 Plan, if necessary, teachers will use diagnostic reading assessments to determine specific reading skills needing to be addressed. These assessments include:

1. Visually Impaired – Following a Functional Vision Evaluation (FVE) to assure appropriate testing accommodations and modifications are made during diagnostic assessments. The specific assessment in reading will be determined according to each student’s needs and can include:
 - a. Basic Reading Rate Scale: Braille Edition or Large Type
 - b. All standardized tests, including the FSA, will be administered in large type if appropriate.
2. Severe Speech Impaired/Auditory Impaired
 - a. Vocabulary – Peabody Picture Vocabulary Test (PPVT-3)
 - b. Reading – Test of Early Reading Ability – 3rd edition (TERA-3)

Grades 4 and 5 Transfer Students Who do not have Standardized Test Scores in Reading
Students will be administered the School-Based Assessments mentioned above when possible. Students not eligible to participate in these test administrations will be administered the *iReady Florida Diagnostic Test in Reading*.

Third Grade Alternative Test for Promotion

The currently adopted Broward County School Board approved alternative assessments will be used as the alternative third grade test for promotion.

Incorporating Reading and Literacy Instruction in all Areas

Florida Standards will be addressed in all content areas and content area texts will be integrated into the 90 minute reading block to include literacy standards. While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction also needs to relate to the overall English Language Arts literacy program using both an integrated and interdisciplinary approach.

Teachers incorporate reading and literacy instruction into the various subject areas to extend and build text-based discussions in order to deepen the content-area understandings as specified below.

- Integrated approach to the language arts strands and skills (reading, writing, listening, speaking): SECS teachers integrate opportunities for students to apply the composite use of the skills they are learning in order to further strengthen their overall literary development. Fourth and fifth grade teachers combine ELA skills while teaching social studies concepts.
- Interdisciplinary approach: The English Language Arts program attains a balance of literature and informational texts in history, social studies, science. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
- Simultaneous use of both approaches: The English Language Arts literacy program incorporates the integration of reading, writing, listening, and discussing as students

relate to various interdisciplinary texts during instruction, partner work, and independent practice.

- Students have access to leveled classroom libraries of both literary and informational text focused on content area concepts implemented during the 90 minute reading block as a meaningful extension to the foundational skills taught through the core reading program. Students are matched to the appropriate level of text according to their reading level.
- Students have access to texts and technology that are appropriate for researching information.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers incorporate texts of varying levels of complexity into their literacy instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on the following:

- New and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.)
- Vocabulary and concepts on social studies and science topics
- How to extract information from complex informational text
- How to use text evidence to explain and justify an argument in discussion and writing
- How to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- Paired use of texts for students to engage in more complex text analyses
- Independent reading and writing practice to
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop fluency and prosody
 - strengthen and finish mastering literacy skills and strategies

APPENDIX N

ELEVATION REPORTS, NOVEMBER 2015

Last Name	School LEA Code	Grade Level	Lang.	Date Entered US Schools	ESOL Program Entry		Re-Eval Date
			Classificati on		Date	ELL Plan Date	
1	5400	4	B1	8/18/2014	9/18/2014	9/21/2015	
2	5400	1	B1	8/18/2014	9/18/2014	9/21/2015	
3	5400	1	C1	8/19/2014	9/18/2014	9/17/2015	
4	5400	4	A1	4/7/2015	4/7/2015	8/24/2015	
5	5400	1	B2	8/18/2014	9/18/2014	9/21/2015	
6	5400	4	C1	9/2/2010	9/2/2010	9/29/2015	9/29/2015
7	5400	K	B2	8/24/2015	9/11/2015	9/11/2015	
8	5400	2	B2	8/19/2013	8/26/2013	9/24/2015	
9	5400	2	B1	7/26/2013	7/29/2013	9/22/2015	
10	5400	2	B1	8/19/2013	8/23/2013	9/24/2015	
11	5400	2	B1	8/19/2013	8/20/2013	9/24/2015	
12	5400	2	B1	8/20/2012	10/14/2015	10/14/2015	10/14/2015
13	5400	K	B2	10/14/2015	10/15/2015	10/15/2015	
14	5400	1	B1	8/18/2014	9/18/2014	9/28/2015	
15	5400	5	A1	9/29/2014	10/2/2014	10/6/2015	
16	5400	2	A2	8/20/2012	9/5/2012	9/28/2015	9/28/2015
17	5400	1	A2	8/18/2014	9/18/2014	9/28/2015	
18	5400	2	A2	9/16/2014	9/23/2014	9/22/2015	
19	5400	K	B1	8/24/2015	9/16/2015	9/16/2015	
20	5400	3	B1	8/20/2012	8/24/2012	9/29/2015	9/29/2015
21	5400	1	C1	8/18/2014	9/18/2014	9/25/2015	
22	5400	5	B1	10/8/2013	10/8/2013	10/6/2015	
23	5400	K	B2	8/24/2015	9/16/2015	9/16/2015	
24	5400	K	B2	8/24/2015	9/15/2015	9/15/2015	
25	5400	4	C1	10/29/2013	10/29/2013	10/6/2015	
26	5400	1	B1	8/18/2014	9/18/2014	9/21/2015	
27	5400	3	C1	8/19/2013	8/21/2013	9/21/2015	
28	5400	4	C1	9/18/2012	9/12/2012	9/30/2015	9/30/2015
29	5400	4	B2	1/4/2011	1/11/2011	8/24/2015	1/14/2015
30	5400	1	B2	8/18/2014	9/18/2014	9/22/2015	
31	5400	1	B1	8/18/2014	9/18/2014	9/22/2015	

32	5400	2	B1	8/19/2013	8/23/2013	9/24/2015	
33	5400	4	A1	8/24/2015	9/30/2015	9/30/2015	
34	5400	K	B2	8/24/2015	9/15/2015	9/15/2015	
35	5400	3	B2	8/23/2010	2/3/2011	10/8/2015	10/8/2015
36	5400	2	B2	10/27/2014	1/15/2015	10/14/2015	
37	5400	1	B1	12/1/2014	12/11/2014	8/24/2015	
38	5400	1	A2	8/18/2014	9/8/2014	9/22/2015	
39	5400	4	C1	9/2/2010	9/2/2010	9/29/2015	9/29/2015
40	5400	1	A2	8/18/2014	9/23/2014	9/24/2015	
41	5400	2	B1	3/4/2013	3/12/2013	8/24/2015	
42	5400	K	A1	8/24/2015	9/15/2015	9/15/2015	
43	5400	K	B2	8/24/2015	9/15/2015	9/15/2015	
44	5400	K	B2	8/24/2015	10/8/2015	10/8/2015	
45	5400	1	A2	8/18/2014	9/18/2014	9/28/2015	
46	5400	5	A2	8/18/2014	9/18/2014	9/21/2015	
47	5400	3	B2	10/2/2012	8/1/2012	9/28/2015	9/28/2015
48	5400	K	A1	8/24/2015	9/18/2015	9/18/2015	
49	5400	1	A2	7/18/2014	8/1/2014	9/24/2015	
50	5400	5	A1	8/24/2015	9/11/2015	9/11/2015	
51	5400	1	A2	8/18/2014	9/18/2014	9/24/2015	
52	5400	2	B1	8/19/2013	9/9/2013	9/24/2015	
53	5400	1	A2	8/18/2014	9/18/2014	9/25/2015	
54	5400	K	B2	8/24/2015	9/15/2015	9/15/2015	
55	5400	3	C1	8/20/2012	9/7/2012	9/28/2015	9/28/2015
56	5400	2	A1	8/25/2015	8/26/2015	8/26/2015	
57	5400	1	B1	8/18/2014	9/18/2014	9/25/2015	
58	5400	2	A1	4/7/2015	4/7/2015	8/24/2015	
59	5400	1	B1	8/18/2014	9/18/2014	9/17/2015	
60	5400	3	B2	8/20/2012	2/22/2011	10/8/2015	10/8/2015
61	5400	K	A2	8/24/2015	10/5/2015	10/5/2015	
62	5400	1	B2	8/18/2014	9/18/2014	9/25/2015	

Sunshine Elementary Charter School
Schedule of Fixed Assets**APPENDIX O**

6/30/2015

Asset #	Description	Date Acquired	Cost	Useful Life, in Years	Accumulated Depreciation, Beginning	Depreciation Expense	Accumulated Depreciation, Ending	Ending Balance
SEC002	Computer Equipment	9/1/2008	31,384.35	3	31,384.35	-	31,384.35	-
SEC003	Equipment	10/1/2008	4,684.42	6	4,487.38	197.04	4,684.42	-
SEC004	Furniture	10/1/2008	2,917.36	7	2,395.44	416.77	2,812.21	105.15
SEC005	Projector	10/20/2011	1,437.69	5	742.81	287.54	1,030.35	407.34
SEC006	Yamaha Utility Golf Cart	11/27/2012	925.00	5	292.92	185.00	477.92	447.08
SEC007	HP Computer Serial No: CNU321BVL1	6/7/2013	2,012.37	5	771.40	402.47	1,173.87	838.50
SEC008	Security Cameras	1/13/2014	1,575.00	7	112.50	225.00	337.50	1,237.50
SEC009	Leap Pad 2 Ultra Center	2/4/2014	1,560.25	3	260.04	520.08	780.12	780.13
SEC010	AC Unit	3/14/2014	3,916.00	7	139.86	559.43	699.29	3,216.71
SEC011	AC Unit	4/1/2014	3,621.60	7	129.34	517.37	646.71	2,974.89
SEC012	Table	5/23/2014	910.32	5	15.17	182.06	197.23	713.09
SEC013	Table	5/23/2014	910.32	5	15.17	182.06	197.23	713.09
SEC014	Table	5/23/2014	910.32	5	15.17	182.06	197.23	713.09
SEC015	Server	7/1/2014	1,848.99	5	-	369.80	369.80	1,479.19
SEC016	NSA 2600 Network Security Appliance	10/24/2014	4,677.00	5	-	623.60	623.60	4,053.40
SEC017	Mobile Milk Cooler	1/15/2015	4,007.50	5	-	333.96	333.96	3,673.54
SEC018	Holding Cabinet	1/15/2015	2,372.50	5	-	197.71	197.71	2,174.79
SEC019	Refrigerator	1/15/2015	3,917.50	5	-	326.46	326.46	3,591.04
SEC020	Portable Buffet Hot Food Table	1/15/2015	2,202.50	5	-	183.54	183.54	2,018.96
SEC021	Golf Cart	3/30/2015	2,000.00	5	-	100.00	100.00	1,900.00
SEC022	Construction In Progress (deposit on pave:	6/30/2015	3,397.60					3,397.60
			<u>81,188.59</u>		<u>40,761.55</u>	<u>5,991.96</u>	<u>46,753.51</u>	<u>34,435.08</u>

**Sunshine Elementary Charter School
Operating Budget
Fiscal Years 2017 - 2021**

APPENDIX S

					<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
Enrollment					300	340	340	350	350
100	3300	0000	000	FEFP - Broward Cty Sch Dist	2,111,314	2,428,614	2,477,186	2,598,277	2,650,242
100	3305	0000	000	FEFP Restricted Capital Outlay	17,742	32,575	33,226	37,656	38,409
100	3334	0000	000	Florida Teacher's Lead Program	4,663	5,285	5,285	5,441	5,441
100	3397	0000	000	Charter School Capital Outlay	42,786	48,491	48,491	49,917	49,917
100	3473	0000	000	Other Misc Revenue	14,175	16,065	16,065	16,537	16,537
100	3475	0000	000	Aftercare	46,360	52,542	52,542	54,087	54,087
100	3476	0000	000	Field Trips	5,834	6,612	6,612	6,806	6,806
100	3477	0000	000	Fundraisers	532	603	603	621	621
100	3478	0000	000	Uniforms	831	941	941	969	969
100	3480	0000	000	Tutoring	712	807	807	831	831
410	3261	0000	000	School Lunch Reimbursement (NSLP)	298,785	338,623	338,623	348,582	348,582
410	3451	0000	000	School Lunch Revenue	278	315	315	324	324
410	3660	0000	000	Transfers	-	-	-	1,596	8,606
432	3240	0000	000	Title I	87,911	91,056	92,877	95,095	96,997
Total Revenues					2,631,923	3,022,527	3,073,572	3,216,739	3,278,369

					<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
100	4000	5100	120	Classroom Teachers	755,473	851,697	868,730	928,301	946,867
100	4000	5100	150	Classroom Aides	31,987	32,627	33,280	33,945	34,624
432	4000	5100	150	Classroom Aides	37,179	37,923	38,681	39,455	40,244
100	4000	5100	220	Social Security	63,085	70,552	71,963	76,630	78,163
100	4000	5100	230	Group Insurance	64,419	73,485	76,453	83,040	86,395
100	4000	5100	240	Workers Compensation	4,080	4,563	4,654	4,956	5,055
100	4000	5100	250	Unemployment Compensation	6,350	7,102	7,244	7,714	7,868
100	4000	5100	315	Field Trips	6,020	6,959	7,098	7,453	7,602
100	4000	5100	390	Copy and Printing	4,315	4,988	5,087	5,342	5,449
100	4000	5100	510	Instructional Materials	32,304	37,344	38,091	39,995	40,795
100	4000	5100	511	Yearbook	1,533	1,772	1,807	1,898	1,936
100	4000	5100	512	Uniforms	478	552	563	592	603
100	4000	5100	520	Textbooks	17,746	20,514	20,924	21,971	22,410
100	4000	5100	640	Furniture and Equipment	3,234	3,739	3,813	4,004	4,084
100	4000	5100	641	Capital Furniture and Equipment	295	341	348	366	373
100	4000	5100	642	Non Capital Furniture and Equipment	2,301	2,660	2,713	2,849	2,906
100	4000	5100	643	Computer Equipment	1,585	1,832	1,869	1,962	2,001
100	4000	5100	690	Software	5,409	6,252	6,377	6,696	6,830
100	4000	5100	750	Substitute Teachers	9,341	10,798	11,014	11,565	11,796
Instruction					1,047,134	1,175,699	1,200,712	1,278,732	1,306,001
100	4000	5200	310	Contracted Services	41,915	48,454	49,423	51,894	52,932
100	4000	5200	520	Textbooks	325	375	383	402	410
Exceptional Instruction					42,240	48,829	49,806	52,296	53,342
100	4000	6100	130	Student Personnel Services	51,612	52,645	53,697	54,771	55,867
100	4000	6100	220	Social Security	3,948	4,027	4,108	4,190	4,274
100	4000	6100	230	Group Insurance	5,696	5,810	5,926	6,044	6,165
100	4000	6100	240	Workers Compensation	253	293	298	313	320
Pupil Personnel Services					61,509	62,774	64,029	65,319	66,625

						<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
100	4000	6200	610	Other Books and Materials		2,116	2,447	2,495	2,620	2,673
				Media Services		2,116	2,447	2,495	2,620	2,673
100	4000	6300	130	Curriculum Specialist		17,737	18,092	18,454	18,823	19,199
432	4000	6300	130	Curriculum Specialist		40,539	41,350	42,177	43,020	43,881
100	4000	6300	220	Social Security		4,458	4,547	4,638	4,731	4,826
100	4000	6300	240	Workers Compensation		288.99	294.77	300.66	306.67	312.81
432	4000	6300	510	Parent Involvement		1,656	1,914	1,953	2,050	2,091
100	4000	6300	590	Testing and Assessment		12,459	14,402	14,690	15,425	15,733
				Curriculum Services		77,138	80,600	82,212	84,355	86,043
100	4000	6400	310	Staff Development		357	413	421	443	451
432	4000	6400	310	Staff Development		8,538	9,870	10,067	10,570	10,782
				Staff Development		8,895	10,283	10,488	11,013	11,233
100	4000	6500	130	Technology Specialist		1,712	1,747	1,781	1,817	1,853
100	4000	6500	220	Social Security		131	134	136	139	142
100	4000	6500	230	Group Insurance		426	443	461	480	499
100	4000	6500	240	Workers Compensation		8	9	9	9	9
100	4000	6500	250	Unemployment Compensation		43	44	45	45	46
100	4000	6500	310	Technology Support & Service		3,659	4,230	4,314	4,530	4,621
				Instruction Related Technology		5,979	6,605	6,747	7,020	7,170
100	4000	7100	310	Legal and Audit Expense		9,013	9,194	9,377	9,565	9,756
100	4000	7100	320	Insurance		20,178	20,582	20,994	21,414	21,842
100	4000	7100	330	Travel / Conferences / Workshops		203	207	211	215	220
100	4000	7100	730	Dues and Fees		2,457	2,506	2,556	2,607	2,659
100	4000	7100	790	District Admin Fees		88,711	90,485	92,295	94,140	96,023
100	4000	7100	795	Bank Charges		795	811	827	843	860
				Board Administration		121,357	123,784	126,259	128,785	131,360

					<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
100	4000	7300	110	Administrator	90,854	92,671	94,525	96,415	98,344
100	4000	7300	160	Administrative Assistants	42,465	43,314	44,180	45,064	45,965
100	4000	7300	220	Social Security	10,199	10,403	10,611	10,823	11,040
100	4000	7300	230	Group Insurance	11,619	12,089	12,577	13,085	13,614
100	4000	7300	240	Workers Compensation	654	667	680	694	708
100	4000	7300	250	Unemployment Compensation	23	23	24	24	25
100	4000	7300	310	Contract Services	1,224	1,248	1,273	1,299	1,325
100	4000	7300	330	Travel / Conferences / Workshops	184	188	192	196	200
100	4000	7300	370	Postage	1,407	1,435	1,464	1,493	1,523
100	4000	7300	390	Advertising	3,062	3,124	3,186	3,250	3,315
100	4000	7300	510	Office Expense	8,889	9,067	9,248	9,433	9,622
100	4000	7300	640	Furniture & Fixtures	1,207	1,231	1,256	1,281	1,306
100	4000	7300	642	NonCapital Furniture & Fixtures	2,334	2,380	2,428	2,476	2,526
100	4000	7300	690	Software	204	208	212	216	220
				School Administration	174,325	178,048	181,856	185,750	189,732
100	4000	7400	360	Facility Lease	319,540	325,931	332,450	339,099	345,881
100	4000	7400	630	Building Cost	2,479	2,529	2,579	2,631	2,683
				Facilities Acquisition	322,019	328,460	335,029	341,729	348,564
100	4000	7500	310	Contract Controller Service	55,089	64,009	65,289	68,628	70,001
100	4000	7500	311	Payroll Service	18,692	20,360	20,768	21,857	22,294
				Fiscal Services	73,781	84,369	86,057	90,485	92,295
410	4000	7600	160	Food Service Clerk	21,365	21,792	22,228	22,673	23,126
410	4000	7600	220	Social Security	1,634	1,667	1,700	1,734	1,769
410	4000	7600	240	Workers Compensation	900	918	936	955	974
410	4000	7600	310	Contracted Food Service	242,590	280,434	286,043	300,345	306,352
410	4000	7600	380	Water/ Sewer/ Garbage Collection	6,312	6,438	6,567	6,699	6,833
410	4000	7600	410	Natural Gas	142	145	148	151	154
410	4000	7600	430	Electricity	11,717	11,951	12,190	12,434	12,683
410	4000	7600	510	Food Service Supplies	4,251	4,914	5,012	5,263	5,368
410	4000	7600	730	Dues and Fees	235	239	244	249	254
				Food Services	289,146	328,499	335,069	350,502	357,512

					<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
100	4000	7800	350	Transportation-Contracted Services	98,023	113,315	115,581	121,360	123,787
Transportation					98,023	113,315	115,581	121,360	123,787
100	4000	7900	160	Custodian	79,759	81,354	82,981	84,641	86,334
100	4000	7900	220	Social Security	6,102	6,224	6,348	6,475	6,605
100	4000	7900	230	Group Insurance	11,665	12,136	12,627	13,137	13,667
100	4000	7900	240	Workers Compensation	2,937	2,996	3,056	3,117	3,179
100	4000	7900	250	Unemployment Compensation	314	320	327	333	340
100	4000	7900	320	Insurance - Building	33,345	34,012	34,692	35,386	36,093
100	4000	7900	351	Contract Custodial Service	1,087	1,109	1,131	1,154	1,177
100	4000	7900	370	Communications	4,227	4,312	4,398	4,486	4,576
100	4000	7900	380	Water/ Sewer/ Garbage Collection	12,975	13,235	13,499	13,769	14,045
100	4000	7900	390	Other Contracted Bldg. Services	28,080	28,642	29,215	29,799	30,395
100	4000	7900	410	Natural Gas	292	298	304	310	316
100	4000	7900	430	Electricity	23,851	24,328	24,815	25,311	25,817
100	4000	7900	510	Custodial Supplies	11,302	11,528	11,759	11,994	12,234
Plant Operations					215,936	220,493	225,150	229,911	234,777
100	4000	8100	350	Repairs and Maintenance	36,558	37,289	38,035	38,796	39,572
Plant Maintenance					36,558	37,289	38,035	38,796	39,572
100	4000	9100	510	Aftercare Supplies	1,791	2,071	2,112	2,218	2,262
100	4000	9100	511	PTO Expense	61	71	72	76	77
100	4000	9100	792	Fundraisers	659	762	777	816	832
Community Services					2,511	2,903	2,961	3,109	3,171
100	4000	9700	960	Transfers	-	-	-	1,596	8,606
Transfers					-	-	-	1,596	8,606
Total Expenses					2,578,668	2,804,398	2,862,488	2,993,380	3,062,464
Excess of Revenues Over Expenses					53,254	218,129	211,084	223,359	215,905

APPENDIX V

PANEL: _____ L03. ENROLLMENT COUNTS YEAR: 16

SCHL/TYP 5400 SUNSHINE ELEMENTARY CHARTER AREA: _____ Curr/Next: C 11/20/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	22	28	0	0	0	3	21	32	53	25
01	26	29	0	0	0	1	25	31	56	27
02	25	25	0	0	0	1	27	24	51	20
03	24	32	0	0	0	2	31	27	58	18
04	26	20	0	0	0	0	21	25	46	21
05	17	18	0	0	0	0	17	18	35	15
TOTAL	140	152	0	0	0	7	142	157	299	126

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
No additional pages...Next? TERML: QPADEV

APPENDIX W

Paragon Academy of Technology & Sunshine Elementary Charter School
502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

January 2015

Dear Parent or Guardian:

Thank you for your interest in Paragon Academy of Technology and Sunshine Elementary Charter School. As public charter schools, we are pleased to offer you a *free* educational choice. Our school has an open enrollment policy. All students residing in Broward County are welcome to attend. Since we have limited seats, it is best to complete a *Student Registration Form* as soon as possible. Please fax the form to (954) 925-0209 or email to INFO@PATSECS.NET. Seats will be filled on a first come, first served basis. If the number of applications exceeds the number of seats available, your child will be placed on a waiting list. A random lottery will be used to select students for seats as they become available.

We are pleased you have selected our schools and look forward to working with you. Please give me a call if you have any questions. Please visit our web site at www.sunshine-elementary.com or www.paragon-academy.com for more information.

Sincerely,

Dr. Steven Montes

Dr. Steven Montes
Principal

Please Complete Both Pages of This Registration Form

Paragon Academy of Technology & Sunshine Elementary Charter School

2015-2016 STUDENT REGISTRATION FORM

STUDENT INFORMATION

DATE: _____ Student ID # _____
 Last Name _____ First Name _____ Middle Name _____
 Address _____ Apartment # _____ City _____ State _____ ZIP Code _____

Grade Placement (As of today's date): _____ (Note: Current report card may be required) Birth Date: _____ / _____ / _____
 Gender: M or F (circle one)

ETHNICITY - please check the box that applies to this student (optional)
 Native American or Aleutian Asian or Pacific Islander African American Hispanic/Latino Caucasian, non-Hispanic origin

FAMILY INFORMATION

	Last name	First name	Employer	WORK phone	CELL phone	HOME Phone
Father						
Mother						
Step-Father						
Step-Mother						
Guardian						

HOME LANGUAGE SURVEY

Student lives with:	check one	Student lives with:	check one	Name of other children in home	Birth date	Grade
Parents		Mother only				
Father & stepmother		Father only				
Mother & stepfather		Guardians/Court-appointed guardians/ Foster parents				

Is a language other than English used in the Home?
 Would you like to receive information sent home in this language?

- Does the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If yes, language used: _____

If yes, language spoken: _____

By signing below, we are verifying that all information on this application is correct:

Signature of Parent/Guardian Enrolling Student: _____ Date _____

Print Name: _____

COUNTRY OF BIRTH

Please Complete Both Pages of This Registration Form

Paragon Academy of Technology & Sunshine Elementary Charter School

2015-2016 STUDENT REGISTRATION FORM

List Country of Birth: _____ City of Birth: _____
If your child previously lived outside of the United States, what date did your child first enter a USA school? Date: _____

PREVIOUS SCHOOL INFORMATION

- Has your child EVER attended a Broward County School? Yes No If yes: _____
 Name of last school attended _____ Days Attended _____ / _____ / _____ Telephone Number _____
 School Address (If known): _____
- Has the student previously been:

retained (repeated a grade)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	in an ESE program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	P/T <input type="checkbox"/> - F/T <input type="checkbox"/>
in a Home School Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	convicted of a crime?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____
- Is the student currently suspended from school? Yes No
- Has the student been suspended ANY TIME during this school year? Yes No If "yes", explain why: _____

Please Note: An incomplete or falsified application will be rejected. Thank you.

Sunshine Elementary Charter School and Paragon Academy of Technology will admit students of any race, color, nationality, ethnic origin, religion, or gender. A random lottery will determine student selection if applications exceed capacity. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Siblings and employee's children will be given preference as provided for within the charter law.

FOR SCHOOL USE ONLY

Date enrolled _____ Student ID # _____
 (Circle One) U.S. Citizen? YES or NO Copy of birth certificate? YES or NO Two Forms of Proof of Residency? YES or NO
 Copies of Records received: Withdrawal Form Report Card or Transcript Medical Forms
 CUM Folder: Date Requested _____ Date Received _____

Paragon Academy of Technology & Sunshine Elementary Charter School
502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

Enero 2015

Estimado Padre o Guarda:

Gracias por su interés en la academia del modelo de escuela elemental de la carta de la tecnología y de la sol. Como escuelas públicas de la carta, estamos satisfechos ofrecerle a *libre* opción educativa. Nuestra escuela tiene una política abierta de la inscripción. Todos los estudiantes que residen en el condado de Broward son agradables atender. Puesto que hemos limitado asientos, es el mejor terminar a *Forma de registro del estudiante* cuanto antes. Envíe por telefax por favor la forma (954) a 925-0209 o el email a INFO@PATSECS.NET. Los asientos serán llenados sobre una primera base servida venida, primera. Si el número de usos excede el número de los asientos disponibles, colocarán a su niño en una lista que espera. Una lotería al azar será utilizada para seleccionar a estudiantes para los asientos mientras que hacen disponibles.

Estamos contentos usted hemos seleccionado nuestras escuelas y miramos adelante al trabajo con usted. Por favor déme una llamada si usted tiene cualesquiera preguntas. Visite por favor nuestro Web site en www.sunshine-elementary.com o www.paragon-academy.com para más información.

Sinceramente,

El Dr. Steven Montes

El Dr. Steven Montes
Principal

Paragon Academy of Technology & Sunshine Elementary Charter School
 502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

FORMA 2015-2016 DE REGISTRO DEL ESTUDIANTE

INFORMACIÓN DEL ESTUDIANTE FECHA:

Nombre pasado _____ Nombre medío _____
 Colocación actual del grado (Nota: La tarjeta actual del informe puede ser requerida) _____ Fecha del nacimiento ____/____/____ Seguridad Social # _____

Dirección Apartamento # Ciudad Estado Código postal
 Ciudad del nacimiento Sexo M o F (circulo uno) Teléfono casero _____

INFORMACIÓN ANTERIOR DE LA ESCUELA

El nombre de la escuela pasada atendió. Las fechas atendieron ____/____/____ - ____/____/____ Número de teléfono _____

PERTENENCIA ÉTNICA - compruebe por favor la caja que se aplica a este estudiante (opcional)

- Americano o Aleutian nativo
- Isteño asiático o pacífico
- Americano africano
- Hispanico/Latino
- Caucásico, origen el no-Hispanico

INFORMACIÓN DE LA FAMILIA

	Nombre pasado	Nombre	Patrón	Teléfono del día	Teléfono de la tarde
Padre					
Madre					
Padrastra					
Madrastra					
Guarda					

	El estudiante vive con: <i>compruebe uno</i>	El estudiante vive con: <i>compruebe uno</i>	Nombre de otros niños en hogar	Fecha del nacimiento	Grado
Padres		Madre solamente			
Padre y madrastra		Padre solamente			
Madre y padrastra		Guardas/guardas señalados por la corte			
		Padres adoptivos			

- ¿Una lengua con excepción del inglés se utiliza en el hogar?
 ¿ Usted tiene gusto de recibir el hogar enviado información en esta lengua? Si No Si sí, la lengua utilizo: _____
- ¿El estudiante tiene una primera lengua con excepción de inglés? Si No Si No
- ¿El estudiante lo más frecuentemente habla una lengua con excepción de inglés? Si No Si sí, lengua hablada: _____

Firma del padre/del guarda Fecha _____

Lista País de Nacimiento: _____ City of Birth: _____
 Si su niño previamente vivió fuera de los Estados Unidos, qué fecha su hijo antes introduce una escuela de EE.UU.? Date: _____

INFORMACIÓN DE LA ESCUELA ANTERIOR

- Has your child EVER attended a Broward County School? Yes No If yes: _____
- Tiene el estudiante ha sido previamente: _____
- Nombre de la última escuela que asistió: _____ Dates Attended ____/____/____ - ____/____/____
- School Address (if known): _____

Paragon Academy of Technology & Sunshine Elementary Charter School
 502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

retenido (repetido un grado)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	in an ESE program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	P/T <input type="checkbox"/> - F/T <input type="checkbox"/>
in a Home School Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	• condenado por un crimen?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____

- Is the student currently suspended from school? Yes No
- Has the student been suspended ANY TIME during this school year? Yes No If "yes", explain why: _____

Nota: Una aplicación incompleta o falsificada será rechazada. Gracias..

Sol Charter School Primaria y Paragon Academia de Tecnología admitirán estudiantes de cualquier raza, color, nacionalidad, origen étnico, religión o género. Una lotería al azar determinará la selección de estudiantes si las aplicaciones superan la capacidad. Todos los estudiantes de la lotería se le asignará un número de lista de espera debe asientos estudiantiles convertido aumentos o de las capacidades. Los hermanos y los hijos de los empleados se les dará preferencia a lo dispuesto en la Ley Orgánica.

ESTADO DE FLORIDA
 PARA USO DE LA ESCUELA

Date enrolled _____ Student ID # _____

(Circle One) U.S. Citizen? YES or NO Copy of birth certificate? YES or NO Two Forms of Proof of Residency? YES or NO

Copies of Records received: Withdrawal Form Report Card or Transcript Medical Forms

CUM Folder: Date Requested _____ Date Received _____

Paragon Academy of Technology & Sunshine Elementary Charter School
502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

Janvye 2015

Cher parent ou gardien :

Merci de votre intérêt pour l'académie de paragon de l'école élémentaire de charte de technologie et de soleil. En tant qu'écoles publiques de charte, nous sommes heureux de t'offrir a *libre* choix éducatif. Notre école a une politique ouverte d'inscription. Tous les étudiants résidant dans le comté de Broward sont bienvenus pour être présents. Puisque nous avons limité des sièges, il est le meilleur pour accomplir a *Fiche d'étudiant* aussitôt que possible. Veuillez envoyer la forme (954) à 925-0209 ou l'email par fax à INFO@PATSECS.NET. Des sièges seront remplis sur une première base servie venue et première. Si le nombre d'applications excède le nombre de sièges disponibles, votre enfant sera placé sur une liste de attente. Une loterie aléatoire sera employée pour choisir des étudiants pour des sièges pendant qu'ils deviennent disponibles.

Nous sommes heureux vous avons choisi nos écoles et attendons avec intérêt travailler avec toi. Veuillez me donner un appel si vous avez n'importe quelles questions. Veuillez visiter notre site Web à www.sunshine-elementary.com ou www.paragon-academy.com pour plus d'information.

Sincèrement,

Dr. Steven Montes

Dr. Steven Montes
Principal

Paragon Academy of Technology & Sunshine Elementary Charter School
 502 N. 28th Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

FICHE 2015-2016 D'ÉTUDIANT

L'INFORMATION D'ÉTUDIANT DATE :

Dernier nom Prénom Deuxième prénom

Placement courant de catégorie (Note : La carte courante de rapport peut être exigée) Date de naissance / / Sécurité sociale #

Adresse Appartement # Ville État Code postal

Ville de naissance Sexe M ou F (*cercle un*) Téléphone à la maison

L'INFORMATION PRÉCÉDENTE D'ÉCOLE

Nom de dernière école occupé, Dates occupées / / - / / Numéro de téléphone

APPARTENANCE ETHNIQUE - vérifiez svp la boîte qui s'applique à cet étudiant (*facultatif*)

- Américain ou Aléoute indigène Insulaire asiatique ou Pacifique Américain africain Hispanique/Latino Caucasiens, origine de non-Hispanique

L'INFORMATION DE FAMILLE

Dernier nom

Prénom

Employeur

Téléphone de journée

Téléphone de soirée

Père						
Mère						
Père						
Mère						
Gardien						

L'étudiant vit avec :		L'étudiant vit avec :		Nom d'autres enfants dans la maison		Catégorie
vérifiez un		vérifiez un				
Parents		Mère seulement				
Père et mère		Père seulement				
Mère et père		Gardiens/gardiens Court-appointed				
		Parents adoptifs				

- Est-ce qu'une autre langue que l'anglais est employée dans la maison ? Oui Non Si oui, la langue a employé : _____
- L'étudiant a-t-il une première langue autre que l'anglais ? Oui Non
- L'étudiant parle-t-il plus souvent une langue autre que l'anglais ? Oui Non Si oui, langue parlée : _____

Signature de parent/de gardien

Date

Please Note: Sunshine Elementary Charter School and Paragon Academy of Technology will admit students of any race, color, nationality, ethnic origin, religion, or gender. A random lottery will determine student selection if applications exceed capacity. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Siblings and employee's children will be given preference as provided for within the charter law.

FOR SCHOOL USE ONLY

Date enrolled _____ Date records requested _____ Date records received _____ Student ID # _____
 Homeroom teacher _____ U.S. Citizen? YES or NO Copy of birth certificate? YES or NO Social Security card? YES or NO Two Forms of Proof of Residency? YES or NO

TERMS

APPENDIX X

PANEL: _____

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE		XC
16	_____	_____	_____		
16	16019940	11102015	E	THOMAS	
			I SB	UNRULY/DISRUP	* 06
			I ZW	DEF OF AUTHOR	* 06
			A E2	EXT SUSP 2 DAYS	* 06
			A 20	PARENT CONF.	06
16	16019945	11062015	E	THOMAS	
			I SB	UNRULY/DISRUP	* 06
			I ZW	DEF OF AUTHOR	* 06
			I ZX	PROFANITY STAFF	* 06
			A E2	EXT SUSP 2 DAYS	* 06
			A 20	PARENT CONF.	06

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

PANEL: _____

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE		XC	ST
15	15033106	12022014	E	THOMAS		
15	15033253	12022014	E	THOMAS		
			I SB	UNRULY/DISRUP	*	0614
			I 02	INSULT\PROF LAN	*	0614
			A E3	EXT SUSP 3 DAYS	*	0614
			A 20	PARENT CONF.		0614
15	15045079	01222015	E	THOMAS		
15	15045082	01222015	E	THOMAS		
15	15046453	01232015	E	THOMAS		
			I 01	DISOBED/INSUB	*	0614
			A E3	EXT SUSP 3 DAYS	*	0614
			A 20	PARENT CONF.		0614
15	15054124	02062015	E	THOMAS		

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Page full...Continue.

PANEL: _____

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE			XC	ST
15	15054124	02062015	I SB	UNRULY/DISRUP		*	0611
			I ZW	DEF OF AUTHOR		*	0611
			I ZX	PROFANITY STAFF		*	0611
			A E3	EXT SUSP 3 DAYS		*	0611
			A 20	PARENT CONF.			0611
15	15054445	02112015	E	THOMAS			
15	15054450	02112015	E	THOMAS			
			I Z3	INAPP TECH USE		*	0614
			A E2	EXT SUSP 2 DAYS		*	0614
			A 20	PARENT CONF.			0614
15	15083502	04302015	E	THOMAS			
15	15093913	05222015	E	THOMAS			

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

PANEL: _____

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE		XC	S
<u>14</u>						
14	14001987	09032013	E	THOMAS		
			I SB	UNRULY/DISRUP	*	0610
			I Z1	INCIT DISTURB	*	0610
			A E2	EXT SUSP 2 DAYS	*	0610
			A 20	PARENT CONF.		0610
14	14004667	09172013	E	THOMAS		
14	14006983	09252013	E	THOMAS		
			I ZW	DEF OF AUTHOR	*	0600
			I ZY	CELL PHONE VIOL	*	0600
			A E2	EXT SUSP 2 DAYS	*	0600
			A 20	PARENT CONF.		0600
14	14006987	09252013	E	THOMAS		
			I SB	UNRULY/DISRUP	*	0610

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Page full...Continue.

PANEL: C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE		XC	STDT
14	14006987	09252013	I ZF	RULES VIOLATION	*	061005
			A E2	EXT SUSP 2 DAYS	*	061005
			A 20	PARENT CONF.		061005
14	14014733	10172013	E	THOMAS		
14	14014814	10172013	E	THOMAS		
			I ZW	DEF OF AUTHOR	*	060905
			A E2	EXT SUSP 2 DAYS	*	060905
			A 20	PARENT CONF.		060905
14	14014816	10182013	E	THOMAS		
			I SB	UNRULY/DISRUP	*	060911
			I Z1	INCIT DISTURB	*	060911
			A E1	EXT SUSP 1 DAY	*	060911
			A 20	PARENT CONF.		060911

F1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Page full...Continue.

PANEL: _____

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE		XC	STD
14	14014816	10182013	A 20	PARENT CONF.		06091
14	14015024	10172013	E	THOMAS		
14	14016510	10222013	E	THOMAS		
14	14025761	11122013	E	THOMAS		
			I ZG	LEAVING CAMPUS	*	06100
			A E4	EXT SUSP 4 DAYS	*	06100
			A 20	PARENT CONF.		06100
14	14031220	12042013	E	THOMAS		
14	14033333	12102013	E	THOMAS		
14	14034594	12122013	E	THOMAS		
14	14042399	01142014	E	MONTES/THOMAS		
14	14046986	02032014	E	THOMAS		
14	14046989	02032014	E	THOMAS		

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Page full...Continue.

PANEL: █

C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE			XC	STDT
<u>14</u>							
14	14046989	02032014	I SM	CUM ADM REFRLS		*	060911
			I ZF	RULES VIOLATION		*	060911
			I 01	DISOBED/INSUB		*	060911
			A E4	EXT SUSP 4 DAYS		*	060911
			A 20	PARENT CONF.			060911
14	14046991	02032014	E	THOMAS			
14	14051297	02112014	E	THOMAS			
14	14052727	02142014	E	DR MONTES			
14	14052759	02142014	E	DR MONTES			
14	14055229	02142014	E	MONTES			
14	14055247	02062014	E	THOMAS			
14	14055254	01242014	E	THOMAS			
			I Z8	LVL 2-BUS VIO		*	061301

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Page full...Continue.

PANEL: _____ APPENDIX X C06. DISCIPLINE QUERY

SCHL: 5400 SUNSHINE ELEMENTARY CHARTER

SY	EVENT	DATE	CODE	XC	S
14	14055254	01242014	A B5		
			A 20		
				BUS SUSP 5 DAYS	061
				PARENT CONF.	061
14	14055258	01072014	E		
14	14055264	09102013	E		
14	14055269	11212013	E		
14	14058152	02262014	E		
				THOMAS	
				THOMAS	
				THOMAS	
				THOMAS	

P F 1 = HELP 3 = EXIT 5 = REFRESH 7 = BKWD 8 = FWD 12 = ESCAPE
No additional pages...Next?

APPENDIX Y



Paragon Academy of Technology
Sunshine Elementary Charter School
502 N. 28 Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

School Emergency Contingency Plan

SECTION 1

General Information

Name of School

Street Address

502 N. 28TH AVENUE

City

HOLLYWOOD

Longitude and Latitude

Mailing Address



Paragon Academy of Technology Sunshine Elementary Charter School

502 N. 28 Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

Type of School

Public CHARTER Private _____ Technical _____ Trade _____ Special _____

Describe: _____

Pre-school _____ Elementary XX Middle XX High School _____
(Check all that apply)

Grades: Day-Care - _____ 1 – 5 - K-4 10 – 12 - _____
Pre-School - X 7 – 9 - 6-8

Age: Youngest - 4
Oldest - 15

Maximum Number of People Present at any one time:

Students: 425
Staff and Others: 35
Special Needs Students: 0

Times School is Occupied with Number Present:

0001 (Midnight) – 0500 _____ # 0
0501 – 1200 _____ # 340
1201 – 1600 (4 pm) _____ # 340
1601 – 2100 (9 pm) _____ # 2
2101 – 2400 (Midnight) _____ # 1



Paragon Academy of Technology Sunshine Elementary Charter School

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Days of week when occupied:

Mon Tues Wed Thur

Fri Sat _____ Sun _____

Times of Year School is Occupied:

1st Quarter Jan Feb Mar
 2nd Quarter - Apr May Jun
 3rd Quarter - Ju _____ Aug Sept
 4th Quarter - Oct Nov Dec
 Year – Round _____ Yes No

Physical Structure:

Total number of buildings 6

Height of tallest building 1 stories

Total number of classrooms 25

Check if present

Cafeteria

Swimming Pool _____

Chemistry Lab _____

Childcare Center _____

Gymnasium _____

Automotive Repair shop _____

Library _____

LP Tank(s) _____



**Paragon Academy of Technology
Sunshine Elementary Charter School**

502 N. 28 Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

SECTION 2

Key Personnel Information

School Emergency Coordinators:

- (1) Name: Dr. Steven Montes
 Position/Title: Principal
 Home Address: 2921 NW 106TH Ave. Coral Springs
 Phone: (Office) (954) 925-0155
 (Home) (954) 344-4818
 (Pager) _____
 (Cell Phone) (954) 415-7418
- (2) Name: Rodney Thomas
 Position/Title: Dean of Students
 Home Address: 5862 EAGLE CAY CIRCLE Coconut Creek
 Phone: (Office) (954) 925-0155
 (Home) (954) 596-1881
 (Pager) _____
 (Cell Phone) (954) 588-1219

Important Contacts:

- (1) School Resource Officer (Police)
 Name: _____
 Contact Number(s): _____
- (2) School Principal:
 Name: See Above
 Contact Number(s): _____



Paragon Academy of Technology Sunshine Elementary Charter School

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Important Contacts:

(3) Facility Maintenance:

Name: JOSE ORTIZ

Contact Number(s): (954) 651-0188

(4) Fire Department Representative:

Name: _____

Contact Number(s): _____

(5) Any other personnel that would have something to contribute in emergency or the planning stages. Pam Hackett, Board Chair, (954) 249-8156

Planning Team:

(1) Principal or Designee

Name: Above

Contact Number(s): _____

Emergency Telephone Numbers:

Fire: 954 967-4248

Police: 954 967-4357

Ambulance/Medical: _____

School Safety Dept: 754 321-0725

School Security Dept: _____

Local Hospital: 954 966-4500

Environmental Cleanup Contractor: _____

Other: _____



Paragon Academy of Technology Sunshine Elementary Charter School

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SECTION 3

Directing Emergency Activities

Lines of Authority Diagram:

Dr. Montes
Rodney Thomas
JANE MISKELL
Teachers
Pam Hackett

In the event of a hazardous material release or threat the highest-ranking fire officer has the authority to direct all operations including ordering the evacuation of the school.

School Safety Officer:

Name: N/A

Define their authority: _____

Define their responsibilities: _____



**Paragon Academy of Technology
Sunshine Elementary Charter School**

502 N. 28 Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

Emergency Activities:

Alerting:

- Who receives an alarm or warning?

Main Office: Dr. Montes, Mr. Thomas

- How is an alarm verified and who does it?

Dr. Montes or Mr. Thomas investigate

- Who verifies an alarm has been forwarded to all persons at school?

Dr. Montes or Mr. Thomas

Emergency Activities:

Evacuation:

- Person overall responsible for evacuation?

Dr. Montes or Mr. Thomas

- Who is responsible for notifying everyone?

Dr. Montes or Mr. Thomas

- Who is responsible for accountability?

Dr. Montes

- Who verifies evacuees at assembly points?

Dr. Montes or Mr. Thomas

- Who is responsible for relaying information to first responders?

Dr. Montes or Mr. Thomas



Paragon Academy of Technology Sunshine Elementary Charter School

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Emergency Activities:

Evacuation:

- Who is in charge of security of school and students?

Dr. Montes or Mr. Thomas

Emergency Activities:

Shelter-in-place:

- Who will make decision to shelter-in-place?

N/A

- Who is responsible for setting up the area for sheltering-in-place?

Annual Review of Emergency Contingency Plan

Date to be done by: Dr. Montes

List Review Committee Members:

Rodney Thomas

JANE MISKELL



Paragon Academy of Technology Sunshine Elementary Charter School

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SECTION 4

Emergency Notification Procedures

Emergency Notification:

•Describe in detail how employees will recognize an emergency:

1. Emergency/Fire bells will sound
2. Intercom system will be used to call special codes:

- **Red** = Evacuation
- **Blue** = Medical
- **Black** = Lockdown
- **Yellow** = Immediate assistance needed

Describe how others will be notified of the emergency:

- Cell phones, if Necessary
- Radios
- Intercom

Describe what employees should do in order of priority upon notification of an emergency:

- Count students
- Line up
- Gather roster
- Evacuate, lockdown, etc.
- Take attendance
- Call Main Office - report all present or the missing students' names and possible location



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Fires:

- Describe alarm system: Pull stations per building
- How are they reported? Manual

Fires:

- How are students / workers / visitors notified? Bells, sirens
- Immediate notification of Fire Department, how is this done? Call
- Describe any special procedures for dialing: None

Hazardous Materials Incidents

- Describe how the alarm is sounded?

Bells, sirens

- What is the evacuation signal?

Bells, sirens, intercom



**Paragon Academy of Technology
Sunshine Elementary Charter School**

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Other Emergencies:

•Describe procedures for notifying others of other emergencies such as criminal activity: Intercom - Code Black

•Describe any special notifications that need to be made to staff:

Describe method of contacting students, parents, and teachers en route to the school:

Teachers - Cell phones, if available

Students - None

Parents - None

SECTION 5

Evacuation Procedures

Evacuation Planning Considerations:

•Give location of closest hazardous material facility: Broward County South Trash Transfer Station, 5601 W. Hallandale Beach Blvd. From 8 a.m. to 3

•Total School Population: 425

Special needs Population: 0 K-8 campus

•Time required to evacuate: _____ Hr. _____ Min.

•Time required to Shelter-in-Place: _____ Hr. _____ Min.

•Special vehicles or other resources required to evacuate-List:

0



Paragon Academy of Technology Sunshine Elementary Charter School

502 N. 28 Avenue, Hollywood, FL 33020 Tel: (954) 925-0155 Fax: (954) 925-0209

Immediate evacuation procedures identified:

Describe the procedure:

1. Students leave classrooms with teachers
2. Teachers move to rally points
3. Take attendance and report missing students to administration

Delayed evacuation procedures identified:

•Describe the procedure: Lockdown –

1. Students remain in class
2. Parents will arrive to school and pick up students from classes.
3. Teachers have copies of emergency forms to verify release of students.

Points of Safety Identified

Give locations: _____

Alternate Points of Safety Identified

Give external locations: _____

Give internal locations if any: _____

Initiating Evacuation

Who can initiate an evacuation?

List individuals / positions with an authority:

DR. Montes, Mr. Thomas, Mrs. Miskell



Paragon Academy of Technology Sunshine Elementary Charter School

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Alarms or Signals Used

- Describe the alarm or signals to be used for evacuation: Fire bells

Accountability Procedures

- Describe method used to account for all evacuees: Teachers take attendance

Posting of Evacuation Procedures and Routes

- Give locations where posted: In all rooms by exit doors



Paragon Academy of Technology Sunshine Elementary Charter School

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SECTION 7

Training - Drills

Training – Drills

- Describe how records are maintained: Records of drills kept in office.
- Describe how post drill evaluations will be conducted: Faculty Meetings

Training

- Describe how all personnel will be familiarized with the Emergency Contingency Plan: Faculty Meetings
- Identify staff training requirements:
 - Personal Protective equipment: Once a year
 - Radios and Communications: Twice a year
 - Emergency Equipment: Once a year



**Paragon Academy of Technology
Sunshine Elementary Charter School**

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SECTION 8

Attachments

Maps and Diagrams

- School site
- Evacuation routes
- Surrounding area with fixed facilities and assembly areas
- Aerial photographs (Optional)

Incident Command System for School

- ICS organizational chart
- Checklist for each position as to their responsibilities

- I.C.
- Communications (Notification)
- Logistics
- Evacuation
- Sheltering
- Accountability

Emergency Equipment / Supplies List

- List all emergency equipment and its location:

APPENDIX Z

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Thomas Carpenter

Paragon Academy of Technology

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: September 1, 2015



Kathleen W. Schoenberg, Esq.

*Kathleen W. Schoenberg, P.A.
Charter School Governance Training*

Certificate of Participation

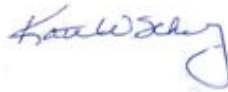
is hereby granted to:

Pam Hackett

Paragon Academy of Technology

for successful completion of the FL 2-Hour Refresher
approved by the Florida Department of Education

Date of Completion: December 7, 2011



Kathleen W. Schoenberg, Esq.

*Kathleen W. Schoenberg, P.A.
Charter School Governance Training*

Certificate of Participation

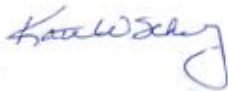
is hereby granted to:

Jack Rosenzweig

Sunshine Elementary Charter School, Inc.

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: June 3, 2014



Kathleen W. Schoenberg, Esq.

APPENDIX AA



SUNSHINE ELEMENTARY CHARTER
PARAGON ACADEMY

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- [Board of Directors](#)
- [Next Board Meeting](#)
- [Board Meeting Minutes](#)
- [Annual Budget](#)
- [Annual Audit Sunshine](#)
- [Annual Audit Paragon](#)

Board of Directors

Board of Directors		
Name	Position/Address	E-mail/Phone
Particia A. Hackett	Board Member- chair	gboard@sunpatcharter.com / (954) 925-0155
Dr. Jack Mayer Naranjo Rosenzweig	Board Member	
Thomas Carpenter	Board Member	



Search bar with dropdown arrow and search icon

Contact
ASSIGNMENTS



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- + ENROLL YOUR CHILD

IMPORTANT INFO

- ▶ Parent & Student Handbook
- ▶ Student Code of Conduct
- ▶ Mandatory Uniform Policy
- ▶ Local Education Agency
- School Grades
- ▶ Supply List

School Grades

School Grades are based entirely on FCAT scores. 2013-14 was the last school year FCAT scores were used to determine school grades. Please call us at (954) 925-0155 if you would like a complete picture of our schools. 2013-14 Paragon Academy School Grade – C; Sunshine Elementary Charter School – D. Please visit this website, <http://schoolgrades.fldoe.org/>, for more information on Annual Measurable Objectives and other assessment information.



SUNSHINE ELEMENTARY CHARTER
PARAGON ACADEMY

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Our Logo Evolution



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ABOUT

- Welcome
- Future of Sunshine
- What Are Charter Schools?
- Mission Statement
- Vision Statement
- Sunshine Elementary Charter**
- Paragon Middle Academy
- Academics

Sunshine Elementary Charter

Sunshine Elementary Charter School, grades K-5 is located in Hollywood, Florida. Our students receive the highest caliber education an elementary school can provide, in a small-school environment.

Sunshine Elementary Charter School is a cost-free option to district schooling, offering students in grades K through fifth grade an educational experience truly unique to most other schools. Our elementary teachers focus their attention on each child in order to meet his/her needs. As a student-centered charter school, our elementary students learn a variety of subjects, including the core curriculum through interactive lessons, activities, and special projects. Each teacher utilizes the different learning styles of children to offer them a chance to experience learning in a totally new and more satisfying way. Our math and science curriculums offer a hands-on, kinesthetic approach to learning, where our students learn through their own experience and experimentation, rather than just reading a text book.



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- Annual Audit Sunshine
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Contact

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Nurturing Education in Arts & Technology

Our family environment nurtures individuality and creativity as well as with academic and behavioral achievement. Students at Paragon and Sunshine are given the time and specialized attention they need to meet and exceed all their educational goals.



Technology Friendly

Our middle school students are able to prepare for the next stage of their education and life here at Paragon.

[READ MORE](#)



Charter Schools

Charter schools are public schools of choice. They are very popular – and among the fastest growing school options in Florida.

[READ MORE](#)



Accreditation

Paragon Academy of Technology Middle and Sunshine Elementary Charter School are AdvancED Accredited.

[READ MORE](#)

Contact
ASSIGNMENTS



- GOVERNANCE**
- Board of Directors
 - Next Board Meeting
 - Board Meeting Minutes
 - Annual Budget
 - Annual Audit Sunshine
 - Annual Audit Paragon

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Board of Directors

Board of Directors		
Name	Position/Address	E-mail/Phone
Particia A. Hackett	Board Member-Chair	
Dr. Jack Mayer Naranjo Rosenzweig	Board Member	gboard@sunpatcharter.com / (954) 925-0155
Thomas Carpenter	Board Member	

Parent Liaisons

Sunshine – Jane Miskell, Assistant Principal/Curriculum Specialist

Paragon – Rodney Thomas, Dean of Students

Please contact the school at (954) 925-0155 to speak with the liaisons.

- + CONTACT
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Sunshine Elementary Charter – Paragon Academy

502 N. 28th Avenue, Hollywood, FL 33020

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SUNSHINE ELEMENTARY CHARTER
PARAGON ACADEMY

Students | Teachers



Contact

ASSIGNMENTS

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ABOUT

- ▶ Welcome
- ▶ Future of Sunshine
- ▶ What Are Charter Schools?
- ▶ Mission Statement
- ▶ Vision Statement
- ▶ Sunshine Elementary Charter
- ▶ Paragon Middle Academy

Academics

- ▶ Calendar
- ▶ School Hours

Academics

Our curriculum and supporting resources are all state-approved and chosen to target the individual needs of our students. We don't ascribe to the *one size fits all* educational methodology; instead we aim to meet each student's individual needs through a variety of tools and materials.

Sunshine Elementary Charter

Our elementary students are able to learn through experience via the arts and other creative methods of instruction. Our students are able to exceed traditional education goals through a non-traditional approach to learning.

Our elementary students are exposed to a wide variety of formats including traditional text books and computer-based platforms to illustrate to them the plethora of ways today's world disperses information. Through a multitude of in-class projects, our students learn through experimentation and experience, rather than direct instruction alone.

In science our elementary students not only get to read about, but actually participate in the lifecycle of butterflies through our extensive butterfly gardens. Students are able to watch the lifecycle from start to finish and play a role in each stage, including maintaining the gardens. Students are also responsible for keeping the school grounds suitable for the creatures who also occupy the space. They regularly fill the birdfeeders throughout the campus and become responsible for the community of which they are a part.

Paragon Academy

Our students are able to prepare for the next stage of their education and life here at Paragon. They are able to utilize technology to increase not only their knowledge, but marketability in the future workplace. Along with traditional text book instruction, our students learn through a variety of computer-based platforms to increase their exposure to today's methods of information transmission.

Through assisted and independent research, our middle school students learn how not only to perform research, but can discover the excitement of fulfilling their curiosity on their own. Throughout the school year our students create their own projects or research questions to solve igniting a love and respect for learning often absent in so many students. With frequent trips to the library and assisted internet searching, our students are inspired to familiarize themselves with the research process and wade through the jungle of information to identify quality, factual data.

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Sunshine Elementary Charter – Paragon Academy

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APPENDIX DD

PARAGON ACADEMY OF TECHNOLOGY

SUNSHINE ELEMENTARY CHARTER SCHOOL

Faculty Operational Handbook

2015-2016



**Paragon Academy of Technology& Sunshine Elementary Charter School
2015-2016 School Operational Procedures**

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Paragon Academy of Technology& Sunshine Elementary Charter School 2015-2016 School Operational Procedures

Introduction

Welcome to Paragon Academy of Technology (PAT) and Sunshine Elementary Charter School (SECS). We believe that each employee contributes directly to our growth and success, and we know you will take pride in being a member of our team.

This handbook is prepared to provide information on operational policies and procedures for school personnel. Please keep this readily available during the school year, as it will answer many questions you may have. Any suggestions or recommendations for the improvement of this Handbook will be appreciated. We are pleased to have you join our staff and hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome to our schools!

This handbook is designed to acquaint you with PAT/SECS and to provide you with information about working conditions and some of the policies affecting the safe and efficient operation of our schools. You must read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

No employee handbook can anticipate every circumstance or question about policy. As we continue to grow, we will revise, supplement, or rescind any policies or portion of the handbook as deemed appropriate, at our sole and absolute discretion. Employees will, of course, be notified of such changes as they occur.

Mission Statement

The mission of Paragon Academy of Technology and Sunshine Elementary Charter School is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible contributing members of society. The following core philosophies have been established to help us attain our goals:

- Success is a continuous process - *Failure Is Not An Option*
- Every person is entitled to a safe, comfortable, nurturing environment conducive to learning
- Each student has the right to learn and experience individual success
- All students benefit by exploring cultural and social diversity in our community
- Students need curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles.
- To foster pride in academic achievement while developing the students' artistic abilities.
- To promote the essential role of the arts in enabling every student to succeed in school.

Vision Statement

Paragon Academy of Technology and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Paragon Academy of Technology and Sunshine Elementary Charter School parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

Paragon Academy of Technology& Sunshine Elementary Charter School 2015-2016 School Operational Procedures

ACH of America

ACH has been contracted to administer payroll, benefits, and workers compensation for both schools. As such, we utilize ACH's *Client Operational Handbook* to assist us with standard employment policies and procedures. The Appendix contains the "Employee Safety & Health Handbook" section of the operation guide. Please read this section then sign and return the Acknowledgement Form to Dr. Montes.

Accidents

Any accident occurring on campus must be IMMEDIATELY reported to the office. This rule applies whether the accident victim is a student or employee. Complete a *Student Accident/Illness Report* before the end of the school day.

Emergencies - 911– We expect teachers to use their best judgment when considering a call to 911. For most injuries, a discussion with administration is recommended before contacting 911. However, if the staff member determines that the injury may be very serious or life threatening, 911 should be immediately contacted.

Staff Accidents

If you personally have an accident on school grounds or while participating in or sponsoring any School activity, immediately report the accident to the Principal or Office Manager, and complete a *Workmen's Compensation Form*. Please take all precautions to ensure your safety and avoid injury.

Announcements and Letters Home

Announcements will be placed in teacher mailboxes or sent by e-mail. If you need to make an announcement to the students or staff, please inform the office staff the day before the announcement is to be made. All announcements, letters, or notices that go home **must be approved** by the Principal or designee **before** they are distributed. Please be sure to proofread all documents before submitting them to administration for review.

Art & Music

Music is an integral part of our curriculum at the elementary level. Music is an essential component of a well-developed early childhood curriculum. Any music that teaches and enriches subject matter (for example, music of other lands); music for language development in Kindergarten; or classical music for inspiration during journal writing is encouraged. Music that includes profanity or derogatory statements of any kind is strictly prohibited.

Art is a major component of Sunshine's Charter. All lesson plans must include references to the integration of art throughout the curriculum. All elementary teachers will use the *Meet the Masters* series. A schedule for presenting the artists will be available in the near future. Please be aware that the principal or his designee will be observing your use of the *Meet the Masters* curriculum during your assigned week.

Assemblies

Teachers and teacher assistants are expected to attend assemblies and remain with their class during the event. Teachers should prepare students for assemblies by reviewing proper behavior and procedures.

Assessments

Students at Paragon and Sunshine will participate in all required school, district, and state assessments.

Florida Standards

The Sunshine State Standards were initially approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to

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provide flexibility to school districts in designing curriculum based on local needs. However, as Florida moves toward greater accountability for student achievement at each grade level, the Sunshine State Standards have been further defined as the Florida Standards.

In the subject areas of language arts, mathematics, science, and social studies the Florida Standards have been expanded to include Grade Level Expectations. These grade level expectations are the basis for state assessments at each grade 3-10 in language arts, science, and mathematics - and may eventually be used in state assessments in social studies. In addition to the Grade Level Expectations, course specific information for students in grades 6-12 can be found in the Florida Course Descriptions.

Attendance Procedures: Students

Teachers will report absences on the student attendance sheet. Teachers will also note the student absences in their grade books. Teachers will pick up attendance sheets in their mailboxes upon arrival each day. It is imperative that we maintain good attendance. A high attendance rate is a sign of academic excellence!

Middle school teachers will take attendance each period. An absentee list will be provided to each teacher before the end of the second period. If you do not receive the list, please contact the office before the start of the third period. *Teachers should immediately contact the office if a student is missing from class and is not listed on the absentee list.*

Attendance Policy: Staff

If any staff member expects to be absent, please provide at least 24 hours notice so that we may plan coverage for your class and duty responsibilities. If you are calling in for the day, please leave a message on the school phone, (954) 925-0155, by 7:30 a.m. You must have EMERGENCY LESSON PLANS READY FOR USE. Emergency plans will be checked periodically.

The staff work day begins at 7:30. It is important that all faculty and staff arrive in time to begin work at 7:30. If you are going to arrive late, please contact the office so plans may be made to take over your duties. All staff members are expected to be at school at least ten minutes before their required start time. Staff members arriving at the exact start times are not sufficiently prepared to begin the school day. Please see Dr. Montes if you have questions.

Leaving Campus During the Day

If you need to leave during the day, you **MUST** have permission from the Principal and you **MUST** sign out in the front office only. For the safety of all staff, no one may leave the campus without permission, take breaks, or eat lunch in their car.

Business Travel Expenses

PAT/SECS will reimburse employees for reasonable business travel expenses incurred while on school-related assignments. All business travel must be approved in advance by the Principal or designee.

Employees whose travel plans have been approved are responsible for making their own travel arrangements. When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed. Employees are expected to limit expenses to reasonable amounts.

Campus Duty Assignments

Faculty and staff members will have a duty post every morning before class and every afternoon after class. Morning and afternoon duties are assigned in order to maintain a safe school. Please report to your duty post promptly and remain vigilant.

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Cell Phones

Faculty and staff members should not use their cell phones during school hours, except during breaks and lunch. If you have an emergency, please notify the office and plans will be made for you to take a call. At no time should an employee be talking or texting while supervising students; this includes cafeteria, classroom, and playgrounds. Please inform your friends and family that you will not be able to take calls during your time with students. Phones should remain off or silent throughout the day. This policy will be strictly enforced.

Charters

Charter schools are non-profit 501(c)(3) organizations that have a contract or charter to provide the same educational services to students as district public schools. They are nonsectarian public schools that operate with freedom from many of the regulations that apply to traditional public schools.

The "charters" establishing such schools are performance contracts detailing the schools' mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted can vary from three to 15 years. At the end of the term, the entity granting the charter may renew the school's contract.

Charter schools are accountable to their sponsor (for our schools, The School Board of Broward County), to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Child Abuse

Under the law, you are obligated to report any case that you may suspect is child abuse. You are protected under the law against a lawsuit from parents for reporting a case. You may also remain anonymous if you choose.

If you suspect a possible case of child abuse, you should report it to Family Services (formerly known as HRS) (1-800-96ABUSE). You may wish to discuss your concerns with the Principal before making a report. Remember to document all that you did and all that the child said. *A copy of this documentation must be turned in to the Principal.* You will need a student information sheet in front of you when you call because you will be asked address, birth date and other information.

PHYSICAL INDICATORS OF ABUSE

Unexplained bruises and welts:

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustered, forming regular patterns
- reflecting shapes of articles used to inflict (electric cord, belt buckle)
- on several different surface areas
- regularly appear after absence, weekend, or vacation

Unexplained burns:

- cigar, cigarette burns, especially on soles, palms, back or buttocks
- immersion burns (sock-like, glove-like doughnut shaped on buttocks or genitalia)
- patterned like electric burner, iron, etc.
- rope burns on arms, legs, neck or torso

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Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Unexplained lacerations or abrasions:

- to mouth, lips, gums, eyes
- to external genitalia

Classroom Visitations

The Principal and Assistant Principal will make visits to classrooms throughout the year. Please continue with regular classroom procedures when these visits are made. Please keep in mind that these visits are to be considered informal observations and part of the evaluation procedures in our schools.

Confiscated Items

Items that are confiscated from a student by a faculty or staff member must be given to administration as soon as possible. Please include a note describing why the item was confiscated. Confiscated items must be labeled and kept in the main office.

Copy Machine

With the recent purchase of new curriculum materials, the use of our copier should be dramatically reduced. ALL requests to copy materials must be approved in writing by the Principal or Assistant Principal. Use the *Copy Request Form* found in the Appendix.

Copyright Materials

Videos (Defined as any videotapes, DVD's, online resources, etc.) can be shown in the classroom. The use of any video is to correlate directly with your curriculum and must be reflected in your lesson plan book. They are not to be duplicated. No private video tapes or DVD's from home may be used unless written permission from the principal or designee is granted.

Rented DVD's are generally labeled and licensed FOR HOME USE ONLY and CANNOT be used in the classroom.

Movies are not permitted to be shown at any time. Only select clips may be viewed for instructional purposes, with administrative approval.

Most of your curriculum materials contain references to online resources that include videos. These resources can be used without permission as long as you comply with the publisher's guidelines.

Curriculum/Civics Education

It is essential and mandatory that students are instructed in, "The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life". These lessons must begin in kindergarten and the knowledge must grow each year.

Our new social studies series will help teachers prepare a curriculum that meets these standards. In addition, students are required to pledge to our flag each morning and to learn our National Anthem. Students should be taught the meaning of the words they are reciting at their level of understanding.

Teachers will also insure that the following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks and are covered at the appropriate grade levels and at the students' level of understanding:

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- a. Constitution (on Constitution Day, September 17th)
- b. The Holocaust
- c. African and African-American History
- d. Hispanic Contributions
- e. Women's Contributions
- f. Veterans' Recognition
- g. Celebrate Freedom Week
- h. Disability History and Awareness Week
- i. The Declaration of Independence
- j. Flag Education
- k. Elements of Civil Government
- l. History of the United States
- m. Elementary principles of agriculture
- n. Effects of alcohol and narcotics on the body and mind
- o. Kindness to animals
- p. History of the state
- q. Conservation of natural resources
- r. Comprehensive health education
- s. Importance of free enterprise in the US economy*

*From School Board Policy 6000.1

Discipline

Not all discipline problems can be prevented, but most of them can be avoided in the classrooms of enthusiastic, hard-working staff that “plan their work effectively, motivate their students skillfully, and provide a friendly classroom atmosphere”. From time-to-time, we all have to deal with behavior management issues. In most cases, it is best for both the teacher and the student if the teacher handles these problems with good judgment and minimal office assistance. Please remember:

- Teachers and teacher assistants must intervene and redirect students' behaviors before a situation becomes out of control.
- Teachers and teacher assistants must always be in control of their classrooms or assigned areas - know what is going on and be aware of and who is doing what at all times.
- **Under no circumstance should staff members become involved in a verbal altercation, debate, or argument with a student.** By doing this, you show a lack of control and professionalism.

Do not hesitate to ask for help in the event of major difficulties. Major problems such as smoking, property damage, profanity, insubordination, fighting, or possession or control of drugs, tobacco, or alcohol, should always be immediately referred to the Dean or other administrators. Remember:

- Corporal punishment is expressly forbidden.
- Please do not make threats of any kind, physical or verbal.
- Do not use mass punishment. Address the issue with individual students.
- Do not penalize academic grades for misbehavior.
- If there is a possibility of repercussions related to a problem (such as a parent call), let the office know immediately.

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The Codebook for Student Conduct

Paragon and Sunshine utilize the District's The Codebook for Student Conduct (The Code) for most attendance and discipline matters. A copy of the Code can be found on our website, on the District's website at <http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct>, and in the main office. A copy of the Code will be provided to all teachers for review. Please keep in mind that the Principal is the final authority in all discipline-related incidents.

Teachers of students in grades 3-8 are required to review and discuss the Code with their homerooms. Teachers are required to obtain 100% of the parent Acknowledgment forms from their homeroom students. Teachers should work with the main office to contact parents who do not return the form by the end of the first week of school.

Middle school teachers will have all middle school students sign and date a copy of the Code's Acknowledgement and the Internet Use Policy. These forms should be submitted to the office on Friday of the first week of school along with a class check-off list indicating returned and signed forms.

Referral Forms

Complete a referral form (See Appendix) as discussed in the school's *Five-Step Behavior Plan*. Please be brief and clear when filling out the statement of the incident. Turn it in to the main office before the end of the school day.

Student Removal from Class

If you call for a student to be removed from your class in a non-emergency situation, you must fill out a referral form and provide evidence of interventions before the end of the day. **Do not send a student out of your classroom unattended. Call the office or administration first**, and ask for an adult faculty or staff member to escort the student to the office.

Dismissal Procedures

Teachers and Teacher Assistants will be assigned to a duty post every afternoon and need to stay in the assigned area until all students have departed.

Car Riders

Teacher assistants will usually help students to their cars. However, there are times when other staff members will need to assist with dismissal procedures. In all situations, staff members must insure that any adult picking up a child has a school-issued "pass" clearly visible in the window of the vehicle. If the person does not have a pass, the office must be contacted to determine if the person is eligible to remove the child from school. Never allow a student to leave with an individual without proper authorization.

Walking Students

Many of our students walk to and from school each day. Students in grades K-5 must have written permission on file to walk home. The teachers should keep a copy of this note with their files.

Many times an adult will arrive to pick up elementary students to walk home. In these instances, staff members should insure that the person is on the approved pick up list. Staff members should contact the office if there are any questions concerning pick up of students.

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Students in grades 6-8 are released at 3:15 unless a note is on file stating that the student should be dismissed at another time. A list of all students enrolled in the After Care Program will be provided to teachers.

Dress Code for Staff

All employees are expected to dress in a professional manner. Employee dress should reflect high standards and professionalism at all times. We request that all staff members conform to the following standards of dress:

- Clothing and general appearances should not interfere with the instructional program
- Clothing and general appearance should not constitute a health or safety hazard
- Jeans or shorts are not permitted, except as announced for special circumstances
- “Flip-flops” are not permitted.
- Uniform tops are encouraged!

E-Mail/Internet Use

All teachers must have an email account for school use. This e-mail account should be used for school-related matters. The internet on your classroom computers should be used only for academic and professional development purposes. It is recommended that you do not use your school email account for personal correspondence. Remember, school email accounts are considered public records by law. Please review the *Standards of Internet and Computer use* policy for more information.

Emergency Drills and Evacuations

Walkie-talkies are a critical part of our communications and our overall emergency plan. All teachers and staff issued walkie-talkies should become totally familiar with their use and have them available at all times.

It is imperative that all personnel are prepared should an emergency situation occur. Be aware of all drill evacuation procedures. Know the contingency plans. In the event that we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. An announcement will be made by Administration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and faculty will leave their classrooms and proceed outside in orderly fashion.

Teacher/Teacher Assistant Responsibilities During Evacuations

- Teachers - Have available at all times an emergency kit consisting of grade-book, emergency contact phone numbers, class lists, and any other essential documents. Make sure that you escort your class to their assigned area. Cell phones will be a necessity!
- Teacher Assistants and paraprofessionals should escort students to class at the rendezvous area.
- Follow safety procedures and make sure that all students are properly conducting themselves during their evacuation.
- Evacuation routes showing primary and secondary exits should be posted and easily seen in each room.
- Never allow furniture to block exits. There must be an 18-inch clearance on either side of the exit.
- Never block view or access to fire extinguishers or fire exit signs.
- Caution students to walk silently and briskly from the building.
- Make certain that students remain with their assigned teacher.
- Make certain that students return to class with the assigned teacher.
- When the alarm sounds, students will exit the building as instructed and stand in line at the predetermined location for each classroom.

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Student Responsibilities during Evacuations

- When the alarm sounds, students will exit the building as instructed and stand in line at the predetermined location for each classroom.
- Students must not pass other students or break the line.
- Students should not talk during drills and are to remain away from the building until the signal is given to re-enter.

Principal/Designee Responsibilities during Evacuations

- Assess the situation to verify that there is a fire or emergency.
- Contact utilities as needed.
- Return to building when fire department or police officials declare the area safe.

Administration Responsibilities During Evacuations

- Assistant Principal: Elementary Accountability
- Dean: Middle School Accountability
- Office Manager: Carry All Student Emergency Contact Forms and staff information such as emergency contact numbers.

Specific Evacuation Procedures and Drills

Fire Drills

Under ordinary circumstances, all doors and windows should be closed by the last person to leave the room. **Unlock your doors so that the fire crews have access.** The lights and air conditioning should be turned off.

Fire drills are required by State Law at least ten times each school year. Students and staff **MUST** exit the building upon a fire alarm signal. No student or staff member should return to the building until the all-clear signal is given.

Bomb Threat/Serious Threat or Endangerment

Turn off radios! No exceptions. Radio transmissions can activate devices. Upon receipt of a bomb threat or other threatening situation requiring evacuation of the school building, an evacuation signal will be issued. The signal will be the fire alarm signal. All students and staff members **MUST** evacuate the building immediately using the Fire Drill Plan unless otherwise specified. Upon leaving the classroom, please scan the room for any objects that are unusual. Do not touch or rearrange anything in the classroom, especially suspicious items such as bags or packages. 911 will be called by the Administrative staff, and the Bomb Squad will be sent to investigate. No student or staff member should re-enter the building until the all-clear signal is given.

Tornado and Hurricane Drills

A tornado warning will be given verbally. If there is imminent danger, the teacher will instruct the students to lie face down, draw their knees up under their body, and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass. Those who cannot get under their desk will crouch at an interior wall with their heads covered.

Serious Incident: Lock Down

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CODE BLACK - Should a situation occur where student/staff safety is concerned, an announcement will be made, or you will be verbally notified. The announcement will say, "CODE BLACK: We are in *Lock-Down Mode*." All staff should remain in the rooms where they are located, and the teacher should immediately lock all classroom doors. All students and personnel should move away from all windows. Remain inside until further notice. An announcement will be made when there is no longer an emergency.

Bio-hazardous Threat

In the event that there is danger concerning our school where bio-hazardous material is concerned, all students are to evacuate their classrooms. **All air conditioning units are to be turned off immediately.** In the event that the danger is imminent, remain in classrooms, insuring that all doors are sealed shut. Announcements will be made giving procedural directions.

Note: All classroom teachers with AC thermostats in their rooms will need to learn how to operate the controls. This includes scheduling, turning the AC and heat on and off, and turning the fan to on or to automatic.

Faculty Meetings

A minimum of one faculty meeting will be scheduled each week. Tuesdays will be for elementary meetings and Wednesdays, for middle school. **ATTENDANCE IS MANDATORY.** Please do not schedule any parent meetings on these days. Faculty meetings are usually held after the classroom day ends and students are dismissed. Please be prompt.

Field Trips

Before you plan a field trip, please submit a *Field Trip Request Form* to the Principal or Assistant Principal. This form must be submitted at least one month in advance of the planned trip. All field trips must be academically based in nature. A lesson plan with Sunshine State Standards and an academic outline reviewing the purpose of the trip must also be submitted. Any field trip request without an academic rationale will not be approved.

If a student is unable to pay for a field trip, please speak to administration. Any student who may not attend the field trip due to academic or disciplinary constraints should be identified. Class placement and sufficient work must be provided for these students. Please review the field trip procedures documents for more information.

Food & Drink

Food and drinks are not permitted in the classrooms at any time, for any reason. Teachers and staff are responsible for monitoring this policy. However, occasional parties are acceptable if approved by administration.

Fund-Raising Activities

All fundraising requests must be addressed to the Principal. All such requests must be made at least one month in advance. No fundraising activity may be undertaken without written permission from the Principal. Fundraising organizations may not be engaged by anyone except the Principal.

Grading and Assessments

Daily grades, homework, tests, and other student work are recorded in the teacher's grade book or on ThinkWave. Students should receive at least one (1) grade per week, per core subject – reading/language arts, math, science, and social studies. Grade books and *ThinkWave* – our MS online grading system - must reflect changes every Monday morning. Conduct grades are given only on quarterly report cards.

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Assessments

All teachers, K-8, are expected to prepare a comprehensive curriculum for each subject. The units will allow for the teaching of the newest Florida Standards (FS). Teachers will prepare assessments that accurately determine if a student is mastering the skills presented.

All teachers, grades K-8, will assess their students in reading, writing, and math during the first two weeks of school. Teachers will utilize iReady and core curriculum materials for these assessments. Teachers of students in grades 4-8 will assess also their students in science and social studies. Teachers will be expected to submit these assessment scores to the Principal or Assistant Principal by the third Friday of the school year.

In order to develop higher-order thinking in all students, unit tests, and quizzes should include a majority of questions that require more than a “yes” or “no” (“true” or “false”, etc.) answers.

Students in grades 3-8 are required to take the FS. Students in grades 3-5 must score at or above level 2 to be promoted. As a result, teachers should administer FS-type practice tests using paper and pencil as well as computer-based assessments, at least once a quarter. Students will learn and reinforce the test-taking skills needed to pass these tests. This is especially important when preparing for math tests.

All tests must be graded and returned to the students for review. Teachers should adjust learning groups based on results of these assessments.

Homework

Teachers are expected to assign appropriate homework as needed. Homework should reinforce concepts presented during the school day or provide enrichment activities. Homework is only meaningful if it is checked by the teacher. Please be sure to review any assignments a student submits in a timely manner. The following guidelines are distributed in the Student/Parent Handbook:

Homework can result in higher grades. Homework helps students to:

- Reinforce the current day’s lesson
- Develop learning skills and good study habits, and organization
- Develop responsibility
- Develop the skill of independent learning.

Homework Policy

This is a general outline (by grade) of the time and days suggested for homework. In addition to this, unfinished class work will also be sent home for completion.

- Kindergarten: There will be daily homework assignments to reinforce the day’s lessons. You may also suggest that parents assist their child by reviewing classroom activities and reading to him/her each night.
- First Grade: Students should be given reading vocabulary words and spelling words to practice. Math will be assigned nightly. Students should be reading nightly for a minimum of fifteen minutes. Social Studies or Science activities may also be assigned. Homework should take about 15-20 minutes nightly, not including reading.
- Second Grade: Students should be given reading vocabulary words and spelling words to practice. Math will be assigned nightly. Students should be reading nightly for a minimum of fifteen minutes.

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Social Studies or Science activities may also be assigned. Homework should take about 20-30 minutes nightly, not including reading.

- Third, Fourth and Fifth Grades: Students should have 30-45 minutes of homework daily. Math will be assigned nightly. Student may receive spelling, writing prompt, and vocabulary homework. Students should be reading nightly for a minimum of fifteen minutes.
- Middle school - Students should have 20-30 minutes of homework daily in Language Arts, Math, Science, and Social Studies. Students should also be reading nightly for a minimum of 30 minutes.

Hours and Attendance

Your work schedule is arranged to give you the best possible schedule while meeting PAT/SECS's requirements of providing students with an outstanding education. In accepting this job, you are obligated to be on the job each and every day or night as scheduled. Failure to report to the job as scheduled for one (1) day without properly notifying your supervisor shall be considered an immediate resignation of employment.

- You are expected to be in the school ready to report for work on time. Tardiness may result in disciplinary action, up to and including termination.
- You are expected to work for the full amount of time assigned. Leaving the assigned work area earlier than the assigned time may result in disciplinary action, up to and including termination.
- Request for time off may only be approved by the Principal or Assistant Principal. It is important that your Principal is always informed of your status. Excessive absenteeism and/or tardiness may lead to disciplinary action, up to and including termination.
- In case of emergency or sudden illness, you must speak to your Principal or his/her designee at least two (2) hours prior to the scheduled starting time. If you are unable to speak to your Supervisor initially, you must contact your Principal personally within two (2) hours of the scheduled starting time, or as soon as possible thereafter.

Work Hours

1. Elementary Classroom Teachers	7:30 a.m. - 3:30 p.m.
2. MS Teachers	8:00 a.m. - 4:00 p.m.
3. Teacher Assistants	7:30 a.m. – 3:30 p.m.
4. Teacher Assistants	9:00 a.m. – 6:00 p.m.

Jessica Lundsford Act

This law went into effect on September 1, 2005, requiring a Level 2 screening (fingerprinting and FBI background check) of any non-instructional school district personnel or contractual personnel who are permitted access on school grounds when students are present, as well as those who have direct contact with students or who have access to or control school funds. "Contractual personnel" has been defined as any vendor, individual, or entity under contract with the school or school board.

Leaving Class

NEVER leave a group of students in a classroom unsupervised. In an emergency, contact the office or make arrangements with another teacher or paraprofessional to watch your class.

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Lesson Plans & Grade Books

Lesson Plans must be prepared at least one week in advance. Weekly lesson plans must be submitted to the Principal each Friday. Plan books and grade books will be provided by the school. Electronic copies of plans and grades will be accepted if approved by the Principal or assistant principal. Grade books must also be kept up-to-date with assessments dated and accurately listed. Grade books must also include an attendance page for each class.

Lesson Plan Format

- Teacher Name
- Date
- Subject
- Grade Level
- Objectives
- Resources and materials needed
- Specific FS that will be covered by the lesson
- Specific instructional strategies for each lesson
- Assessment strategies
- ESE and ESOL accommodations, if necessary
- Assignments for teacher assistants

Lesson Presentation Suggestions

- Model behavior that is expected from students
- Avoid “busy work”
- Make sure each student is in possession of our school-wide writing *Rubric* (Appendix) and use it for all writing assignments
- Show and discuss student essays
- Practice use of complete written and spoken sentences during class and demand that students do the same.

Lesson Plan and Grade Book Review

The Principal will peruse lesson plans and grade books whenever he visits a classroom. Teachers will submit lessons and grades as required. They must be kept up-to-date with at least one week’s lessons planned in advance.

Emergency (Substitute) Lesson Plans

Please put some time and effort into your emergency lesson plans. You may alter the suggested formats to meet your special needs. Please plan for three (3) days. If your emergency plans require copies of material for students, please make those copies beforehand and place them in a folder. All emergency plans need to be submitted to the Assistant Principal.

Lunch and Food Service

Please check your lunch schedule for exact times, as your lunch may vary for special events. Your scheduled lunch time must be strictly adhered to. Upon entering the cafeteria, line your students up, with lunch boxes in front. Allow the students who have brought their lunch from home to enter and sit down.

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It will be necessary to teach your students correct dining room rules. You are invaluable in helping us to maintain a well-run dining room. Your cooperation by praising and rewarding your students for a job well done and letting them know when they need to work on behavior can do a great deal to change the attitudes of students during lunch. The dining room is a learning environment. Good manners and appropriate behavior need to be taught in the classroom and practiced in the dining room. Please be sure to have the students use the restrooms before proceeding to the cafeteria.

CAFETERIA RULES INCLUDE:

1. Walk in line
2. Use quiet, indoor voice
3. Use good manners
4. **Leave table and floor clean**

Remember that we participate in the Federal Meal Program and we need to follow their guidelines. Students are not permitted to exchange food! No child should ever be forced to eat, but food should be offered. Encourage children to sample new food. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch.

Food in the classrooms is not permitted unless approved by administration in writing (parties).

All personnel that handle food **MUST** wear gloves and use proper food distribution utensils. This includes classroom parties.

No food may be taken from the lunch room at any time.

All food must be paid for in advance.

Mailboxes

Teacher mailboxes are located in the copy room of the main office. Mailboxes should be checked at the beginning and end of each day. Do not send students to pick up your mail.

Make-Up Work for Students

If students are absent, please give them the work that they have missed during that absence. Students have two (2) days to make up assignments for each day missed. A "Homework Assignment" form may be required for students who have been suspended or will be out for a prolonged period of time. If absences hinder student progress, please notify the parent and the Principal or Assistant Principal.

Monitoring Students

It is the responsibility of all staff members to monitor student behavior on campus. Encourage students to tuck in shirts, walk nicely, use manners, and use proper language. At the same time, we should frequently recognize students who are following school and classroom rules. Give them verbal praise whenever possible. Specific procedures include:

- Teachers need to be standing outside their doors during class changes. Teachers will be in the outside areas during arrival and dismissal to help redirect behavior and enforce school rules such as cell phone usage, horseplay, and dress code violations.
- Teachers and teacher assistants need to be on duty station on time each day.
- Never allow students to go anywhere alone on campus without first letting a staff member know they are on the way. This includes visits to the office or to Mr. Thomas.

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- Never let students walk alone.
- Middle school teachers must keep a record of who is using the restroom each period.

Nurse

We do not have a school nurse. In most cases, the office staff will handle health-related issues within the school. Only the Principal or his designee may excuse a student from school. In case of an accident, the student should not be moved until the Principal or designee is contacted. A "Student Accident Form" must be filled out for all accidents by the close of the school day. Parents will be contacted by the front office when necessary. Please do not send students to the office for Band-Aids or ice packs during class time unless medically necessary.

Observations for Evaluations

Faculty members should expect to be formally observed and evaluated at least once each semester by the Principal. The Principal will enter classes on a daily basis to participate as well as to informally observe students and teachers in action. Please do not deviate from your normal course of instruction when the Principal enters the room.

Parent Teacher Conferences

Middle school *Parent-Teacher Conferences* will be arranged through the office. Elementary teachers can arrange *Parent-Teacher Conferences*, but administration must be informed in writing of the day, time, and student name. Middle school teachers meet as a group with parents.

UNDER NO CIRCUMSTANCES ARE CONFERENCES TO BE HELD IN AN AREA WITH OTHER STUDENTS PRESENT. Any needed grades, student work, or materials should be readily available. The teacher's grade book should not be opened to a parent. Please make sure that you take notes during the parent conference and keep narrative logs of all phone calls to parents. All comments to parents need to be concise, informative, and objective.

Parent & Teacher Organization

Paragon Academy and Sunshine Charter have a Parent & Teacher Organization. Teachers will be asked to assist this organization and attend meetings.

Playground Rules

ONLY ONE GRADE LEVEL AT A TIME MAY USE THE PLAYGROUND.

At least two adult supervisors must accompany each group. The supervisor's responsibility is to enforce these rules and ensure the safety of the class.

- Slide down the sliding board, seated correctly, facing front, and one at a time!
- Walk up the slide ladder NOT the slide.
- Stay away from the buildings.
- No throwing of sand, rocks, or mulch.
- Keep your hands to yourself. Do not touch others during recess.

These rules must be enforced at all times!

Tie in recess opportunities with education activities, such as water painting number facts on the sidewalk, practicing spelling with chalk, or looking for objects in nature as part of a science lesson.

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Teachers and teacher assistants must ensure student safety through careful supervision of recess activities. Please remember that recess is not a break time for teachers! The two supervisors should monitor the activity from opposite ends of the playground to assure maximum coverage.

Privacy Rights Law

Faculty and staff members should not release any bulletin or list containing pupil directory or pupil educational information. Please refer all requests for information to the main office.

Professional Ethics

An effective educational program requires the services of personnel with integrity, high ideals, and human relations skills. All employees shall be expected to maintain and promote these qualities. The Board shall also expect all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida.

It is the duty of all employees to report to the Principal or designee alleged misconduct by any PAT/SECS employee that affects the health, safety, or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action.

Pupils Leaving the Campus

Students may not leave the campus during the school day, unless he or she is accompanied by a parent/guardian whose name is on the approved school list. **ALL STUDENTS MUST BE SIGNED OUT THROUGH THE MAIN OFFICE. TEACHERS ARE NEVER TO RELEASE STUDENTS TO ANY ADULT UNLESS CLEARANCE IS OBTAINED FROM THE MAIN OFFICE.** Teachers must take attendance periodically throughout the day (elementary) and before each class (middle school). If a student is found missing, the office must be notified immediately.

Purchase of Materials

If you wish to purchase materials of any kind for the school, you must obtain permission from the Principal. Any orders or purchases made without permission will be refused upon delivery and/or will not be reimbursed. If the item is non-returnable, it will be charged to the person who ordered or authorized the purchase. All approved receipts need to be given to the office for reimbursement. **Tax will not be reimbursed! Please see Ms. Miskell for a tax-exempt form before you purchase any items.**

Reporting Student Progress

Our schools utilize The School Board of Broward County, Florida, *Student Progression Plan* when reporting student progress. This policy is also used for promotion and retention decisions since it identifies all state requirements in this area.

INTERIM PROGRESS REPORTS ISSUED:

September 24, 2015	February 11, 2016
November 19, 2015	April 28, 2016

REPORT CARDS ISSUED:

Marking Period 1 – Ends October 22, 2015	November 12, 2015
Marking Period 2 – Ends January 7, 2016	January 28, 2016
Marking Period 3 – Ends March 17, 2016	April 14, 2016
Marking Period 4 – Ends June 9, 2016	June 29, 2016

Paragon Academy of Technology& Sunshine Elementary Charter School 2015-2016 School Operational Procedures

Teachers will list current student grades. If a student is likely to receive a grade equivalent to a D or below or drop two letter grades, teachers must notify the student's parents or guardians of the grade at least one week before progress reports are distributed. If a student's conduct needs improvement, teachers should use these reports to notify the parents or guardians of their concerns.

Points to remember:

1. When a report card goes home, it represents YOU, the Teacher, and also the School.
2. Report cards will go home as part of the child's portfolio. Since many parents will judge the effectiveness of the school and you by this report, you will want to take great care with such details as spelling, punctuation, handwriting, grammar, sentence structure, and neatness. Please try to phrase things as positively and objectively as possible.
3. As you fill out your report cards, keep in mind that the chief purposes of this report are:
 - a. To help parents understand the child's progress in relation to the school's objectives.
 - b. To help parents share in planning for future progress
 - c. To help the child to grow through an evaluation of his habits, attitudes, and achievements.
4. General suggestions to keep in mind when writing each report card:
 - a. Be objective, be fair, be kind, be accurate,
 - b. Be friendly, be honest.
 - c. Consider the child's growth in knowledge or skill, general abilities and attitudes, and achievement in relation to the average expectancies of each grade.
 - d. Use language you are sure the parents will understand
 - e. Make positive, constructive comments. Critiques should always contain suggestions and strategies for improvement.

Be prepared to justify and explain a grade given (be ready to back up the report card grade with your grades from your grade book). If you anticipate that a child may receive a failing grade for the semester, you must note that on the report card with the phrase "in danger of failing".

Room Repair/Vandalism

If your classroom needs repair, please notify administration ASAP. Students destroying school property will be charged for the repairs. **It is the teacher's responsibility to insure that students are not vandalizing school property.** Please monitor student actions closely. Please prevent students from writing on walls or desks, throwing trash on the floor, etc. Teachers will also take an inventory of all books and equipment present in the class at the beginning of the year. Teachers must report any missing items to the Principal within 24 hours.

Safety

To assist in providing a safe and healthy work environment for employees, customers, and visitors, PAT/SECS has established a workplace safety program. The Principal has the responsibility for implementing, administering, monitoring, and evaluating the safety programs. Its success depends on the alertness and personal commitment of all.

PAT/SECS provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written or verbal communications.

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Employees and supervisors receive periodic workplace safety training. The training covers potential safety and health hazards and safe workplace practices and procedures to eliminate or minimize hazards.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or bring them to the attention of the Principal. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Principal. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report, or where appropriate, remedy such situations may be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Principal or the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

School Fees

No fees or charges may be required of any charter school student as a condition of attendance or participation for credit in any class. The Principal may request that students voluntarily purchase certain items or voluntarily pay to participate in an activity that may aid in learning. If a student does not make the payment, the school may provide the item without cost, or the school may forego use of that item or activity.

- Request for money must be in writing and must contain required disclosures.
- No penalty of any type shall be imposed upon the student based on a failure to pay.
- No student shall be denied the right to participate for failure to pay.
- The Principal may forego a planned activity or use of a particular item based upon the collection of insufficient funds to cover the cost of the item or the activity.
- The requests are for voluntary payment, only.

Software Installation

If you have software that you would like to install on your classroom computers or laptop, you must submit the request in writing to the Principal. You may not install any software yourself! There is no software pirating! This means that any software that is installed on a school computer must be purchased for our school and belong to us. We encourage teachers to utilize their laptops to their fullest extent for school business only!

School Office

The office is a place of business. Visitors get their first impression of our school from what they hear and see in the office. Please avoid conversation in the main office about students and other school business. Phones for staff are located in the faculty lounge and office. If you send a student to the office during school hours for any reason, please send a note with the student.

Supervision

Teachers must never leave the classroom unattended. Call the office to request someone to cover your room if you are unable to find someone. Teachers or Teacher Assistants will escort students to all activities and the lunchroom. You are to stay with them until the adult in charge takes over. You will also pick them up in the same area. Please be on time! Remember that lining up and walking in line properly takes time. Please allow for that time in planning.

Teachers are responsible for following OSHA guidelines. Cans and jars containing dangerous items should be kept out of the reach of students. These items should be kept in closets on the top shelf. There should be no

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paper cutters out on the counter in the classrooms. Audio visual equipment should not be left unattended in the walkways. Students should never be responsible for transporting A.V. equipment. Students should never carry materials to or from a teacher's car.

Keep doorways clear. There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. You will want to keep this in mind when you are arranging the furniture in your room. Please do periodic safety spot checks of your room. Report any safety hazards either in your classroom or ANYWHERE in the school to the office.

Textbooks, Other Materials

Teachers will keep an accurate inventory of textbooks and other materials assigned to students. Teachers will make a copy of their inventory reports and submit them to the Principal on or before the twenty-day count at the start of the school year.

Teachers will insure that students take the necessary steps to keep school property in good condition. Teachers should periodically check that students have their assigned books and/or materials. Parents will need to pay for missing or damaged items.

Timekeeping

Accurately recording time worked is the responsibility of every employee. Federal and State laws require PAT/SECS to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Employees will be responsible for accurately recording the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

Visitors in the Workplace

To provide for the safety and security of employees and the facilities at PAT/SECS, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

Because of safety and security reasons, family and friends of employees are not allowed on campus without authorization from the Principal. In cases of emergency, employees will be called to meet any visitor outside their work area.

All visitors must enter PAT/SECS at the Administration Office. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on PAT/SECS's premises, employees should immediately notify the Principal or, if necessary, direct the individual to the main office.

Guest Speakers

If a teacher plans to use a guest speaker in class, the teacher must secure permission from the Principal or designee at least one week in advance, and include the speaker's name in the lesson plan for that day.

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Appendix

Discipline Plan

Constructive and meaningful discipline helps a child develop self-control, organization, and character. In order to maintain positive student interaction and to ensure the safety of all students at school, we institute the rule of *zero tolerance* in the classroom and on campus. Teachers and administrators will use the following ***Five-Step Behavior Plan*** when dealing with discipline issues at school:

- Step 1. First Referral
- a. Redirect/ Verbal Warning
 - b. Classroom intervention such as moving a student's seat, no recess, etc.
 - c. Notify parents
 - d. Notify Mr. Thomas: Copy of referral
- Step 2. Second Referral
- a. Classroom intervention such as moving a student's seat, no recess, etc.
 - b. Teacher will contact parent and document an agreed upon action plan
 - c. Notify parents
 - d. Notify Mr. Thomas: Copy of referral
- Step 3. Third Referral
- a. Classroom intervention such as moving a student's seat, no recess, etc.
 - b. Parent conference with the Dean and teacher
 - c. Internal suspension (half-day minimum, as decided by the Dean or Principal)
- Step 4. Fourth Referral
- a. Parent conference with the Dean and teacher
 - a. Child Study Team meeting to discuss discipline plan
 - b. Student will serve minimum 1-day internal suspension
 - c. Possibility of external suspension or alternative to external suspension
- Step 5. Fifth Referral
- a. Mandatory external suspension
 - b. Discuss possible referral to family/individual counseling
 - c. Parent conference with the Principal and Dean to discuss *Alternative Assignment*

Our schools utilize Broward County Public School's **Code of Student Conduct** for most discipline issues and consequences. Parents and students will need to review the code online at <http://www.browardschools.com/codeofconduct.asp> and sign the provided form and return it to school. The Principal is the final authority in all matters related to discipline.

**Paragon Academy of Technology& Sunshine Elementary Charter School
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Laptop Use and Security Agreement

As a PAT/SECS employee, I understand that the Laptop assigned to me remains the property of the school.

The Laptop Use and Security Policy outlined below will guide my use of this productivity tool.

1. Security and Protection

- I agree to read and follow School's Acceptable Usage Policy.
- I understand that my Laptop needs to be with me every day and connected to the school's network.
- I understand that I am permitted to take my Laptop home at the end of the work day.
- I will secure my Laptop in my classroom or office when not in use.
- I understand that leaving the Laptop in a car can promote theft and damage from temperature extremes, and that I will be responsible to pay for loss or damage as a result of leaving the laptop in a car.
- I understand that I am expected to protect my Laptop from damage and theft, and that I will be responsible for damage or theft that takes place off school property.
- I understand that if my laptop is lost or stolen, I will immediately notify the Administration and file a report with the police.
- I will never allow a student access to or use of the teacher-assigned laptop.

2. Connectivity at Home

- I understand that I am not to install ISP software on this computer.
- If I need ISP software installed, I will contact school personnel for installation.

3. User Interface at Home or School

- I understand that I will adhere to this Acceptable Use Policy.
- I understand that I may use my school discretionary funds, where available, to purchase any necessary approved add-ons and storage devices (e.g. additional battery pack, mouse, monitor, pen drive) and that such purchases then become the property of the school.
- I understand that I will not install any programs or applications onto my Laptop and that all software installations will be handled by the school's IT team.
- I understand that specialized academic software required by me or my students must be cleared by authorized Administration prior to purchase and installation.
- I understand that I will not permit students to use my Laptop, with the exception of classroom instruction or demo.
- I understand that this laptop computer will be in my possession at all times, and I am not to lend my Laptop to anyone, including members of my family, for any reason.
- I understand that I am responsible for the appropriate use of my Laptop, including anything stored on the laptop, by anyone, for any length of time.
- I understand that I must return my Laptop to the school office if I resign or if I am planning an absence of more than two weeks.
- I understand that all school Network Use Policies govern the operation of my laptop on and off the school's network.
- I understand that any repairs will be handled through the school
- I understand that I will not be held responsible for computer problems resulting from regular school-related use, but may be held responsible for any problems caused by my negligence as deemed by the School's administration.
- All use of laptops outside of school facilities is covered by the school's Acceptable Use policy and specifically also by the Laptop Use and Security Agreement.

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OSHA (Occupational Safety and Health Administration)

TRAINING REQUIREMENTS

All instructional staff must participate in the following OSHA trainings on an annual basis,. Workshop information will be made available:

BLOOD BORNE PATHOGENS

This session will train you to identify blood borne pathogens, or BBPs, that might be present in the workplace; understand how certain diseases are transmitted through blood; determine your risk of exposure to blood borne pathogens in the workplace; protect yourself from exposure through prevention and by following certain procedures if you are exposed; respond appropriately if you are exposed to blood borne pathogens; and understand your right to medical evaluations.

MEDICAL AND FIRST AID

The main purpose of this session is to familiarize you with basic first-aid procedures. By the time the session is over, you will be able to recognize the benefits of obtaining first-aid and CPR certification; identify proper procedures for a variety of medical emergencies; assist in administering first aid when a co-worker is injured; and do no further harm.

FIRE EXTINGUISHERS

This training session will teach you about what causes a fire, what fire extinguishers do, how to use an extinguisher, and different fire suppressant materials.

HAZARD COMMUNICATION AND WHAT EMPLOYEES NEED TO KNOW

The main objective of this session is to teach you about hazard communication. By the time the session is over, you should be able to: Recognize hazardous chemicals; understand the risks they pose; Interpret the information on chemical labels; Understand safety data sheets, or SDSs; protect yourself from physical and health hazards; and Respond to emergencies. [This course is compliant with the new Globally Harmonized System of Classification and Labeling of Chemicals (GHS). For more information, visit: <https://www.osha.gov/dsg/hazcom/hazcom-faq.html>]

AVOIDING BACK INJURIES

The main objective of this session is to help you prevent back injuries. By the time the session is over, you should be able to: identify causes of back injuries; prevent back injuries; use proper lifting, load carrying, and unloading techniques to help protect your back; and think smart about your back and the importance of keeping it healthy.

Paragon Academy of Technology & Sunshine Elementary Charter School 2015-2016 School Operational Procedures

Charter School Governing Boards

Charter School Governing Board responsibilities are outlined in 1002.33 F.S. and include:

1. The governing board of the charter school shall annually adopt and maintain an operating budget.
2. The governing body of the charter school shall exercise continuing oversight over charter school operations.
3. Each charter school's governing board must hold at least two public meetings per school year in the school district.

Paragon Academy and Sunshine Elementary Charter School Governing Board Members

- Patricia A. Hackett, Chair
- Dr. Jack Naranjo Rosenzweig
- Thomas Carpenter

Governing Board Policy

It is important that our parents and the community have a voice in our schools. Your input is essential in assisting the school staff to provide the best education for the students. Parents need to be aware of the procedures for addressing their issues. The following is provided to assist you in understanding how our Charter Schools are organized:

Step:

1. **Teacher:** The classroom teacher is an important first step in this process. Most of your questions and concerns, especially those related to academics and behavior, should be addressed at this level.
2. **Principal:** As the educational leader of the school, the principal is ultimately responsible for making final decisions in most situations. Many times, a teacher will direct you to the principal for more complete information related to your questions. At Paragon Academy and Sunshine Charter, the principal is always available to answer your questions and listen to your concerns. The Principal of Paragon Academy and Sunshine Elementary is Dr. Steven Montes.
3. **Governing Board:** Parents are requested to contact the main office and leave a message with administration and staff for a Board member to return a call.

There are times when parents choose to contact the School Board of Broward County, Florida, with their questions or concerns. Even though we work closely with the School Board on many issues, Charter School law specifically states that, "The sponsor's (The School Board of Broward County), policies shall not apply to a charter school". Therefore, School Board representatives will usually remind you to contact the Principal or Governing Board with your questions.

We hope that this helps you better understand how our school operates. For more information, please contact the main office or visit The Florida Consortium of Charter Schools' web site at www.floridacharterschools.org.

Paragon Academy of Technology& Sunshine Elementary Charter School
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School Staff

Administration

Principal	Dr. Steven Montes
Assistant Principal	Jane Miskell
Dean of Students	Rodney Thomas

Office Staff

Office Manager	Daisy Ortiz
Registrar	Cybele Torres

Instructional Staff - Paragon Academy

Social Studies	Michael Scott
Language Arts	Amy Morinelli
Mathematics	Michael McKinnon
Reading	Pam Chryst
Science	Shana Finkelston
STEM LAB/P.E.	Alex Camurri

Instructional Staff - Sunshine Charter

Kindergarten	Leyda Carmona
Kindergarten	Lauren Cataldo
Kindergarten	Yelen Lederman
1 st Grade	Lia Torres
1 st Grade	Jessica Farfan
1 st Grade	Amie Jacobitti
2 nd Grade	Haley Collins
2 nd Grade	Carla Cascio
2 nd Grade	Tatiana Kosova
3 rd Grade	Yanin Salem
3 rd Grade	Nicky Rawls
3 rd Grade	Timi Dattoli
4 th Grade	Jeff Binder
4 th Grade	Alexandra LaCasse
5 th Grade	Iliana Verez
5 th Grade	Russell Jacques

Support Staff

ESE Specialist	Jennifer Tetreault
Speech & Language	PARTNERS IN SPEECH
Social Worker	TBA

Non-Instructional Staff

Teacher Assistant	Sabrina Cadet
Teacher Assistant	Nikisha Vielot
Teacher Assistant	Natasha Collis
Teacher Assistant	Diana Nastase

Food Services

Manager	Marjorie Fritz
Food Service	Conika Thompson

Facilities

Facilities Supervisor	Jose Ortiz
Facilities Manager	Norma Vega
Facilities Service Person	Rosario Flores
Facilities Service Person (PT)	Manual Ortiz

Paragon Academy of Technology& Sunshine Elementary Charter School
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Curriculum Writing Rubric

Prewriting - planning stage to brainstorm ideas, use a graphic organizer (Mind Map, Idea Web, T-Chart) to get preliminary ideas on paper.

Students in grades 2 & 3 will write a minimum of three (3) paragraphs: introduction, body, closing or summary.

Students in grades 4 & 5 will write a minimum of four (4) paragraphs: introduction, body (2), closing or summary.

Students in grades 6-8 will write a minimum of five (5) paragraphs: introduction, body/evidence (3), closing or summary.

Drafting - rough draft written while using prewriting as guidance.

Revising and Editing - revise to improve the draft (better word choice, structure/format, ideas); edit to correct mistakes (spelling, punctuation, and grammar).

Rewriting - final copy after the revision, editing, and conferencing stages of the process are complete; recheck for errors.

Publishing - means that the writing has been completed; readers will evaluate; may be displayed in class or special places or be shared aloud.

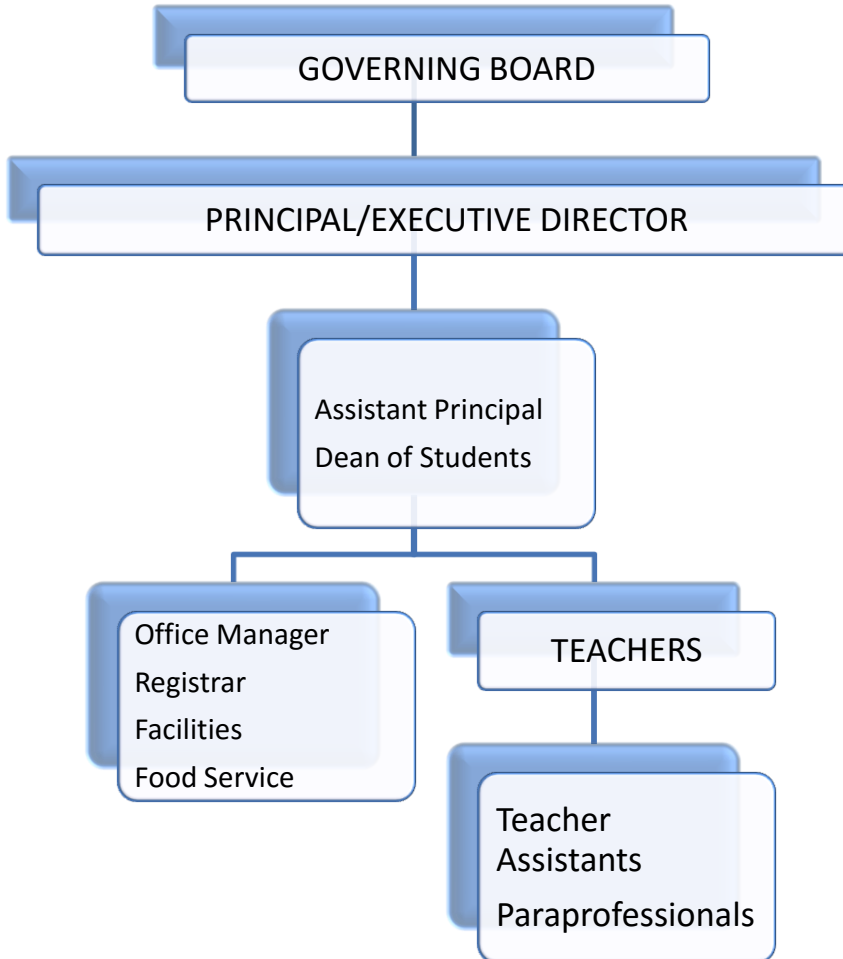
**Paragon Academy of Technology& Sunshine Elementary Charter School
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SCHOOL HOURS

Morning Care	6:45 a.m. - 7:30 a.m.
Elementary Classroom Teachers	7:30 a.m. - 3:30 p.m.
MS Teachers	8:00 a.m. - 4:00 p.m.
Teacher Assistants	7:30 a.m. – 3:30 p.m.
Teacher Assistants	9:00 a.m. – 6:00 p.m.
Elementary Students	8:00 a.m. - 2:00 p.m.
MS Students	8:15 a.m. – 3:15 p.m.
Aftercare	2:00 p.m. - 6:00 p.m.
EARLY RELEASE DAYS - ALL STUDENTS	12:00 p.m.

**Paragon Academy of Technology& Sunshine Elementary Charter School
2015-2016 School Operational Procedures**

Organizational Chart



**Paragon Academy of Technology& Sunshine Elementary Charter School
2015-2016 School Operational Procedures**

Copy Request Form

Copy Request Form

Date: _____

Teacher: _____

Subject: _____

Specific Copy Request (For example - *Unit 1 Reading Street Benchmark Test*):

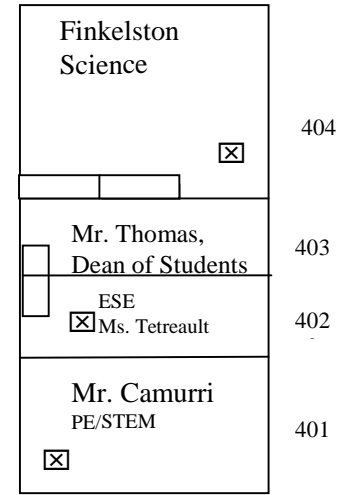
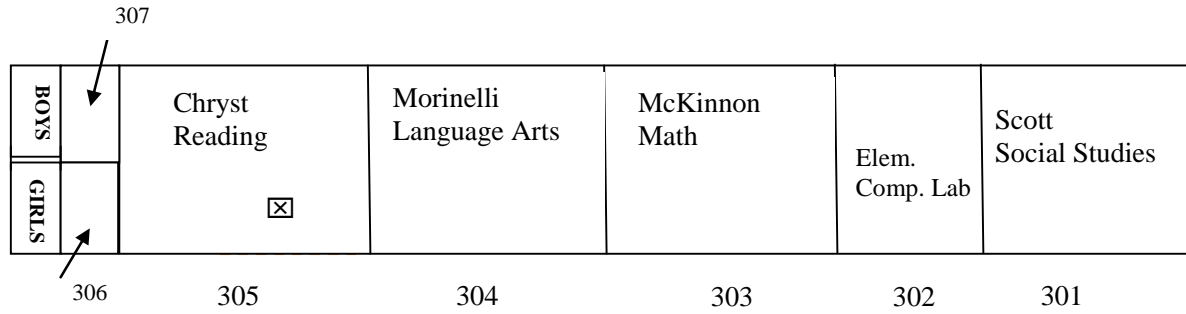
Number of Copies Needed: _____

Approved _____ Not Approved _____

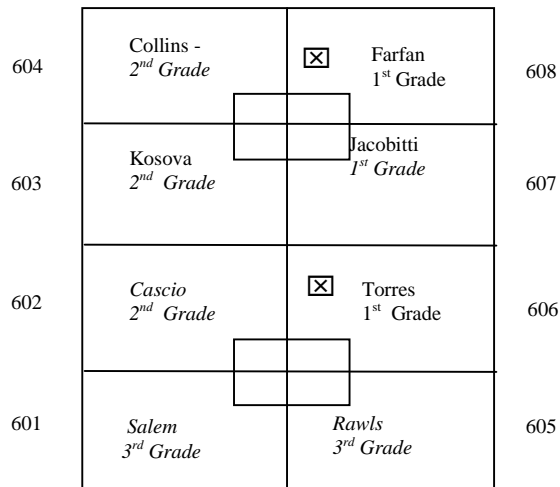
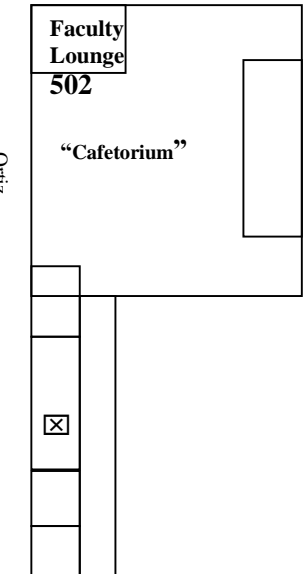
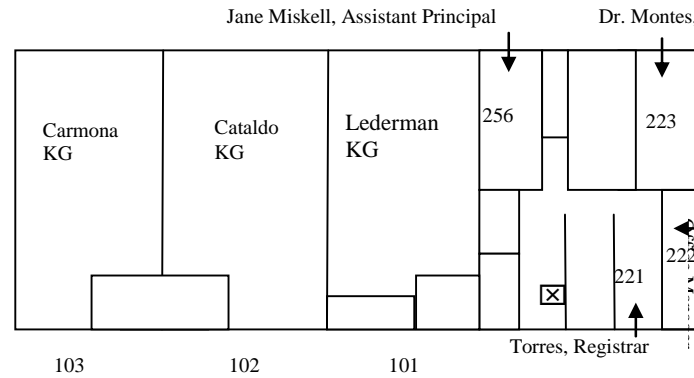
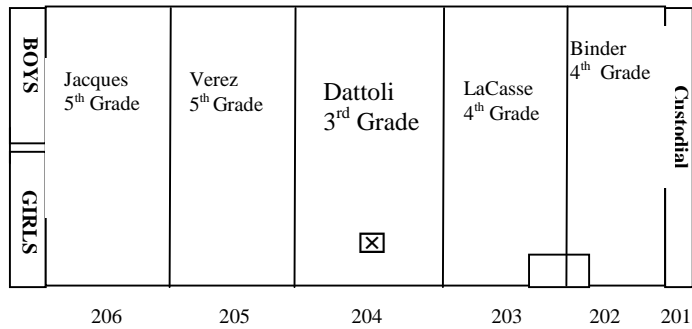
Justification: _____

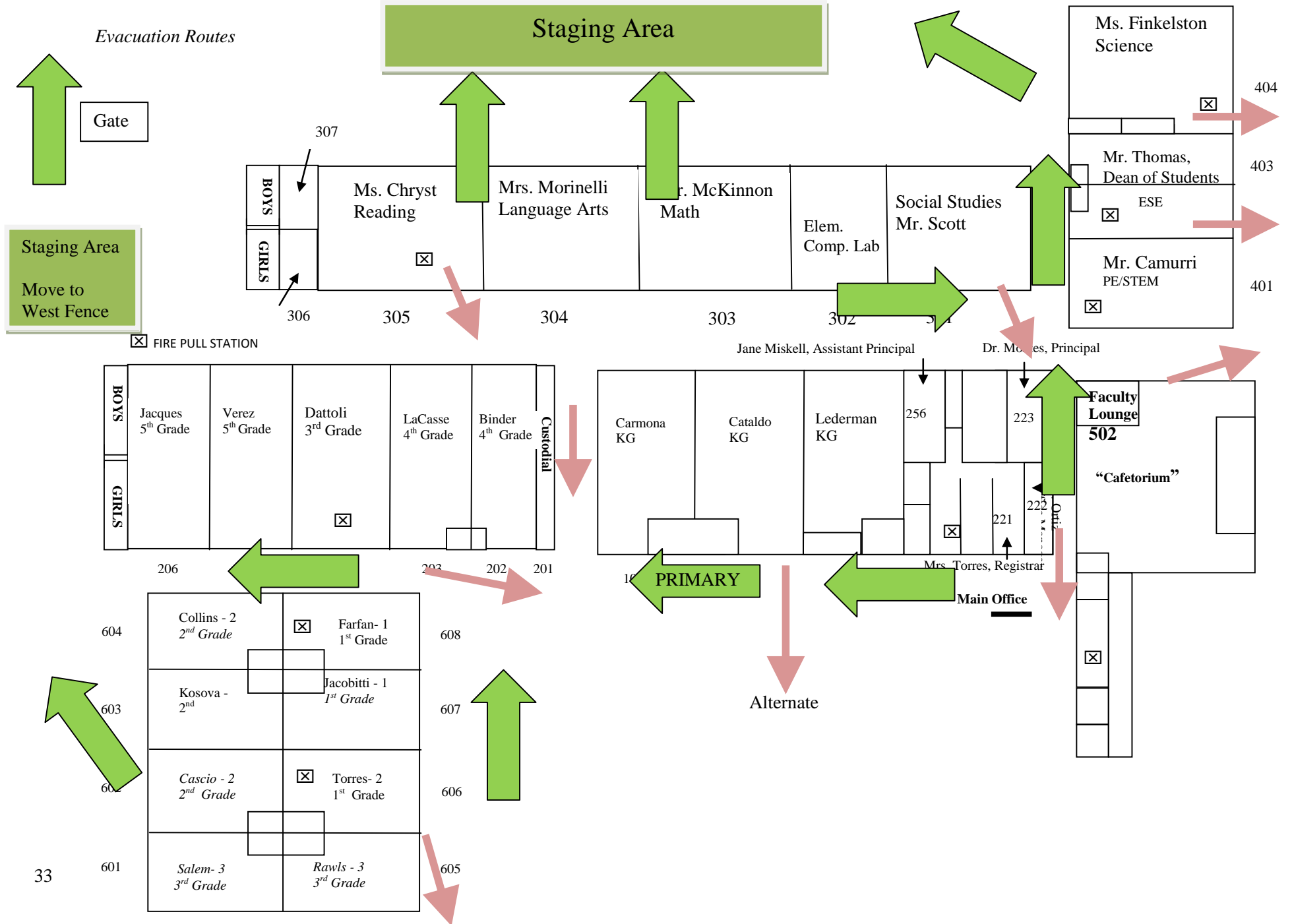
Administrator: _____

Campus Map
ROOM LOCATIONS – 2015-16



☒ FIRE PULL STATION





APPENDIX EE



FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS

GOVERNING BOARD APPROVAL

**Florida Consortium of Public Charter Schools
Principal and Teacher Evaluation System**

Charter School Name: SUNSHINE ELEMENTARY CHARTER SCHOOL (5400)


School Address: 502 N. 28TH AVENUE, HOLLYWOOD, FL 33020

Principal & Teacher Evaluation System Contact Name: DR. MONTES


Title: PRINCIPAL

Phone: 954.925.0155

Email: DRMONTES@PATSECS.NET


Principal Signature

10/26/2015
Date:


Governing Board Chair Signature

10/26/2015
Date:

****Both signatures are required**

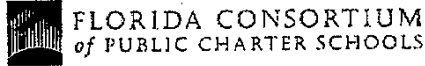
The charter school must agree to the following:

- To utilize the Florida Consortium of Public Charter Schools Principal and Teacher Evaluation Forms and Rubrics
- To utilize the Florida Consortium of Public Charter Schools Classroom Walk-Through Tool
- To participate in training webinar on the evaluation system provided by the Florida Consortium of Public Charter Schools

One of the following options MUST be checked:

- I wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- I do not wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- I plan to participate in my District's Principal & Teacher Evaluation System.
- I plan to participate in my own Principal & Teacher Evaluation System.

The Charter School assumes the sole responsibility for administering the Florida Consortium of Public Charter School's Principal and Teacher Evaluation System as approved by the charter school-district's sponsor.



GOVERNING BOARD APPROVAL

**Florida Consortium of Public Charter Schools
Principal and Teacher Evaluation System**

Charter School Name: PARAGON ACADEMY of TECHNOLOGY (5381)
 School Address: 502 N. 28TH AVENUE, HOLLYWOOD, FL 33020
 Principal & Teacher Evaluation System Contact Name: DR. MONTES
 Title: PRINCIPAL
 Phone: 954.925.0155
 Email: DRMONTES@PATSECS.NET

10/26/2015
 Principal Signature Date:
 10/26/2015
 Governing Board Chair Signature Date:

****Both signatures are required**

The charter school must agree to the following:

- To utilize the Florida Consortium of Public Charter Schools Principal and Teacher Evaluation Forms and Rubrics
- To utilize the Florida Consortium of Public Charter Schools Classroom Walk-Through Tool
- To participate in training webinar on the evaluation system provided by the Florida Consortium of Public Charter Schools

One of the following options MUST be checked:

- I wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- I do not wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- I plan to participate in my District's Principal & Teacher Evaluation System.
- I plan to participate in my own Principal & Teacher Evaluation System.

The Charter School assumes the sole responsibility for administering the Florida Consortium of Public Charter School's Principal and Teacher Evaluation System as approved by the charter school district's sponsor.

APPENDIX FF

Sunshine Elementary Charter School (5400) and Paragon Academy of Technology (5381)
2015-2016 APPROVED SALARY SCHEDULE E400 & E381

2015-16			2015-16			
			Step (Years Service)	Includes Title I Supplement (\$100)	Masters \$300.00	Doctorate \$500.00
2	4 - Highly Effective		2	\$42,691.70	\$42,991.70	\$43,191.70
3	4 - Highly Effective		3	\$42,878.95	\$43,178.95	\$43,378.95
4	4 - Highly Effective		4	\$43,185.84	\$43,485.84	\$43,685.84
5	4 - Highly Effective		5	\$43,497.93	\$43,797.93	\$43,997.93
6	4 - Highly Effective		6	\$43,810.02	\$44,110.02	\$44,310.02
7	4 - Highly Effective		7	\$44,122.11	\$44,422.11	\$44,622.11
8	4 - Highly Effective		8	\$44,474.77	\$44,774.77	\$44,974.77
9	4 - Highly Effective		9	\$44,886.73	\$45,186.73	\$45,386.73
10+	4 - Highly Effective		10+	\$45,550.00	\$45,850.00	\$46,050.00
					Masters	Doctorate
2	3 - Effective		2	\$42,540.20	\$42,840.20	\$43,040.20
3	3 - Effective		3	\$42,727.45	\$43,027.45	\$43,227.45
4	3 - Effective		4	\$43,034.34	\$43,334.34	\$43,534.34
5	3 - Effective		5	\$43,346.43	\$43,646.43	\$43,846.43
6	3 - Effective		6	\$43,658.52	\$43,958.52	\$44,158.52
7	3 - Effective		7	\$43,970.61	\$44,270.61	\$44,470.61
8	3 - Effective		8	\$44,323.27	\$44,623.27	\$44,823.27
9	3 - Effective		9	\$44,735.23	\$45,035.23	\$45,235.23
10+	3 - Effective		10+	\$45,398.50	\$45,698.50	\$45,898.50
					Masters	Doctorate
Year 1	1516 - Base Salary		Year 1	\$41,500.00	\$41,800.00	\$42,000.00
2	2 - Needs Improvement	1516 - Base Salary	2	\$41,970.00	\$42,270.00	\$42,470.00
3	2 - Needs Improvement	1516 - Base Salary	3	\$42,155.40	\$42,455.40	\$42,655.40
4	2 - Needs Improvement	1516 - Base Salary	4	\$42,500.00	\$42,800.00	\$43,000.00
5	2 - Needs Improvement	1516 - Base Salary	5	\$42,768.25	\$43,068.25	\$43,268.25
6	2 - Needs Improvement	1516 - Base Salary	6	\$43,077.25	\$43,377.25	\$43,577.25
7	2 - Needs Improvement	1516 - Base Salary	7	\$43,386.25	\$43,686.25	\$43,886.25
8	2 - Needs Improvement	1516 - Base Salary	8	\$43,735.42	\$44,035.42	\$44,235.42
9	2 - Needs Improvement	1516 - Base Salary	9	\$44,143.30	\$44,443.30	\$44,643.30
10+	2 - Needs Improvement	1516 - Base Salary	10+	\$44,800.00	\$45,100.00	\$45,300.00

Salary Supplements

	Amount	Title	
A	\$ -	Advanced degree in area of certification	
B	\$ 300.00	Masters degree in area of certification	
C	\$ 500.00	Doctorate degree in area of certification	
D	\$ 100.00	Title 1 School Supplement	Specifically listed as required in statute
E	\$ 100.00	Teaching at a "F" or "DDD" school	Specifically listed as required in statute
F	\$ 100.00	Teacher Shortage Area	Specifically listed as required in statute
G	\$ 1,000.00	Additional Responsibilities	Specifically listed as required in statute

Parent Opinion Inventory

APPENDIX GG



Information About Me

Name of School _____

Gender	Ethnicity <small>(Select only one)</small>	My Highest Level of Education	Oldest Child's Grade in this School	
<input type="radio"/> Male	<input type="radio"/> African-American	<input type="radio"/> Less than High School	<input type="radio"/> Pre-K	<input type="radio"/> 6
<input type="radio"/> Female	<input type="radio"/> Asian/Pacific Islander	<input type="radio"/> Completed High School	<input type="radio"/> K	<input type="radio"/> 7
	<input type="radio"/> Hispanic	<input type="radio"/> Some College	<input type="radio"/> 1	<input type="radio"/> 8
	<input type="radio"/> Multi-Racial	<input type="radio"/> Associates Degree	<input type="radio"/> 2	<input type="radio"/> 9
	<input type="radio"/> Native American	<input type="radio"/> BA/BS Degree	<input type="radio"/> 3	<input type="radio"/> 10
	<input type="radio"/> White	<input type="radio"/> Graduate Degree or Higher	<input type="radio"/> 4	<input type="radio"/> 11
	<input type="radio"/> Other		<input type="radio"/> 5	<input type="radio"/> 12
<small>For School Use Only - Do not mark unless told to do so.</small>				
A 0 1 2 3 4 5 6 7 8 9		B 0 1 2 3 4 5 6 7 8 9		

INSTRUCTIONS: The purpose of this survey is to find out your opinions about your child's school. This is not a test. Please answer each question honestly. Your answers will be completely confidential. Respond to each statement based on the experience of your oldest child in this school, unless otherwise instructed. Decide to what extent you agree or disagree with each statement, and blacken the corresponding circle.

Please use a No. 1 or No. 2 pencil to fill in the circles.



Does Not Apply or Do Not Know

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Quality of the Instructional Program

1. The education offered to students at our school is of high quality. SA A N D SD NA
2. Our school is doing a good job teaching language arts (reading, writing, speaking, listening). SA A N D SD NA
3. Our school is doing a good job teaching mathematics. SA A N D SD NA
4. Our school is doing a good job teaching science. SA A N D SD NA
5. Our school is doing a good job teaching social studies. SA A N D SD NA
6. Our school is doing a good job teaching fine arts (music, visual arts, dance, drama). SA A N D SD NA
7. Our school is doing a good job teaching physical education. SA A N D SD NA
8. Our school is doing a good job teaching health education. SA A N D SD NA
9. Our school is doing a good job teaching foreign languages. SA A N D SD NA
10. Our school is doing a good job teaching career/vocational courses. SA A N D SD NA
11. Our school is preparing students to deal with issues and problems they will face in the future. SA A N D SD NA
12. Students see a relationship between what they are studying and their everyday lives. SA A N D SD NA
13. Teachers use a variety of teaching strategies and learning activities to help students learn. SA A N D SD NA
14. Teachers challenge my student to do his/her best work. SA A N D SD NA
15. Teachers provide a reasonable and appropriate amount of homework to help students succeed in their studies. SA A N D SD NA
16. Teachers hold high expectations for student learning. SA A N D SD NA

Support for Student Learning

17. Teachers give students extra help in class when it is needed. SA A N D SD NA
18. Teachers are willing to give students individual help outside of class time. SA A N D SD NA
19. Our school offers learning opportunities that support the full range of student abilities. SA A N D SD NA
20. Our school recognizes the achievements of students for all types of accomplishments. SA A N D SD NA
21. The grading and evaluation of my child's schoolwork is fair. SA A N D SD NA
22. Reports on my child's progress are clear and easy to understand. SA A N D SD NA
23. A counselor/advisor is available to help my child select classes and provide guidance in planning for the future. SA A N D SD NA
24. Effective procedures are in place to support my communication with teachers. SA A N D SD NA
25. In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. SA A N D SD NA
26. Our school's facilities are adequate to support students' learning needs. SA A N D SD NA
27. Our school provides textbooks and supplies that are current and in good condition. SA A N D SD NA
28. Up-to-date computers and other technologies are used in our school to help students learn. SA A N D SD NA

OVER

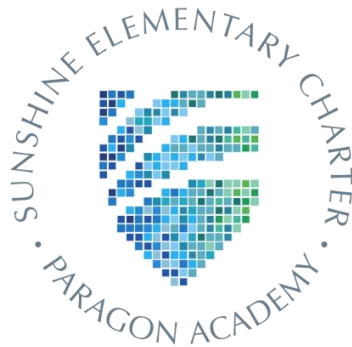
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APPENDIX JJ

**Paragon Academy of Technology
&
Sunshine Elementary Charter School**

Parent Handbook

2015-2016





**Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook**

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**Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook**

August 2015

Dear Parents, Guardians, and Students:

I am happy to welcome you and your family to Paragon Academy and Sunshine Elementary Charter School. We realize the importance of developing an attitude of self-respect and self-worth in each child. Our experienced professionals are dedicated to providing every child with the best educational opportunities.

We welcome your participation and support during the school year and solicit your membership in our Parent and Teacher Association (PTA). Working together, we will be able to reach our collective and individual goals. This handbook is designed to give you an overview of our rules and policies. Please read carefully through the entire document and let us know if you have any questions or comments.

Please feel free to contact me at any time if you have questions or concerns. Also, please be sure to read my monthly *Newsletters* for important information and updates. On behalf of our faculty and staff, *WELCOME* to our school! We are looking forward to another exciting year!

Sincerely,

Dr. Steven Montes, Principal



Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook

This handbook is available in Spanish and Haitian-Creole if needed. Please contact the front office for a copy.

- Este manual está disponible en Español y Creole haitiano si es necesario. Póngase en contacto con la oficina para obtener una copia en estos idiomas.

- Manyèl sa-a ki disponib nan panyòl Et kreyòl ayisyen si nécessaire. Souple kontakte Biwo devan la pou yon kopi nan lang sa yo.



Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook

MISSION STATEMENT

The mission of our schools is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly-skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible, contributing members of society. The following core philosophies have been established to help us attain our goals:

- Success is a continuous process - *Failure Is Not An Option*
- Every person is entitled to a safe, comfortable, nurturing environment conducive to learning
- Each student has the right to learn and experience individual success
- All students benefit through cultural and social diversity
- Students benefit from curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles, including those of exceptional students

VISION STATEMENT

Paragon Academy of Technology and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Paragon Academy of Technology and Sunshine Elementary Charter School parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.



**Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook**

ARRIVAL & DISMISSAL

Sunshine Elementary students begin school at 8:00. Students arriving after 8:00 are considered tardy (late). Middle school begins at 8:15. Students arriving after this time are considered tardy (late). Our breakfast program begins at 7:30. Students should not arrive to school before 7:30. Students arriving before 7:30 will be placed in our Before Care program for their safety. Parents will be charged the daily fee for this service (Please see below).

At the beginning of the school year, elementary parents and guardians will be asked to complete a form indicating how your child will get home each day. If there is going to be a change in the written dismissal procedures on any given day (rainy days, going home with friends, etc.), please send a note to the office indicating the change.

- **Early Release of Students**

Please remember that disruption to a child's school day should be kept to a minimum. If you must take your child out of school during the day, please do so after 10 A.M. or before 1:30 P.M.

Any person, other than a parent, picking up a student must be on the approved contact list and over the age of eighteen. **STUDENTS WILL ONLY BE RELEASED TO PERSONS ON THE APPROVED LIST OR AS INDICATED BELOW.** A driver's license or photo identification is required.

- **Releasing Students to Persons Not Listed on the Contact Form**

From time-to-time parents request that the school release a student to a person not listed on the contact list. Parents must contact the school by phone and provide a name of the person picking up the student. If possible, please send a note to school to include the person on the approved list. The school will accept a faxed or emailed note if preceded by a telephone call. The school's fax number for written notice is (954) 925-0209 and info@patsecs.net for emails.

- **Pick Up from the Car Lane**

The adult picking up a child from the car lane **MUST** clearly display an official "Pick-Up Sign" in the car's front window. The school will provide one official sign per family. Please stop by the office and complete a *Car Rider's Identification* form to receive your official pick up sign. Students will not be released to any car that does not display an official pick up sign! Please remember a driver's license or photo identification may also be required. Please cooperate with staff members if they ask to see identification. The safety of your child is our ultimate goal!

BEFORE & AFTER SCHOOL CARE

The Before Care Program begins at 6:45. Parents can sign their children in at the cafeteria at that time.

The After Care Program begins at 2:00 for elementary students and 3:15 for middle school. After Care students must be picked up no later than 6:00.

Please remember:

- All K-5 students remaining at school past 2:30 (unless they ride a bus) will be charged the After Care daily rate.
- All 6-8 students remaining at school past 3:30 will be charged the After Care daily rate.
- All students remaining in the After Care Program past 6:00 will be charged a late fee of \$1.00 per minute, per child.

Complete details of the Before and After School Programs can be found on the registration form. A copy of this form is in the [Appendix](#) for your convenience.

The cell phone number to contact the After Care Program is (954) 482-3650.



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ASSESSMENTS

Your child is assessed in a variety of ways as he/she progresses through school. One form of assessment is standardized tests. We test three times a year. The first time is in the fall to get a baseline score. Then we test in January to determine mid-year growth. We then test in the spring so that we can assess your child's growth and progress. All students in our school are tested. We also administer some county and all state standardized tests.

Another form of assessment is reading inventories. We give each child in our school a reading inventory to see what level he/she is reading at. This helps us assign them to the correct level of reading group as well as to tailor the curriculum to meet their needs.

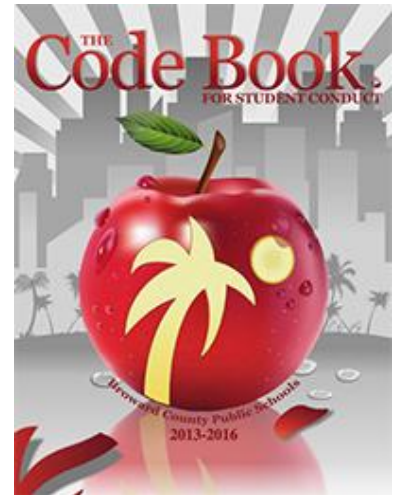
Portfolios are a collection of student's work and assessment. Each student in has a portfolio which consists of work accumulated throughout the year. Please see your child's Teacher, Testing Facilitator or the Principal if you ever have any questions or concerns regarding assessment.

ATTENDANCE

Regular attendance is essential for maximum school achievement. Students are expected to attend school for a total of 180 days each school year. By law, parents are required to call the school or write a note to provide the student with an ***excused absence***.

Students arriving after 8:00 A.M. (K-5) of 8:15 (MS) are marked tardy. **All students arriving late must be checked in through the office. Kindergarten through fifth grade parents - please do not drop students at the gate! We do not want students walking to the office unattended.** Please refer to Broward County Public Schools *Code Book for Student Conduct* for more information related to school attendance policies, procedures, and possible consequences of multiple absences or tardies. The Code can be found at:

<http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct>.



EMERGENCY SCHOOL CLOSINGS

Paragon and Sunshine follow the decisions made by Broward County Public Schools in the event of weather or other conditions that could result in the closing of school. Broward County Public Schools will provide information on school closings to local radio and TV. Please carefully monitor these broadcasts as severe weather approaches. It is also extremely important to have a plan for your child in the event of a mid-day emergency school closing.

BIRTHDAY CELEBRATIONS

Birthday celebrations must be approved by the Principal and will only be allowed for students in grades K-5 and only after 1:00pm. **Only healthy food may be served.** This means low in sugar and chemicals. *No soda* may be served in school at any time. Only juice boxes, water and milk are acceptable drinks. As per Federal regulations, any party must be held **within the last hour of the school day and no homemade food may be served.**

Birthday parties are welcome, but must adhere to the above guidelines. Each class may have a celebration at the following times of the year: before winter break, and the End of the Year. Other celebrations may be approved on a case-by-case



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basis. Teachers will send home a list of approved items for each child to donate. This helps prevent food overages and waste. Non approved items will be sent home with the child.

CELL PHONES

We understand the importance of students having cell phones for easy contact by parents. However, they are very disruptive to the learning environment. Students are allowed to have cell phones in school if they remain off at all times during the school day. The first time a student is found using a cell phone during school hours will have the item confiscated. Parents will be contacted to retrieve the item. It may be necessary to collect a student's cell phone each morning and return it at the end of the day. The principal or his designee will determine all actions and consequences related to cell phones in school.

COMMITTEES

Our schools encourage parents to participate in the different committees that are available to them. In order to participate, parents have to apply to be on the committee and then attend the meetings. There are two committees on which parents may sit:

- * **School Improvement Team (SIT)** - This committee meets periodically and is responsible for assisting the Principal in making various decisions regarding different aspects of the school's functioning.
- * **School Advisory Council (SAC)** - This committee also meets periodically throughout the school year and is responsible for assisting the Principal in making decisions related to long-range academic and capital planning.

COMMUNICATION/CONFERENCES

Parent and teacher communication is extremely important for academic success. Teachers will be contacting parents throughout the school year and parents are encouraged to contact the school as needed to discuss their child's progress. Parents are offered several ways to monitor and communicate with teachers and staff including:

- [*ThinkWave \(MS\)*](#): Parents can view grades and assignments, send emails to teachers and administrators, and monitor behavior through this on-line portal. Parents will be provided a password to access the system.
- Depending on the teacher, a student may use one of the following methods to communicate with the school:
 - *Student Agenda & Planner*
 - *Communicator Folder*
 - *Kindergarten Binders*

Parents are encouraged to assist their children in using these organizational aides on a daily basis. Teachers and parents should check them once a day for notes, important documents, etc. Parents may also call the school and speak to administrators or teachers as needed. Parents may schedule an appointment for a face-to-face conference with teachers, administrators, or ESE specialists if necessary.

Parents of exceptional students (ESE) and English Language Learners (ELL) will receive specific communications related to their child's special needs:

- ESE and ELL teachers will provide updates as needed.
- Parents of ESE and ELL students will receive progress reports at the end of each reporting period.



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CURRICULUM

Sunshine

Reading Street (K-5) and Journeys (Grade 4) are comprehensive reading programs with rigorous instructional designs that integrate reading, phonics, grammar, spelling, technology, and test-taking skills.

Go Math! is a K-5 program aligned with the Florida Standards. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and different instructional resources to ensure success for all students.

Science Fusion (K-5) is a state of the art program designed to build inquiry-based lessons and optimize learning in the classroom, at home, on a computer, or using the science text book.

Macmillan/McGraw Hill – Florida Social Studies (K-5) – Our new series focuses on teaching for understanding through on-going inquiry-based instruction and assessment.

Paragon

Collections is combines Reading and Language Arts instruction with a comprehensive curriculum that helps students achieve reading success. *The Write Source* language arts textbook is used to help students become successful writers.

Go Math! has been added to the 6-8 math curriculum. Students will also be placed in high school Algebra if appropriate.

Science Fusion (K-5) is a state of the art program designed to build inquiry-based lessons and optimize learning in the classroom, at home, on a computer, or using the science text book.

Civics and Geography are taught for one semester each in 7th grade. The Civics course also includes a component of career planning.

Physical Education is required for one semester in grades 6-8. In addition to aerobic exercises, students will have an opportunity to participate in team sports.

STEM (Science, Technology, Engineering, And Mathematics) is new this year. Students will be spending one semester in science-lab activities related to their instruction in the regular science course

DISCIPLINE

Constructive and meaningful planning helps a child develop self-control, organization, and character and achieve his/her full potential. We maintain the rule of *zero tolerance* in the classroom and on campus. Teachers and administrators will use the following ***Five-Step Behavior Plan*** to prevent discipline issues at school and ensure positive student behaviors and school safety:

Our schools utilize Broward County Public School's *Code Book for Student Conduct* for discipline issues and consequences. A copy of the Code is available at <http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct>. Parents and students will need to sign the provided form and return it to school. Please keep in mind that the Principal is the final authority in all matters related to discipline. Please feel free to contact our Dean of Students, Mr. Thomas, if you have any questions related to our discipline policy.

DRESS CODE - UNIFORMS



**Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook**

Paragon Academy of Technology and Sunshine Elementary Charter School students are required to wear uniforms each day. Research shows that appropriate dress and grooming help create a positive learning environment in schools. Please help us with this policy by reminding students to wear the proper clothing each day. The following dress code is **mandatory** for all students:

Uniform Requirements for Students

• POLO TOPS - Elementary	Red or navy blue with school logo
• POLO TOPS - Middle	Hunter green or gray with school logo
• BOTTOMS: Shorts, Pants, Capris, or Skorts	Navy or khaki
• SWEATERS, JACKETS, and SWEAT SHIRTS logo	Navy blue with or without the school logo

DRESS CODE REQUIREMENTS FOR KINDERGARTEN THROUGH 8TH GRADE

1. All cargo-type pants and jeans are not permitted.
2. Footwear must be worn at all times. Slippers, sandals, and backless footwear are not allowed .
3. Revealing clothing, or clothing that exposes any part of the torso, is not allowed.
4. All polo shirts must be tucked in.
5. Absolutely no writing allowed on any tops or bottoms (except official school logos).
6. Girls are not allowed to wear skirts at any time.
7. All shorts and skorts must be fingertip length or longer.
8. Belts must be worn with all pants, shorts, or skorts, etc. that have belt loops.
9. Sunglasses, curlers, combs, or any grooming items are not allowed.
10. Head coverings (hats, hoods, bandanas, etc.) are not allowed.
11. Chains, excessive jewelry, items with spikes, or any clothing that may cause injury are not allowed.
12. Colored or dyed hair is not allowed.
13. **Droopy pants will not be tolerated. Students will be given two warnings to keep pants from sagging. If students are found with drooping pants a third time, they will be suspended from school for a minimum of one day.**

CONSEQUENCES

- Please review the discipline matrix in the *Code of Student Conduct* for specific discipline consequences, including dress code violations
- Students arriving to school out of compliance with the uniform policy will need to remain in the front office until the proper clothing can be brought from home.
- Students may be suspended from school if multiple dress code violations occur.

SCHOOL EMERGENCIES

In the event of a school emergency where it would be necessary to have all students picked up fro school, parents will be contacted by telephone. If parents cannot be contacted in a timely manner, school officials will attempt to contact approved persons on the Emergency Forms. If no contact can be made, students will remain with staff at the school. It is extremely important that the school has up-to-date contact information on file.



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FIELD TRIPS

Field trips provide students with learning experiences that enhance classroom instruction. Students must have a signed permission form on file from parents for field trips. Teachers reserve the right to exclude students who display inappropriate behavior or attitude. Remember, it is a privilege to participate in a field trip!

CHARTER SCHOOL GOVERNING BOARDS

Charter School Governing Board responsibilities are outlined in 1002.33 F.S. and include:

1. The governing board of the charter school shall annually adopt and maintain an operating budget.
2. The governing body of the charter school shall exercise continuing oversight over charter school operations.
3. Each charter school's governing board must hold at least two public meetings per school year in the school district.

Governing Board meetings are held at least four times per school year. Meeting dates and times are posted on the bulletin board by the main office, listed in the school newsletter, and posted on the school's website calendar. Parents are invited and encouraged to attend these meetings. Your input is vital to the operation of our school.

Parents and community members can address the Board at all meetings. If you wish to discuss an issue with the Board, please send a written request to the principal asking to be placed on the Agenda. Your note must include your name, the date, the reason for your request, and a contact phone number or email address. The principal must receive your request at least three (3) days before the meeting. You will receive notification that you have been added to the agenda. Parents are restricted to a maximum of five (5) minutes each.

Please see the Appendix for more information about the Governing Board.

HEALTH - ADMINISTERING MEDICATION TO STUDENTS

All medications, including over the counter medications, must be administered through the office. The proper paperwork must be completed and the office is responsible to schedule and administer all medications. Neither aspirin nor non-aspirin pain reliever are not allowed without a doctor's note. **We do not supply any non-prescription medication.** If a student needs any medication during the school day, the student's physician and the parent must fill out and sign the appropriate form. All medication will be kept in the office. **ONLY MEDICATIONS PRESCRIBED BY A PHYSICIAN** will be allowed. Medicine must be in the ORIGINAL CONTAINER. Do not send over-the-counter medications to school; it is against county policy to allow students to take these during the school day without a doctor's note on file.

HOMEWORK

Homework results in higher learning. Homework helps students to:

- Reinforce current lessons.
- Develop learning skills, good study habits, and organization.
- Develop responsibility.
- Promote the skill of independent learning.

Student Responsibilities:

- Schoolwork and homework are responsibilities of the student.
- Homework should be completed within the assigned time frame.



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- When a student is absent (grades 6-8), it is his/her responsibility to request missed work and to complete the work assigned in the allotted time.

Parent Responsibilities:

- Demonstrate an interest in your child's schoolwork. You should ask your child what transpired in school and check his or her agenda or folder daily.
- Make sure your child completes and returns all assignments.
- Read to your child or discuss something he/she has read. Check your child's reading log (if used) and assignments.
- An allotted time and place for reading and home study should be part of the student's daily routine.

LOST & FOUND

All articles that are found are placed in the **"LOST and FOUND"** located in the school cafeteria. Students and parents are encouraged to label all personal items. At the end of each quarter, all unclaimed items will be donated to charity.

LUNCH & BREAKFAST PROGRAMS

National School Lunch and Breakfast Program (NSLP)

Beginning this year, our school will participate in the *Community Eligibility Provision* of the *National School Breakfast/Lunch Program*. Through this provision, **all students are eligible to receive breakfast and lunch at no cost. *There is no need to fill out an application!***

We hope that this will increase participation in our school's breakfast and lunch programs where we serve nutritionally-balanced meals daily. A healthy diet has been shown to improve academic success.

PARENTAL INVOLVEMENT

It would be very difficult for any school to operate without the devoted and dedicated volunteers who work so diligently to assist the children, teachers, and staff. Your help is always appreciated. As part of your agreement to enroll your child in our schools, parents are requested to help by:

1. Volunteering time - such as chaperoning field trips, parties, or working at PTA-sponsored events.
2. Providing services to the school, such as painting, yard work, carpentry, etc.
3. Assisting in the cafeteria during arrival and dismissal.
4. Attending PTA Meetings.
5. Parents and community members are invited to and encouraged to attend all Governing Board Meetings. Please see the sections on Governing Boards for more information.

PARENT-TEACHER CONFERENCES

Parents are encouraged to communicate regularly with the teachers about their child's performance. Teachers will arrange a minimum of two (2) parent conferences per year to discuss academic performance and social growth. Teachers and parents may request additional conferences as needed. Parents should also check their child's agenda and notebook each day to monitor progress and achievement.



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PERSONAL ITEMS FROM HOME

All personal items are forbidden in school unless approved, in writing, by the principal or his designee. This includes radios, MP3s, CD players, tape decks, cameras, hand-held video games, toys, collectible and trading items, laser pointers, etc. The school takes no responsibility for these types of items that may become lost, stolen, or broken. The item will be confiscated and held for a parent to retrieve.

REPORTING STUDENT PROGRESS

Our schools utilize The School Board of Broward County, Florida, *Student Progression Plan* when reporting student progress. This policy is also used for promotion and retention decisions since it identifies all state requirements in this area.

INTERIMS REPORTS ISSUED:

September 24, 2015
November 19, 2015
February 11, 2016
April 28, 2016

REPORT CARDS ISSUED:

Marking Period 1 – Ends October 22, 2015	November 12, 2015
Marking Period 2 – Ends January 7, 2016	January 28, 2016
Marking Period 3 – Ends March 17, 2016	April 14, 2016
Marking Period 4 – Ends June 9, 2016	June 29, 2016

SCHOOL HOURS

Before Care	6:45 A.M.		
Classes begin	8:00 A.M.		
Elementary Dismissal	2:00 P.M.	Middle School Dismissal	3:15 P.M.
After Care	2:00 P.M. – 6 P.M.		

SPECIAL SITUATIONS

Sometimes, parents and guardians need to inform the school about special precautions that are required for the safety and well-being of an individual student. Examples of these include custody rulings, medical procedures, or other potentially critical conditions. It is extremely important (and mandatory) that you inform the school about any situations that could require “special” attention. We need this information within five (5) days after a child starts in school.

CHILD CUSTODY

Court documents should be on file in the office of the school the child attends pertaining to custody, orders of protection, restraining orders, temporary guardianship, or other parenting arrangements of children attending school.

STUDENT ILLNESS

If a student becomes ill or injured, the parent will be called. In case of a medical emergency, paramedics will also be called. **IT IS URGENT THAT WE HAVE AN ACCURATE PARENT CONTACT TELEPHONE NUMBER ON FILE IN THE OFFICE AT ALL TIMES.** Please let us know if your address or telephone number changes during the



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school year.

Because parents are not always able to answer a phone or to pick up a child during an emergency, it is vital that we have on file the telephone number of an individual who has been authorized by you to take care of your child in case of an emergency. In rare instances, we may need to call 911 to deal with a medical situation if parents or guardians cannot be reached.

TEXTBOOKS

Textbooks are assigned to each student and must not be damaged, disfigured, or lost. Parents will be required to pay **for lost or damaged** books.

TRANSPORTATION

A1A Transportation, Inc., 4749 Orange Drive, Davie, Fl 33314 provides transportation services to our students. In most cases, parents will need to contact the school to discuss routing and bus stop questions. However, there will be times when a parent will need to contact A1A, such as after school hours. Their direct number is Dade – (305) 685-8040; Broward- (954) 584-5877.



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APPENDIX

Five-Step Discipline Plan

Step 1. Warning

- a. Redirect student behavior, such as a *Verbal Warning*
- b. Classroom intervention, such as moving a student's seat, no recess, etc.
- c. Teacher will notify parents (note, agenda, phone call, email, etc.)
- d. Mr. Thomas, Dean of Students, will be notified

Step 2. Second Warning

- a. Redirect student behavior
- b. Second classroom intervention
- c. Teacher will contact parent and create an agreed upon *behavior action plan* which must include school and home consequences.
- d. Copy of action plan to Mr. Thomas

Step 3. First Official Referral

- a. Redirect student behavior
- b. Student will be removed from class and meet with Mr. Thomas or another administrator
- c. Action plan will be reviewed and modified
- d. Mr. Thomas will contact parents and discuss results with the referring teacher

Step 4. Second Referral

- a. Redirect student behavior
- b. Student will be removed from class – Internal Suspension will be recorded in student's file
- c. Mandatory parent conference with the Dean and teacher – Note: Student will not be returned to class until the conference is held.
 - a. Child Study Team meeting will be organized to discuss a mandatory discipline plan
 - b. Possibility of external suspension or alternative to external suspension

Step 5. Third and Subsequent Referrals

- a. Mandatory external suspension – Minimum of 1 day
- b. Discuss possible referral to family and individual counseling
- c. Mandatory parent conference with the principal and Dean– Note: Student will not be returned to class until the conference is held.



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Charter School Governing Boards

Charter School Governing Board responsibilities are outlined in 1002.33 F.S. and include:

4. The governing board of the charter school shall annually adopt and maintain an operating budget.
5. The governing body of the charter school shall exercise continuing oversight over charter school operations.
6. Each charter school's governing board must hold at least two public meetings per school year in the school district.

Paragon Academy and Sunshine Elementary Charter School Governing Board Members

- Patricia A. Hackett, Chair
- Thomas Carpenter
- Dr. Jack Naranjo Rosenzweig

Name	Position/Address	Email/Phone
Patricia A. Hackett	Board Member – Chair	gboard@sunpatcharter.com (954) 472-3824
Jack Mayer Naranjo Rosenzweig	Board Member	
Thomas Carpenter	Board Member	

Governing Board Policy

It is important that our parents and the community have a voice in our schools. Your input is essential in assisting the school staff to provide the best education for the students. Parents need to be aware of the procedures for addressing their issues. The following is provided to assist you in understanding how our Charter Schools are organized:

Step:

1. **Teacher:** The classroom teacher is an important first step in this process. Most of your questions and concerns, especially those related to academics and behavior, should be addressed at this level.
2. **Principal:** As the educational leader of the school, the principal is ultimately responsible for making final decisions in most situations. Many times, a teacher will direct you to the principal for more complete information related to your questions. At Paragon Academy and Sunshine Charter, the principal is always available to answer your questions and listen to your concerns. The principal of Paragon Academy and Sunshine Elementary is Dr. Steven Montes.
3. **Governing Board:** Parents are requested to contact the main office and leave a message with the secretary for a Board member to return a call.

There are times when parents choose to contact the School Board of Broward County, Florida, with their questions or concerns. Even though we work closely with the School Board on many issues, Charter School law specifically states that, "The sponsor's (The School Board of Broward County), policies shall not apply to a charter school." Therefore, School Board representatives will usually remind you to contact the principal or Governing Board with your questions.

We hope that this helps you better understand how our school operates. For more information, please contact the main office or visit The Florida Consortium of Charter Schools' web site at www.floridacharterschools.org.



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School Staff

Administration

Principal	Dr. Steven Montes
Assistant Principal	Jane Miskell
Dean of Students	Rodney Thomas

Office Staff

Office Manager	Daisy Ortiz
Registrar	Cybele Torres

Instructional Staff - Paragon Academy

Social Studies	Michael Scott
Language Arts	Amy Morinelli
Mathematics	Michael McKinnon
Reading	Pam Chryst
Science	Shana Finkelston
STEM LAB/P.E.	Alex Camurri

OUT-OF-FIELD (OOF) STATUS

OOF ESOL

OOF PE

Instructional Staff - Sunshine Charter

Kindergarten	TBA
Kindergarten	Lauren Cataldo
Kindergarten	Yelen Lederman
1 st Grade	Lia Torres
1 st Grade	Jessica Farfan
1 st Grade	Amie Jacobitti
2 nd Grade	Haley Collins
2 nd Grade	Carla Cascio
2 nd Grade	Tatiana Kosova
3 rd Grade	Yanin Salem
3 rd Grade	Nicky Rawls
3 rd Grade	Timi Dattoli
4 th Grade	Jeff Binder
4 th Grade	Alexandra LaCasse
5 th Grade	Iliana Verez
5 th Grade	Russell Jacques

OOF ESOL

Support Staff

ESE Specialist	Jennifer Tetreault
Speech & Language	Partners in Speech
Social Worker	Allison Crandall

Non-Instructional Staff

Teacher Assistant	
Teacher Assistant	Nikisha Vielot
Teacher Assistant	Natasha Collis
Teacher Assistant	

Food Services

Marjorie Fritz
Conika Thompson

Facilities

Facilities Supervisor	Jose Ortiz
Facilities Manager	Norma Vega
Facilities Service Person	Rosario Flores
Facilities Service Person (PT)	Manual Ortiz



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Documents on File for Review

The following items are on file in the main office for review. Please remember, they can be provided in any language:

- School Accountability Report
- School Level, Title I Parent Involvement Plan
- Annual Yearly Progress Summary
- FCAT/FSA/EOC Assessment Results
- Technology Plan
- Discipline Plan
- Standards Assessment Report

- The District's/LEA Parental Involvement Plan can be found at www.broward.k12.fl.us/titleone/parent-involvement-lea-plan.asp. We will gladly print you a hard copy in any language if needed.



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After Care Payment Schedule

Please follow the After Care payment schedule below. If you are approved for Family Central, please present all documents at time of registration.

	Date Due (On or Before):	Note:	Payment Amount:
Payment 1	August 24, 2015 1 st Payment + Registration Fee	AFTER CARE One (1) Child	\$185 + \$25 = \$210
		AFTER CARE Family Plan	\$275 + \$25 = \$300
		AFTER CARE REDUCED One (1) Child	\$160 + \$25 = \$185
		AFTER CARE REDUCED Family Plan	\$245 + \$25 = \$270
Payment 2	September 1, 2015	All payments are due on or before the payment date. There will be a \$25 late fee added to your balance if payments are received after the due date. Students will be suspended from the After Care program if an account becomes fifteen (15) days past due.	
Payment 3	October 1, 2015		
Payment 4	November 2, 2015		
Payment 5	December 1, 2015 (Covers two (2) weeks in December & two (2) weeks in June)		
Payment 6	January 4, 2016		
Payment 7	February 1, 2016		
Payment 8	March 1, 2016		
Payment 9	April 1, 2016		
Payment 10	May 2, 2016		



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2014-2015 Title I SCHOOL-PARENT COMPACT

OUR MISSION STATEMENT

Paragon Academy of Technology and Sunshine Elementary Charter School are committed to ensure that all students receive a quality education within a safe and secure learning environment. Paragon Academy of Technology & Sunshine Elementary Charter School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities - Paragon Academy of Technology & Sunshine Elementary Charter School will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a) Diverse teaching methods will be respected and encouraged.
 - b) Creativity in designing unique approaches to instruction will be valued.
 - c) Learning may occur in isolated study, seminars, in cooperative learning groups, in designing and presenting skits, sketching a cartoon story, conducting an interview, describing the community in photographs, and/or telling/listening to a story.
- 2) The core philosophy of the school is the integration of family and cultural values into the governance and curriculum of the school.
- 3) We believe that parental involvement in education is the foundation for increased academic achievement of students.
- 4) Upon graduating from the school each student will have:
 - a) A clearly demonstrated set of academic skills
 - b) Experience in community service
 - c) A clear awareness of their rights and responsibilities as citizens
 - d) A personal development plan for the years beyond our school.
- 5) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as requested by the parent, teachers, or support staff.
- 6) Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as outlined in Broward County's *Student Progression Plan*.
- 7) Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows as needed and requested.
- 8) Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities as requested by teachers or parents and arranged with input and approval from administration.



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2014-2015 Title I SCHOOL-PARENT COMPACT (continued)

As a parent of a student at the Paragon Academy of Technology & Sunshine Elementary Charter School, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

1. To recognize and embrace my role as having primary responsibility for the education of my child.
2. To attend all conferences scheduled with any member of the PAT/SECS staff.
3. To participate in the Parent Volunteer Program, including volunteering 20 hours for one child and 30 hours for two or more children, at a capacity that is sensitive to the needs of the school.
4. To provide transportation to and from school for my child. If I am late picking up my child, I understand that I will be charged for after-school care at whatever rate is in existence at that time. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.
5. To purchase uniforms for my child from the PAT/SECS Board approved supplier and ensure my child abides by the Uniform Dress Code of the PAT/SECS.
6. To supply a healthy lunch and snack, brought either from home or purchased from the PAT/SECS each school day for my child.
7. To be responsible for timely payment of any fees accrued to my account at the Paragon Academy of Technology
8. To participate in the PAT/SECS Parent Teacher Resource Group meetings which are scheduled monthly throughout the school year.
9. To insist, enforce and ensure that my child abides by the Broward County Public School Code of Conduct and Addenda and all other school rules and regulations.
10. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
11. To provide a suitable time and place within the home for homework.
12. To assist my child in obtaining and regularly using a library card at the Public Library and allow for thirty minutes of reading daily.
13. To limit television and video games during the week and allow more time for reading, studying, and family time.
14. To monitor my child's homework agenda daily.
15. To encourage my child to reach his or her academic level with deep commitment and enthusiasm for learning.
16. To Monitoring attendance.
17. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

I/We understand that by not fulfilling my contractual obligations to the Paragon Academy of Technology & Sunshine Elementary Charter School and to my child, this may result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice.



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2015-2016 Parent Contract

We have read and agree to abide by the following:

WHEREAS, the undersigned parent(s)/guardian(s) has made a personal decision to enroll my child(ren) at Paragon Academy of Technology or Sunshine Elementary Charter School in order to provide my child with a unique educational opportunity;

WHEREAS, my desire and decision to enroll my child at the Paragon Academy of Technology & Sunshine Elementary Charter School is based upon my desire to become an active partner in the education of my child; and

WHEREAS, I recognize that the Paragon Academy of Technology & Sunshine Elementary Charter School are public charter schools of choice not entitlement;

NOW THEREFORE, in consideration of the foregoing;

As a parent of a student at the Paragon Academy of Technology & Sunshine Elementary Charter School my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- To recognize and embrace my role as having primary responsibility for the education of my child.
- To attend all conferences scheduled with any member of the Paragon Academy of Technology or Sunshine Elementary Charter School staff.
- To participate in the Parent Volunteer Program, attending a minimum of four (4) meetings a year as outlined in the Handbook.
- To provide transportation to and from school for my child. If I am late picking up my child, I understand that I will be charged for after-school care at whatever rate is in existence at that time. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.
- To purchase uniforms for my child from the approved supplier and ensure my child abides by the Uniform Dress Code of the Paragon Academy of Technology & Sunshine Elementary Charter School.
- To supply a healthy lunch and snack, either, brought from home or purchased from the Paragon Academy of Technology or Sunshine Elementary Charter School each school day for my child.
- To be responsible for timely payment of any fees accrued to my account at Paragon Academy of Technology & Sunshine Elementary Charter School
- To participate in the Paragon Academy of Technology & Sunshine Elementary Charter School Parent Teacher Resource Group meetings which are scheduled monthly throughout the school year.
- To insist, enforce and ensure that my child abides by the Broward County Public School Code of Conduct and Addenda and all other school rules and regulations.

In order to enhance my child's academic growth, I agree to do the following:

- To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
- To provide a suitable time and place within the home for homework.
- To assist my child in obtaining and regularly using a library card at the Public Library and allow for thirty minutes of reading daily.
- To limit television and video games during the week and allow more time for reading, studying, and family time.
- To monitor my child's homework agenda daily.
- To encourage my child to reach his or her academic level with deep commitment and enthusiasm for learning



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ACCEPTABLE USE POLICY (AUP)- For Internet Access

Our schools offer internet access for student use. This document is the Acceptable Use Policy for your use at the school. This Internet system has been established for a limited educational purpose to include classroom activities, career development, and limited high quality, self-discovery activities as well as research. It has not been established as a public access or public forum and we have the right to place reasonable restrictions on the material you access or post, the training you need to have before you are allowed to use the system, and enforce all rules set forth in the school code and the laws of the state of Florida. Further, you may not use this system for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying. Access to the Internet is available through this school only with permission of the principal or his or her designee and your parents.

The following uses of the Internet are unacceptable:

1. Personal Safety
 - a. You will not post contact information (e.g., address, phone number) about yourself or any other person.
 - b. You will not agree to meet with someone you have met online without approval of your parents. Any contact of this nature or the receipt of any message you feel is inappropriate or makes you feel uncomfortable should be reported to school authorities immediately.
2. Illegal Activities
 - a. You will not attempt to gain unauthorized access to this or any other computer system or go beyond your authorized access by entering another person's account number or accessing another person's files.
 - b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
 - c. You will not use our system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
3. System security
 - a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no condition should you give your password to another person.
 - b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.
 - c. You will avoid the inadvertent spread of computer viruses by following the district virus protection procedures when downloading software.
4. Inappropriate Language
 - a. On any and all uses of the Internet, whether in application to public or private messages or material posted on the Web pages, you will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.
5. Respect for Privacy
 - a. You will not repost a message that was sent to you privately without permission of the person who sent you the message.
 - b. You will not post private information about yourself or another person.
6. Respecting Resource Limits
 - a. You will use the system only for educational and career development activities and limited, high quality, self-discovery activities. There is no limit on use for education and career development activities. The limit on self-discovery activities is no more than 10 hours per week.
 - b. You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used and immediately transfer the file from the system computer to your personal computer.
 - c. You will not post chain letters.
 - d. You will check your e-mail frequently, delete unwanted messages promptly, and stay within your e-mail quota.
 - e. You will subscribe only to high-quality discussion group mail lists that are relevant to your education or career development.



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ACCEPTABLE USE POLICY (AUP)- For Internet Access (continued)

7. Plagiarism and Copyright Infringement
 - a. You will not plagiarize words that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
 - b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Direct any questions regarding copyright law to a teacher.
8. Inappropriate Access to Material
 - a. You will not use the computer system to access material that is profane or obscene (pornography) or that advocates illegal acts or violence or discrimination toward other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research with both teacher and parental approval.
 - b. If you mistakenly access inappropriate information, you should immediately tell your teacher or another staff member. This will protect you against a claim of intentional violation of this policy.
 - c. Your parents should instruct you if there is additional material they think would be inappropriate for you to access. The school fully expects that you will follow your parents' instruction in this matter.
9. Your Rights
 - a. Free Speech. Your right to free speech, as set forth in the school disciplinary code, applies also to your communication on the Internet. The Internet is considered a limited forum, similar to the school newspaper, and therefore the school may restrict your right to free speech for valid educational reasons. The school will not restrict your right to free speech on the basis of its disagreement with the opinions you express.
 - b. Search and Seizure. You should expect no privacy of the contents of your personal files on the school system. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy, the school code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the school disciplinary code, or the law.
 - c. Due Process. The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the Internet system. In the event of a claim that you have violated this policy, the school disciplinary code, or the law in your use of our system, you will be given written notice of suspected violations and an opportunity to present an explanation according to school code and/or state and federal law. Additional restrictions may be placed on your use of your Internet account.

The school makes no guarantee that the functions or the services provided by or through the system will be error free or without defect. The school will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information attained through or stored on the system. The school will not be responsible for financial obligations arising from unauthorized use of the system.

When you are using the system, it may feel like you can more easily break a rule and not get caught. This is not true. Electronic footprints are imprinted on the system whenever an action is performed. Therefore, you are likely to be caught if you break the rules.

Anyone caught breaking these rules will be subjected to suspension or expulsion depending upon the severity of the infraction.

In order for you/your child to use the Internet system, both the students and a parent/guardian must sign the acknowledgement form and return it to.



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GLOSSARY/DEFINITIONS

1. **ESE** - Exceptional Student Education. ESE has its own large sub-dialect of terms, including EH (emotionally handicapped), SLED (Specific Learning Disability) and gifted.
2. **ESOL** – English Speakers of Other Languages or **ELL** (English Language Learners)
3. **FTE** - Full-time equivalence (one student, or several parts of students that add up to one whole student, used to determine how much money the state gives a school district.)
4. **IEN** - Individualized Education Plan. Under federal law, all ESE students are entitled to an IEP.
5. **STAKEHOLDER** - A person who has a vital interest in something; one of the people who provides input to the input-rich process.
6. **OSS - OUT-OF-SCHOOL SUSPENSION** - To take away the privilege of attending school for a certain number of days, outside the school. Class work missed during OSS may not be made up for credit.
7. **ISS** - In-School-Suspension - To take away the privilege of attending classes; remains in school and may get credit for work completed during ISS.



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2015-2016 Acknowledge Form

The *Codebook for Student Conduct (The Code)* lists the District's rules in Policy 5.8, for students in Broward County Public Schools. Our charter schools follow the attendance and discipline sections of the Code and refer to many of the other rules and guidelines as needed to insure compliance with state and local rules. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, but rather that you have reviewed the electronic copy of these rules (<http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct>). Please return this form to school within 3 days from the first day of school or from the date of enrollment. Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at: www.Broward.k12.fl.us/sbbcpolicies.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that are lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, Section II), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, (18 years or older), for all educational and discipline purposes, with exceptions as provided by statute.

Acknowledgement

I/We:

- have reviewed *The Code* and discussed it with my child.
- **have reviewed the 2015-2016 Title I School-Parent Compact** found in the Parent Handbook and **understand that by not fulfilling my contractual obligations to the Paragon Academy of Technology & Sunshine Elementary Charter School and to my child, this may result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice.**
- **have reviewed the 2015-2016 Parent Contract** found in the Parent Handbook and **understand that by not fulfilling my contractual obligations to Paragon Academy of Technology or Sunshine Elementary Charter School and to my child, this will result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice.**
- have read the *ACCEPTABLE USE POLICY (AUP)-for Internet Access* found in the Parent Handbook and am willing to abide by it.
- have reviewed the *Parent Handbook*.

Student Name - Grades 6-8 (Print)

Student Signature

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date: _____



**Paragon Academy & Sunshine Elementary Charter School
2015– 2016 Parent & Student Handbook**

2015-2016 Acknowledge Form

El Libro de Códigos de Conducta Estudiantil (El Código) enumera las reglas del Distrito en la Política 5.8, para los estudiantes de las Escuelas Públicas del Condado de Broward. Nuestras escuelas charter siguen las secciones de asistencia y disciplina del Código y se refieren a muchas de las otras normas y directrices, según sea necesario para asegurar el cumplimiento con las normas estatales y locales. Las normas se aplican a todas las actividades que ocurren en la escuela, en otros sitios se utilizan para las actividades escolares, y en cualquier vehículo autorizado para el transporte de estudiantes. Su firma no indica que está de acuerdo o en desacuerdo con las normas, sino que ha revisado la copia electrónica de estas reglas ([http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code- De-conducta](http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-De-conducta)). Por favor, envíe este formulario a la escuela dentro de 3 días a partir del primer día de la escuela o desde la fecha de matriculación. Los padres necesitan estar involucrados en la educación de sus hijos y tienen la responsabilidad de:

- Saber que para la seguridad escolar, las escuelas no están obligados a proporcionar la supervisión más de 30 minutos antes de la hora oficial de salida, ni están obligados a proporcionar la supervisión por más de 30 minutos después de la hora oficial de cierre (FS 1003.31 (2)).
- Saber que para la seguridad de la escuela, para los estudiantes que viajan en un autobús escolar, los conductores NO se permite que los estudiantes fuera del autobús, excepto en la parada designada.
- Proporcionar a la escuela con el nombre de la persona de contacto de emergencia actual (s) y / o números de teléfono en una base anual y cuando hay cambios.
- Notificar a la escuela de cualquier cosa que pueda afectar a la capacidad de su hijo para aprender, para asistir a la escuela regularmente, o participar en las actividades escolares.
- Tenga en cuenta que la medicina debe ser administrada de acuerdo con la Política de SB 6305, con sus reformas, y que las consecuencias para la transmisión y / o la venta o intento de venta de un exceso de medicamentos de venta libre y la posesión y / o el uso de medicamentos no autorizados pueden ser que se encuentra en la SB 5006. Política Política SB 6305 esboza las reglas sobre over-the-counter y los medicamentos recetados y Política SB 5006 esboza las consecuencias por violar esas normas. Usted puede ver la política de expulsión de salud completo y la suspensión y / o, así como todas las políticas de la Junta Escolar, en la Web en: www.Broward.k12.fl.us/sbbcpolicies.
- Tenga en cuenta que los padres tienen derechos con respecto a la privacidad y confidencialidad de los expedientes de los estudiantes que son mantenidos por las escuelas como se define en la Sección VIII de este folleto.
- Ni la Junta Escolar del Condado de Broward ni sus empleados serán responsables por artículos que están prohibidos y perdidos, robados o confiscados; o para dispositivos de comunicación inalámbrica u otra tecnología personal que están perdidos, robados o confiscados.
- Tenga en cuenta que los artículos confiscados que no sean reclamados por el final del año escolar serán donados a organizaciones benéficas locales.
- Reconocer que son responsables de la conducta de sus hijos en el camino hacia y desde la escuela y en la parada de autobús. Un ambiente de aprendizaje seguro y respetuoso es clave para el rendimiento académico; por lo tanto, las acciones fuera de la escuela de cualquier estudiante que afectan seriamente la capacidad del estudiante para aprender o la capacidad de un miembro del personal para enseñar pueden ser manejados como una infracción disciplinaria. Para incidentes graves que se producen en las paradas de autobuses y / o que no son de propiedad de la Junta Escolar, los padres deben ponerse en contacto con las fuerzas del orden directamente. Para los incidentes de intimidación (véase la definición intimidación, Sección II), las autoridades escolares deben ser notificados y investigarán y / o proporcionar asistencia e intervención, ya que el director / designado estime pertinentes, que pueden incluir el uso de la oficial de recursos escolares.
- Asegúrese de que su hijo demuestra el uso legal, ética y responsable de la tecnología de redes, incluyendo las herramientas digitales, Internet y software, tal como se define en la Sección IV de este folleto.
- Los padres seguirán manteniendo la responsabilidad de los estudiantes que llegan a la mayoría de edad, (18 años o más), para todos los propósitos educativos y de disciplina, con excepciones a lo dispuesto por la ley.

Además:

- Yo / Nosotros hemos revisado el 2015-2016 Título I escuela y los padres encuentran en el Manual para Padres y entender que al no cumplir con mis obligaciones contractuales con la Academia de Tecnología de Paragon y sol Carta Escuela Primaria y para mi hijo, esto puede resultar en mi hijo está suspendido o retirado y se refirió a una escuela pública regular o una escuela privada de elección de los padres.
- Yo / Nosotros hemos revisado el Contrato de Padres 2015-2016 que se encuentra en el Manual para Padres y entender que al no cumplir con mis obligaciones contractuales con Paragon Academia de Tecnología o Sol Carta Escuela Primaria y para mi hijo, esto resultará en mi hijo de ser suspendido o retirado y se refirió a una escuela pública regular o una escuela privada de elección de los padres.
- He leído la Política de Uso Aceptable (AUP) - para el acceso a Internet que se encuentra en el Manual para Padres y estoy dispuesto a cumplir con él.

Student Name (Print)

Student Signature - Grades 6-8 Only

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

APPENDIX KK

Sunshine Elementary Charter School & Paragon Academy

Volume 10, Issue 6
April 24, 2015

SCHOOL NEWS

Principal's Message

Our annual new *Student Open House* will be held this year on Tuesday evening, May 12th from 6:00-7:30. This is the perfect opportunity for parents and students to visit our schools and met the teachers!

We will begin with a short presentation in the cafetorium at 6:00. Parents will receive information about our curriculum, staff, facilities, and future plans. The PTA will be selling ice cream and goodies.

Please tell your friends and other family members. Seats are limited! It is important for parents to sign up now to insure a seat for next year. Please call the school at (954) 925-0155 for more information.

Nuevos Estudiantes

Open House

Nuestra Casa Abierta anual nueva Estudiante se celebrará este año en la noche del martes, 12 de mayo de 6: 00-7: 30. Esta es la oportunidad perfecta para que los padres y estudiantes a visitar nuestras escuelas y se reunió con los maestros!

Vamos a comenzar con una breve presentación en el cafetorium a las 6:00. Los padres recibirán información sobre nuestro plan de estudios, el personal, las instalaciones y los planes futuros. El PTA estará vendiendo helados y golosinas.

Por favor, dile a tus amigos y otros miembros de la familia. Las plazas son limitadas - los padres deben inscribirse ahora para asegurar un asiento para el próximo año. Por favor llame a la escuela al (954) 925-0155 para más información.

School Improvement Plan

We are in the process of writing or updating the 2015-2016:

- School Wide Plans
- The Parent Compacts, and the
- Parent Involvement Plans.

Parent involvement is encouraged and needed in the writing of these plans. Please contact Dr. Montes, Principal, if you would like to participate on any of these committees. Parents are welcome to submit comments and suggestions in writing if this is more convenient. Please send the information to Dr. Montes on or before May 15, 2015. Thank you for your input!

Continued on page 3...

May/June 2015

M	T	W	T	F
4	5 Last Day of FSA Testing	6	7	8 8 th Grade Trip to Universal Studios
11	12 TerraNova Tests -grades 1,2,3	13 TerraNova Tests -grades 1,2,3	14	15
18	19	20 7 th Grade Civics Test	21	22
25 <i>Memorial Day</i> School Closed	26 Middle School Final Exams	27 Middle School Final Exams	28 Middle School Final Exams	29 Middle School Final Exams
June 1 Elementary Awards Grades 3-5	2 Kindergarten (Morning) and 5 th Grade (Afternoon) Graduation	3 Middle School 6 & Awards 8 th Grade Graduation	4 EARLY RELEASE – 12:00 LAST DAY of SCHOOL	5 Teacher Planning

Our Mission and Vision...

MISSION STATEMENT

The mission of Paragon Academy of Technology and Sunshine Elementary Charter School is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly skilled faculty and staff and caring parents helps to foster in our students a fascination with learning and a desire to become responsible contributing members of society. The following core philosophies have been established to help us attain our goals:

- Success is a continuous process - *Failure Is Not an Option.*
- Every person is entitled to a safe, comfortable, nurturing environment conducive to learning.
- Each student has the right to learn and experience individual success.
- All students benefit by exploring cultural and social diversity in our community.
- Students need curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles.
- To foster pride in academic achievement while developing the students' artistic abilities.
- To promote the essential role of the arts in enabling every student to succeed in school.

VISION STATEMENT

Paragon Academy of Technology and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Paragon Academy of Technology and Sunshine Elementary Charter School parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

- **"The Laceyville Monkeys" Reading and Puppet Show**

Harriett Ruderman is the author of *The Laceyville Monkeys, Say the Right Words* - a new book designed to communicate to young children everywhere the power and magic inherent in speaking kindly and saying the right words. The book stars three most unusual and endearing young monkeys: Eva the ballerina, Sheva the singer, and Keva the gymnast. These characters and others are part of the Laceyville cast, created to entertain and amuse children with their antics and fun, while emphasizing the importance of warm caring words of encouragement and love.

Ms. Ruderman will bring *The Laceyville Monkey Puppet Show* to our school on Thursday, January 8th. Our kindergarten and first grade students will be delighted as she reads and performs stories from the book. How exciting for our children!

- **Scholastic Book Store**

The much anticipated Scholastic Book Store is scheduled for the week of January 26th. We are looking for several parent volunteers to work the store during this week.

Dr. Montes will buy lunch for all parents volunteering! Please contact Ms. Miskell if you can help - (954) 925-0155.

Family Services

Our school is dedicated to making sure that all of our children and families have a safe and healthy living environment. There are many reasons why families may need assistance. We would like you to know that we can help.

Mr. Thomas, our Dean of Students, is also our parent liaison, homeless contact, and behavior specialist. He can provide you with information on how and where to look for help, no matter what your particular situation may be. Please call him anytime at (954) 925-0155 and let him know how we can assist your family. We are all in this together!

2014– 2015 Charter School Governing Board Members

- Pam Hackett
- Dr. Jack Naranjo
Rosenzweig
- Thomas Carpenter

The Governing Board is looking for new members. The Board meets a minimum of four times a year to maintain continuing oversight of the charter school's operations.

Please send Dr. Montes a short résumé and cover letter expressing your interest in joining the Board. Your credentials will be forwarded to the Board and included on the next agenda for discussion.



APPENDIX LL

Department of Children and Families Child Care Services

GOLD SEAL QUALITY OF CARE

SUNSHINE CHARTER ELEMENTARY SCHOOL

Presented to

2210 PIERCE STREET
HOLLYWOOD, FL 33020

Effective Date:

06/30/2009

Expiration Date:

06/30/2014



Nebraval Russo
Director
Child Care Services



SUNSHINE ELEMENTARY CHARTER SCHOOL

GRADES: K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

APPENDIX ZZ

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	*	14	11.2	11.6	24.9	25.7	41.6	42.4
BLACK OR AFRICAN AMERICAN	48	48	46.6	51.2	39.5	39.1	23.0	23.0
HISPANIC / LATINO	38	44	39.8	29.8	29.0	28.6	29.3	28.6
ASIAN					3.5	3.5	2.6	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER						0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE				*	0.3	0.3	0.4	0.4
TWO OR MORE RACES		*	*	*	2.6	2.6	3.1	3.0
DISABLED	*	*	*	*	12.1	12.1	12.9	13.2
ECONOMICALLY DISADVANTAGED	69	88	76.2	84.3	56.9	57.1	58.6	57.6
ELL	15	24	18.9	18.2	13.5	13.4	12.1	11.9
MIGRANT							0.5	0.5
FEMALE	95		46.1	55.4	48.4	48.4	48.7	48.7
MALE		111	53.9	44.6	51.6	51.6	51.4	51.4
TOTAL	206		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) - an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop- and the Florida Assessments for Instruction In Reading (FAIR).

Category	Number of Students and Where They Placed 2012-13	School %		District %		State %	
		2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ECHOS Ready	52	100	95	88	88	91	91
ECHOS Not Ready	0	0	5	12	12	9	9
Total ECHOS	52						
FAIR Ready	36	68	24	75	75	72	71
FAIR Not Ready	17	32	76	25	25	28	29
Total FAIR	53						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS			76.4	71.6	74.5	70.6
WHITE			83.6	80.5	79.4	76.2
BLACK OR AFRICAN AMERICAN			68.2	61.1	63.7	58.6
HISPANIC/LATINO			78.4	74.6	72.9	69.4
ASIAN			89.5	92.2	88.4	85.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	N/A	62.5	N/A
AM.INDIAN OR ALASKA NATIVE			66.7	58.1	69.7	69.7
TWO OR MORE RACES			80.4	76.8	78.6	75.1
DISABLED			51.6	43.0	47.7	44.4
ECONOMICALLY DISADVANTAGED			68.0	62.5	65.0	60.3
ELL			63.9	56.8	56.6	53.0
MIGRANT			33.3	57.1	64.8	60.6
AT-RISK (Low 25)*			54.2		50.1	
FEMALE			81.3	76.9	78.9	75.3
MALE			71.7	66.5	70.2	66.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

Five-year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS			74.4	74.4	72.6	70.6
WHITE			82.0	80.8	77.8	75.4
BLACK OR AFRICAN AMERICAN			65.2	66.4	61.5	59.9
HISPANIC/LATINO			77.2	77.1	71.4	69.8
ASIAN			93.6	89.3	87.7	87.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	N/A	60.0	N/A
AM.INDIAN OR ALASKA NATIVE			58.1	54.8	71.7	68.6
TWO OR MORE RACES			79.1	80.4	77.2	75.9
DISABLED			46.1	43.6	47.4	42.8
ECONOMICALLY DISADVANTAGED			66.4	67.7	62.9	61.2
ELL			61.9	64.0	56.4	57.3
MIGRANT			57.1	53.1	63.3	62.2
AT-RISK (Low 25)*			52.4	56.3	49.7	50.7
FEMALE			79.4	79.8	77.0	76.0
MALE			69.7	69.4	68.4	65.5

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	N/A	N/A	1.5	0.8	1.4	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.9	2.1	3.1	3.0
HISPANIC/LATINO	N/A	N/A	1.4	0.8	1.9	2.1
ASIAN	N/A	N/A	0.5	0.4	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	2.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	1.2	1.3	2.4	1.5
TWO OR MORE RACES	N/A	N/A	1.7	1.0	1.3	1.3
FEMALE	N/A	N/A	1.6	1.2	1.6	1.6
MALE	N/A	N/A	2.4	1.4	2.2	2.3
TOTAL	N/A	N/A	2.0	1.3	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

STUDENT PERFORMANCE

Florida Comprehensive Assessment Test (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

Florida End-of-Course (EOC) Assessments

In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2011-12 accountability results in mathematics include Algebra 1 EOC scores. Florida's 2012-13 accountability results in mathematics include both Algebra 1 and Geometry EOC assessment results. Florida's 2012-13 accountability results in science include Biology EOC assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT, FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1 percent.

Writing Assessment Results (FCAT 2.0 and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	52	86	66	85	59	82
WHITE	N	N	73	90	63	85
BLACK OR AFRICAN AMERICAN	N	N	57	79	50	75
HISPANIC / LATINO	58	N	68	87	57	81
ASIAN	N	N	78	93	75	90
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	68	91	56	80
TWO OR MORE RACES*	N	N	71	88	62	84
DISABLED	N	N	41	62	34	56
ECONOMICALLY DISADVANTAGED	50	83	59	81	51	77
ELL**	N	N	47	71	41	68
MIGRANT*	N	N	50	71	43	71
LOWEST 25%†	N		37			
FEMALE*	60	N	73	90	66	88
MALE*	47	80	59	80	52	76
* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.						
**Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						
† Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.						

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with

FAA level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the “Florida School Performance Grade and AMOs for ESEA Reporting” section below.

Reading Assessment Results (FCAT 2.0 and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	40	48	99	58	65	99	58	64	98
WHITE	N	N	N	73	78	99	69	74	98
BLACK OR AFRICAN AMERICAN	31	34	98	43	52	99	39	48	98
HISPANIC / LATINO	50	64	100	62	68	99	54	61	98
ASIAN	N	N	N	77	81	100	77	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	61	65	99	56	63	98
TWO OR MORE RACES*	N	N	N	69	N	99	64	N	98
DISABLED	N	N	100	32	44	99	28	41	98
ECONOMICALLY DISADVANTAGED	38	N	N	47	N	98	47	N	97
ELL**	46	N	100	35	46	99	32	43	98
MIGRANT*	N	N	N	16	N	98	33	N	97
LOWEST 25%†	7	N	0	10	N	0	N	N	N
FEMALE*	42	N	97	62	N	99	62	N	98
MALE*	38	N	100	54	N	99	54	N	98

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	53	62	99	61	67	98	59	63	98
WHITE	N	N	N	76	79	99	69	71	98
BLACK OR AFRICAN AMERICAN	39	43	98	45	54	98	41	48	97
HISPANIC / LATINO	63	70	100	65	70	98	57	60	98
ASIAN	N	N	N	85	85	99	83	83	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	66	68	98	59	62	97
TWO OR MORE RACES*	N	N	N	68	N	99	63	N	97
DISABLED	N	N	100	36	48	99	32	43	98
ECONOMICALLY DISADVANTAGED	50	N	N	50	N	97	49	N	96

ELL**	62	N	100	44	54	98	40	48	97
MIGRANT*	N	N	N	26	N	98	45	N	96
LOWEST 25%†	27	N	0	22	N	0	N	N	N
FEMALE*	58	N	97	62	N	99	60	N	98
MALE*	49	N	100	59	N	98	59	N	97

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0, EOCs and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	40	N	100	55	N	98	57	N	97
WHITE	N	N	N	70	N	99	68	N	97
BLACK OR AFRICAN AMERICAN	30	N	100	39	N	98	37	N	96
HISPANIC / LATINO	N	N	N	58	N	99	52	N	97
ASIAN	N	N	N	75	N	99	77	N	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	57	N	98	57	N	97
TWO OR MORE RACES*	N	N	N	63	N	98	62	N	97
DISABLED	N	N	N	33	N	98	31	N	97
ECONOMICALLY DISADVANTAGED	53	N	N	43	N	97	45	N	95
ELL**	N	N	100	29	N	98	26	N	97
MIGRANT*	N	N	N	29	N	100	34	N	96
LOWEST 25%†	N	N	0	11	N	0	N	N	N
FEMALE*	N	N	N	54	N	99	55	N	97
MALE*	43	N	100	55	N	98	58	N	97

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	41	17	44	44
Grade 4	24	69	52	69
Grade 5	60	50	65	79

Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	55	57	59	60
Grade 4	60	63	64	64
Grade 5	61	62	58	62
Grade 6	61	59	56	57
Grade 7	59	61	58	61
Grade 8	60	59	61	65
Grade 9	55	53	76	68
Grade 10	53	51	55	27

State Totals	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	58	57	59	59
Grade 4	61	63	62	61
Grade 5	61	62	56	58
Grade 6	59	58	53	54
Grade 7	58	59	57	57
Grade 8	57	56	59	59
Grade 9	54	53	73	63
Grade 10	54	51	52	34

Percentage of Students Scoring at Each FCAT Achievement Level, 2012-13

GRADE ALL	FCAT 2.0 SCIENCE & BIOLOGY EOC'S														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						20	27	29	12	13	18	27	29	13	13
WHITE						10	20	33	17	21	10	22	32	16	19
BLACK OR AFRICAN AMERICAN						31	32	25	8	5	31	34	24	7	5
HISPANIC / LATINO						17	26	31	13	13	21	29	29	11	10
ASIAN						8	17	27	17	32	8	16	26	18	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						17	28	32	13	9	16	27	32	13	11
TWO OR MORE RACES*						13	24	31	13	19	13	26	31	14	16
DISABLED						44	27	18	5	6	44	30	17	5	4
ECO. DISADVANTAGED						27	31	26	9	7	25	31	27	9	7
ELL**						51	29	14	3	2	52	32	13	2	1
MIGRANT*											33	35	23	5	4
FEMALE*						19	28	29	12	12	18	28	30	12	12
MALE*						21	25	28	12	14	18	25	29	13	15

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
 *Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance.
 **Students enrolled in ESOL in the current year

GRADE ALL	FCAT 2.0 READING														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	28	34	21	13		18	25	26	21	11	17	25	26	21	11
WHITE						8	19	27	28	17	10	21	27	26	15
BLACK OR AFRICAN AMERICAN	33	36				27	31	24	13	5	29	33	22	12	4

* Cell sizes smaller than 10 are suppressed.
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National Assessment of Educational Progress (NAEP)

Below are the 2011 NAEP state results for Grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics and every four years in writing and science. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT:

FCAT Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

Additional information is provided at the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or at the FLDOE website at <http://www.fl DOE.org/asp/naep/>.

NAEP	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	84	88	80	89	77	87	76
ELL	96	96	95	93	92	89	83	86

GRADE 04	NAEP Math - State Level Results													
	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	240	240	16	18	47	42	32	34	5	6	84	82
*														
WHITE	40	52	250	249	8	9	40	39	43	43	9	9	92	91
BLACK	25	16	226	224	30	34	52	49	17	16	1	1	70	66
HISPANIC	29	24	236	229	19	28	50	48	28	22	3	2	81	72

DISABLED	15	12	223	218	36	45	46	38	16	15	2	2	64	55
ECO. DISADVANTAGED	62	52	232	229	22	27	52	49	24	22	2	2	78	73
ELL	9	11	219	219	42	42	45	44	13	13	N/A	1	58	58

* Asian and Indian subgroups were too small to report.

NAEP Math - State Level Results														
GRADE 08	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	278	283	32	28	40	38	22	26	6	8	68	72
*														
WHITE	45	54	287	293	21	17	42	40	29	33	8	10	79	83
BLACK	22	16	258	262	54	50	35	37	10	12	1	1	46	50
HISPANIC	27	23	274	269	35	40	43	44	19	19	3	3	65	60
DISABLED	13	11	250	249	66	65	25	26	8	7	1	2	34	35
ECO. DISADVANTAGED	55	48	267	269	43	41	41	40	14	17	2	2	57	59
ELL	5	6	246	244	67	72	28	23	5	5	N/A	1	33	28

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results														
GRADE 04	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	225	220	29	34	36	34	27	25	8	7	71	66
*														
WHITE	40	52	235	230	17	23	35	35	36	32	12	10	83	77
BLACK	25	16	209	205	46	51	37	33	15	14	2	2	54	49
HISPANIC	29	23	220	205	33	50	37	32	24	16	6	2	67	50
DISABLED	14	11	201	186	56	68	29	21	12	9	3	2	44	32
ECO. DISADVANTAGED	62	52	216	207	38	48	38	34	20	16	4	2	62	52
ELL	8	11	195	188	65	70	28	23	7	6	N/A	1	35	30

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results														
GRADE 08	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	262	264	27	25	43	43	28	29	2	3	73	75
*														
WHITE	45	54	270	272	18	16	44	43	35	37	3	4	82	84
BLACK	22	16	248	248	43	42	43	44	13	13	1	1	57	58
HISPANIC	27	22	259	251	29	37	44	45	25	17	2	1	71	63
DISABLED	13	10	235	230	58	64	33	29	9	7	N/A	N/A	42	36
ECO. DISADVANTAGED	55	48	254	251	35	37	45	45	19	17	1	1	65	63

ELL	4	5	225	223	72	71	24	26	4	3	N/A	N/A	28	29
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* Asian and Indian subgroups were too small to report.

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2012-13.

Staff Type	Total Number for 2012-13	Number Newly Hired for 2012-13	School %	District %	State %
Instructional Staff	12	8	66.7	19.7	22.7
School-Based Administrators	1	1	100.0	20.6	24.1
Total	13	9	69.2	19.7	22.8

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Bachelor's Degree	7	87.5	100.0	56.9	58.8	65.5	65.2
Master's Degree	1	12.5		39.9	38.2	32.5	32.2
Specialist Degree				1.9	1.7	1.1	1.7
Doctorate				1.4	1.3	1.0	1.0
Total All Degrees	8	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	90.2	93.9
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	9.8	6.1

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

Classes Not Taught by Highly Qualified Teachers	School %	District %			State %		
		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*

June	0.0	3.7	5.3	5.0	7.1	10.8	3.3
July	0.0	3.3	6.6	0.0	8.5	13.4	3.2
October	8.3	5.3	7.7	4.3	6.0	6.7	4.6
February	8.3	4.8	7.5	3.0	5.6	6.2	4.4
Combined All Year	8.3	5.0	7.6	3.7	5.8	6.5	4.5

*High-poverty schools are schools ranking in the top 25 percent of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of I indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools and combination schools that serve high school grade levels will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2012-13 School Performance Grade*: C

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low25%, Points Earned*	Reading Low25%, Points Earned*
2012-13	2012-13
68	60

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at <http://schoolgrades.fldoe.org>.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Focus schools are identified as schools for which the most recent grade is "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools are identified as schools for which the most recent grade is "F." Reward schools are schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools		
District Number	School Number	School Name
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	431	LAUDERDALE MANORS ELEMENTARY
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY