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Eligibility Form

To be eligible to receive this grant, an applicant must meet one of the following criteria:

- Submitted a charter school application to its Sponsor (district) in 2014 or 2015; or
- Submitted a charter school application to its Sponsor earlier than 2014 and has a fully executed charter contract to open in the 2016-17 school year; or
- Opened a charter school in the 2015-16 school year and has not previously received a CSP Planning, Program Design and Implementation project award.

Applicants must also meet one of the following criteria:

- Charter application has been approved by its Sponsor; or
- 2015 Charter application is pending; or
- 2015 Charter application has been denied and applicant has a pending appeal.

Only those charter schools that are approved by their Sponsor will be eligible to receive funds under this grant.

Does the applicant meet the eligibility criteria above?

Yes

Page 1**Florida Public Charter School Grant Program (2016-2019)****Charter School Overview Form**

Full name of charter school (As listed on charter school application submitted to District):	BridgePrep Academy Broward County
Year Charter Application was Submitted to District:	2015
District Application was Submitted to:	BROWARD
Status of Application:	Approved
Applicant's Name: (this person will serve as the Primary contact for this application)	Juan Carlos Quintana
Applicant's Title:	Senior Executive at S.M.A.R.T. Management
Street address:	7990 SW 117 Ave Suite #206
City:	Miami
Zip Code:	33183
Telephone:	305-595-8822
Email address:	icquintana2@gmail.com

Is the proposed charter school a Virtual Charter School?

No

Grade levels to be served:

K-8

Enrollment Projections

Please complete the following table with reasonable enrollment projections. Enter N/A if school is not planning on opening for 2014-15. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

	2015-16 Actual	2016-17 Projected	2017-18 Projected
1.	N/A	348	508

Will the school share any of the following with one or more other schools?

FACILITY

No

Administration

(One or more administrators)

No

Governing Board

Yes

If yes, provide the name of the non-profit governing board.

BridgePrep Academy of Hollywood, Inc.

Does the school have or plan to have a contract with a management company ?

Yes

If Yes, what company?

S.M.A.R.T. Management

Is the school affiliated with a university or community college?

No

Charter School Use Only

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Public Charter Schools Grant Program (PCSGP) Planning, Design and Implementation TAPS NUMBER:	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)

C) Total Funds Requested: \$ 225,000 <hr style="width: 50%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: JC Quintana</td> <td>Telephone Numbers: 305-595-8822</td> </tr> <tr> <td>Fiscal Contact Name:</td> <td></td> </tr> <tr> <td>Mailing Address: 7990 SW 117 Ave #206 Miami, FL 33183</td> <td>E-mail Addresses: jc@smartmanagementschools.com</td> </tr> <tr> <td>Physical/Facility Address: Pending Lease Agreement</td> <td>DUNS number: FEIN number: 46-3619104</td> </tr> </table>	Contact Name: JC Quintana	Telephone Numbers: 305-595-8822	Fiscal Contact Name:		Mailing Address: 7990 SW 117 Ave #206 Miami, FL 33183	E-mail Addresses: jc@smartmanagementschools.com	Physical/Facility Address: Pending Lease Agreement	DUNS number: FEIN number: 46-3619104
Contact Name: JC Quintana	Telephone Numbers: 305-595-8822								
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Physical/Facility Address: Pending Lease Agreement	DUNS number: FEIN number: 46-3619104								

CERTIFICATION

We, Robert W. Runcie, Superintendent of Schools and Yeneir Rodriguez-Padron, Bridgeprep Academy Broward, Board Chair, as the officials who are authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)	 _____ Signature of Agency Head	 _____ Title	3-7-16 _____ Date
	 _____ Signature of Charter Head	Board Chairperson _____ Title	03-2-16 _____ Date



FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Broward/Bridgeprep Academy Broward County

B) DOE Assigned Project Number: _____

C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	520	Textbooks & Curriculum The Cost of Purchasing state adopted instructional materials for packages to include Teachers Editions, consumable materials for the life of the adoption, Online Resource, and Anthology for Grades KG-8 core subjects for KG=51@\$375=\$19,125, 1 st grade=51@\$375=\$19,125, 2 nd grade=36@\$375=\$13,500, 3 rd grade=36@\$375=\$13,500, 4 th		\$93,750.00				
5100	642	Noncapitalized Furniture, Fixtures and Equipment Classroom Furniture for 12 classrooms. Appx cost: (20) student desks @ \$54.00=\$1080, (24) student chairs@ \$27.00=\$648, (1) Kidney Table @ \$227.00, (1) computer table \$150.00, (1) File cabinet @ \$292.68, (1) Storage Cabinet \$443.34, (1) Teacher Chair @ \$133.52, (2) book cases @ \$214.08=\$428.16=TOTAL of \$3,402.70/class x 12 classes=\$40,832.40		\$40,833.00				
5100	642	Noncapitalized Furniture, Fixtures and Equipment 3 Bulletin Boards@\$140=\$420 and 1White Boards@\$160 for @580/classroom x 12 rooms=Total of \$6960. Bulletin boards for corridors		\$8,232.00				
5100	644	Non-Capitalized Computer Hardware The Cost of Purchasing 30 laptops for student use for K-8 in mobile lab that will be transported throughout the school to take the lab to the students. 30@\$620.00=\$18,600		\$18,600.00				

5100	643	Capitalized Computer Hardware Interactive multiuse projector for instruction technology delivery for 12 classrooms @ \$1,790.00= \$21,480		\$21,480.00				
5100	643	Capitalized Computer Hardware Mobile Laptop Charging Cart 1@\$2590.00=\$2,590		\$2,590.00				
5100	644	Noncapitalized Computer Hardware Classroom Laser Printers 12 @ \$264.00=\$3,168		\$3,168.00				
7300	110	Administrator Salaries Startup Salary for Administration: Principal at an Annual Rate of \$80,000 @ \$3,333.33 per pay period prorated for 5 payments for 2.5 months=\$16,667 during allowable grant period.		\$16,667.00				
7300	160	Other Support Personnel Salaries Startup Salary for Office Manager: Office Manager at an Annual Rate of \$27,500 @ \$1145.83 per pay period prorated for 5 payments for 2.5 months=\$5,730 during allowable grant period.		\$5,730.00				
7300	642	NonCapitalized Furniture, Fixture and Equipment Fire Rated File Cabinet for Student records 1 @ \$1,700.00 = \$1,700		\$1,700.00				
7700	390	Other Purchased Services Outreach and Recruitment Cost of outreach and recruitment for 3 strategic mailers to 5000 targeted homes and business @.45 a mailer= \$2250/mailer. Each mailer will include specific phase of the school's opening, including but not limited to Open Enrollment, Open House, Orientation.		\$6,750.00				
7100	390	Other Purchased Services Outreach and Recruitment Cost of initiating campus website. 1@\$1500=\$1,500		\$1,500.00				
7100	320	Insurance and Bond Premiums Cost of initiating Ins. Coverage of allowable period. 1@\$4000=\$4,000		\$4,000.00				
D) TOTAL				\$225,000.00				

July 2015



DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____



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1. Project Abstract or Summary

Fixed Requirement

Provide a clear and concise mission and vision statement for the proposed school. Provide a brief summary of the proposed project including general purpose, each specific school-wide goal, a brief program design, and significance.

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

The vision of BridgePrep Academy is to create a learning environment that is nurturing while at the same time stimulating, and that allows students to grow and mature emotionally, intellectually, physically, and socially. BridgePrep envisions that students will master the Florida Standards while acquiring proficiency in the Spanish language. The BridgePrep Academy Extended Second Language Model is designed for all children including English language learners, students with disabilities, and advanced learners. As students progress from kindergarten through grade 8, they will demonstrate superior progress in achieving the Florida Standards as they become:

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

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

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

To further improve student learning and academic achievement, BridgePrep Academy will accomplish the following:

- Convey and receive messages based on the three modes of communication; interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either

a written or oral format;

- Explore Hispanic and Latino cultures through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture;
- Access knowledge in other disciplines through Spanish and to reinforce concepts already learned in these disciplines in the language classroom;
- Prepare students adequately for the work force as well as post-secondary education.

The funds provided by this grant will allow BridgePrep Academy Broward County to ensure successful operation and accelerate the advancement of student achievement through critical resources such as curriculum, technology, school commencement and academic consulting services.

Criteria

- *The proposed mission statement and vision statement are clear and concise and align with the overall proposal.*
- *The proposed project is described in a brief summary, including general purpose, each specific school-wide goal, a brief program design, and significance (contribution and rationale).*

2. Project Need

0-15 points

Describe the need for the charter school in the community it will serve and provide supporting data as evidence. Describe how the school's mission and goals address the learning needs of the students it will serve.

BridgePrep Academy Broward County believes that every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, sound character and an appreciation for the arts are promoted. It is the school's mission to provide a challenging academic curriculum that encompasses a unique Extended Second Language Model and real-life learning experiences that will enable all students to achieve academic success through a technology rich learning environment. The School will promote strong communication skills, a global perspective, and an appreciation for diversity in order to prepare students for post-secondary studies and 21st century careers.

BridgePrep Academy will be open to children in kindergarten through eighth grade who qualify to attend a traditional Broward County Public School. Since the School will be an open enrollment charter program, it expects to serve all students within the community and, therefore, reflect the diversity of Broward County.

Thus, the School expects to achieve a composition reflective of the community it serves with regard to racial/ethnic populations, as well as English Language Learners (ELL) and Exceptional Student Education (ESE) populations.

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

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

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

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

Since the location of the school has been determined, the Board reviewed the demographic information of the community within zip code 33309.

The Performance data for surrounding public schools in the area that BridgePrep Academy Broward County expects to be located is as follows:

- Castle Hill Elementary (2013-2014: F, 2012-2013: D, 2011-2012: C)
- Martin Luther King Elementary (2013-2014: F, 2012-2013: F, 2011-2012: D)
- Oriole Elementary (2013-2014: F, 2012-2013: D, 2011-2012: C)

BridgePrep Academy will offer this growing community of Hispanic descent a unique Extended Second Language Program and a rigorous curriculum that is supplemented by state-of-the-art technology. The School will attract both native English speaking students and non-native English speaking students who desire to become highly proficient in two languages and attend an innovative school of choice with a proven track record of success.

For non-native English speakers, the School will offer a program of instruction given in English to the extent necessary to allow a child to achieve competence in the English language, as well as Spanish, the native language of the child. Such instruction will be given with appreciation for the cultural heritage of such children, and of other children in American society.

BridgePrep Academy will use the Collaborative Problem Solving/Response to Intervention (CPS/RtI) framework, through its three tiers of student support, to address the needs of students who are not demonstrating adequate progress using the most current FSA, FCAT 2.0, EOC, District progress monitoring assessment data, and other school assessments.

The School will identify students in need of support and academic interventions at the earliest point possible so teachers can provide remediation early in the instructional process. The identification of barriers to student achievement at all three Tiers of instruction/interventions, development of intervention plans, and monitoring of student progress will be a collaborative effort amongst all members of the school-based Collaborative Problem-Solving (CPS) Team, including parents.

The Team will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. If less than 80% of students are demonstrating standards mastery with Tier 1 core instruction/interventions only, then the CPS Team will utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers.

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

All children will be given an equal opportunity to learn the Spanish language. Each daily Spanish lesson will be under the guidance of a highly qualified instructor who will identify academic performance levels of students. This will allow for the implementation of differentiated instruction during the Spanish Language and Literature Block. BridgePrep Academy will offer an extended learning day to achieve student proficiency in two languages.

By adding an additional 30 minutes to the instructional day, the Extended Second Language Model will involve all K-5 students in the Spanish

Language Program, without impacting the core subjects. Middle school students will be required to participate in one of the Spanish courses for Spanish Speakers: Beginning, Intermediate or Advanced.

Lastly, there is currently no K-8 school in the surrounding community. The availability of a K-8 allows parents the choice of providing continuity between their child and his or her school, which is a desirable benefit for many parents in this community.

Criteria

- The proposal clearly describes the need for this charter school, including:
 - *Performance data for surrounding public schools in the area that the school expects to be located (Appendix A);*
 - *If the applicant is unsure of where the charter school will be located, it should be noted in this section.*
 - *Targeted student population, including projected percentage of students eligible for free and/or reduced lunch;*
 - *Gaps in educational opportunities that the charter school will address;*
 - *Other factors that create the need for a high-quality charter school.*
 - *The data are concrete, current, and clearly support the need for the charter school.*

3a. Project Design and Implementation: Governance

0-15 points

Describe the school's strategies for implementing a strong governance model that ensures rigorous oversight of the school's operations.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

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

The School's Board will approve the annual budget and amendments reflecting changes in revenues and expenditures. Monthly financial statements will be provided to the Sponsor as required by section 1002.33(9) (g), SB Rule 6A-1.0081, F.A.C., which details the requirements for information that must be contained in the financial statement.

The Board will ensure that the School abide by the charter school law (s. 1002.33(9) (g), F.S.) that mandates that each charter school provide financial information comparable to other public schools. The School will maintain all financial records which constitute their accounting system in accordance with the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools," which is known as the Red Book.

The board is currently composed of members of the community who possess expertise in various areas of importance to the oversight of a charter school. The following is a list of the Board Members and their expertise:

Mrs. Yenier Rodriguez-Padron, Chairperson, has been teaching elementary students since 1999. She obtained a Bachelor's Degree from Nova Southeastern University in Pre-K/Primary Education in 1999 and has taught grades K-2. Mrs. Rodriguez-Padron has been highly involved in her School and served in numerous leadership capacities that include the following: Chairperson of the SACS Accreditation Committee, Educational Excellence School Advisory committee (EESAC), Teacher of the Year Committee, and the New

Teacher/Administrator Committee. Her classroom and school leadership experiences, knowledge of the educational system, and previous experience as a Governing Board Chairperson will greatly benefit the Board and School.

Mr. Lou LoFranco, is a Financial Advisor for Edward Jones an investment firm that specializes in Financial Services, Investments, Mutual Funds, Retirement Planning Services, Investment Advisory Service, Annuities & Retirement Insurance Plans, Investment Securities, Stock & Bond Brokers, Financial Planning Consultants, Pension & Profit Sharing Plans, Investment Management, Financial Planning, and Stock and Bond Transfers. Mr. LoFranco will serve as the temporary Parent Representative for the School's Board until the Governing Board is officially elects a local board member who resides in Broward County to fulfill this duty. Parental Stakeholders are able to communicate with Mr. LoFranco in order to address School concerns. It is his responsibility to ensure that all Board Members are made aware of parents' concerns and opinions and that their issues are brought to the Board's attention. Mr. LoFranco's financial management knowledge will help the Board and School fulfill its mission and meet its fiduciary responsibilities.

Dr. Richard Padron, O.D., Secretary, is a graduate of Nova Southeastern University. He received his Doctor of Optometry degree in May of 1998. He also attended Florida International University where he received his Bachelor of Science in Biology on August of 1994. For the past 14 years; Dr. Padron has been working as an optometrist at his ophthalmology practice. Mr. Padron has various experiences in primary care, glaucoma and post-op management of cataract patients. During his internship, he was able to work with Eye Institute of South Florida, Bascom Palmer Eye Institute and Nova Southeastern Health Clinic. Dr. Padron also has had his private practice, South Florida Eye Associates, since April 2004.

Mr. Luis Necuze earned a Bachelor's of Science in International Business from Florida International University. He has been an Allstate agent since 1986 serving the Greater Miami community. Mr. Necuze has earned numerous awards for his customer acquisition and customer service. He also participates in the Allstate national advisory committee and is also part of the regional, Allstate advisory Board. His customer service knowledge will help the Board and School fulfill its mission and responsibilities.

Ms. Jessica Jewitt, CPA, Treasurer, is a Partner at De La Vega and Morgade accounting firm. She has extensive experience in the non-profit and corporate accounting sector. She has been an asset since joining the Board of BridgePrep Academy in another district. She has provided detailed and comprehensive financial reports at each Board meeting, in collaboration with members of S.M.A.R.T. Management. To this end, all of the current BridgePrep Academy campuses have had successful State Financial Audits. The input and budget practices of Ms. Jewitt were integral to this accomplishment.

Note: Board members Yenier Rodriguez-Padron and Richard Padron are not related.

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

- Oversee operational policies; academic accountability, and financial accountability
- Annually adopt and maintain an operating budget
- Exercise continuing oversight over charter school operations
- Report its progress annually to its sponsor
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its Sponsor, including at least the following components:

1. Student achievement performance data

2. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt
3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

The Governing Board of the School will be responsible for recruiting, interviewing and selecting the School's leader. The Board will seek highly qualified candidates who possess the certification, instructional, operational, and school leadership experience needed to properly carry out the roles and responsibilities detailed above. The Board will use the Florida Competency Leadership Standards in the selection of a "high-performing" school leader.

The Principal will be evaluated on a yearly basis by the Governing Board using the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation, which incorporates all requirements of the Florida Principal Leadership Standards.

The Governing Board will employ the services of S.M.A.R.T. Management to assist them with ensuring the vision and goals of the school that it currently oversees, are implemented with fidelity. The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the Board.

The relationship between the Governing Board and the ESP shall be defined in a performance based contract that provides for the evaluation of the ESP's performance and termination. The Corporations' Bylaws describe the role and responsibilities of the Board and further there is a Conflict of Interest statement signed by each Board Member that states that the Board Member shall not receive compensation from the School's vendors or be influenced by his/her relationship with a vendor. Specifically, Board Members are prohibited from attaining any form of compensation from the School's operations.

The Board will ensure compliance with all pertinent statutes regarding conflicts of interests and governance between the Board and ESP. The Governing Board will ensure an "arm's length," performance-based relationship between the Governing Board and the ESP.

In addition, The ESP will follow state law prohibiting an employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school. All Board members are trained on the roles and responsibilities by a Florida Department of Education approved trainer. The Board will reserve the right to terminate any vendor, including the ESP, based upon performance or failure to provide services.

The Governing board is also responsible for the oversight of BridgePrep Academy South, BridgePrep Academy of Village Green, BridgePrep Academy of Greater Miami, BridgePrep Academy Interamerican, BridgePrep Academy of Hollywood, BridgePrep Academy of Tampa and Academy of Arts and Minds Charter High School. For the 2013-2014 school year, BridgePrep Academy received high performing school grades as follows: BridgePrep Academy South earned an A, BridgePrep Academy of Village Green earned an A, and BridgePrep Academy of Greater Miami earned a B and BridgePrep Academy Interamerican earned a B.

Criteria

- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The governing board role is detailed, specific, and includes the functions necessary to ensure a high-quality, efficient, and effective operation.*
- *The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success.*
- *The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal.*
- *The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)*
- *The proposal lists all of the other charter schools governed by the same governing board and their school grades for the most recently completed school year.*

3b. Curriculum, Instruction, Assessment, and Accountability

0-10 points

Describe the school's strategies for implementing an effective educational model that will increase student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

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

In order to realize its mission, BridgePrep Academy's educational program will focus on and prioritize an academic program where students will demonstrate mastery of the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and the Next Generation Sunshine State Standards (NGSSS). To this end, the School is committed to the following:

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

Curriculum Alignment to State Standards:

The curriculum at BridgePrep Academy is aligned to state standards--LAFS, MAFS, and NGSSS. All selected software applications will be aligned to the standards as well, and will be used to supplement instruction. The School will adopt the Broward County Comprehensive

Research-Based Reading Program (CRRP), and the faculty and staff will follow the pacing guides of Broward County (as available). The School will implement the Extended Second Language Model; using curriculum aligned with the NGSSS for World Languages, and will integrate core academic content in the Spanish program to emphasize relevant, meaningful concepts and to engage student in activities that lead to standards mastery.

Extended Second Language Model:

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

Instructional Framework - The Gradual Release of Responsibility Model:

All instruction at the School will align with the standards and indicators of the LAFS, MAFS, and the NGSSS detailed in Section 4 of this application. To this end, a foundational component of the educational program will be the implementation of an Instructional Framework founded on the educational principles of the Gradual Release of Responsibility Model or GRR (Pearson and Gallagher, 1983), a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the learner. BridgePrep Academy teachers will receive ongoing professional development on the GRR Model.

When teaching skills, processes, or strategies, BridgePrep Academy teachers will implement an Explicit Corrective Feedback method to ensure that students receive clear, explicit feedback that focuses on effective behaviors demonstrated by the students. Initial feedback will include mastery criteria known to students.

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

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

Her work has been largely conducted with Spanish speaking students from lower socio-economic backgrounds; and includes border, rural, small town, urban, and inner city schools. Twenty years of program evaluations and research in the United States and Canada consistently demonstrate positive academic results for English speakers in educational settings which provide opportunities to learn two languages. It was found that English speakers and non-native speakers develop proficiency in two languages.

English speakers develop a positive sense of self and multicultural competencies. Forty years of scientifically-based research and evaluation

studies are consistent in showing that English Language Learners (ELL) who received instruction through a dual language model were able to catch up to or surpass the achievement levels of ELL peers and English-only peers who were educated in English-only schools. Additionally, ELL students who participated in programs that provided extended instruction like dual language programs or language enrichment programs, outperformed students who received short-term instruction in a second language for only one or two years.

The research also indicated that learning a second language at an early age can result in improved educational performance. Creating bilingual students will therefore likely result in improved academic performance.

The following are some benefits of learning a second language that can be applied to academic success:

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

Based on this research, BridgePrep Academy believes that learning a second language through its Extended Second Language Model Learning will result in overall improved academic performance.

Additionally, the School believes that learning a second language will enhance the mental development and help students succeed academically as well as socially. To this end, the School has created an extended instructional day to facilitate an hour of Spanish per day for all students.

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

BridgePrep Academy also believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provide improved student achievement information for classroom teachers in a timely manner.

A final component of the educational program that aligns with the School mission is utilization of a well-rounded curriculum which encompasses the social and cultural development of each student. Because the student population and demographic mix of Broward County are constantly changing, it is important to create cultural awareness in students. Through the implementation of a strong academic curriculum and an Extended Second Language Model integrated with art, music, literature, and numerous cross-curricular activities, students will recognize the achievements of a wide range of ethnic groups which will prepare students for life in an ethnically diverse society.

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

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

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

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

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

Additionally, the School will utilize a Collaborative Problem-Solving/Response to Intervention (CPS/RTI) process that integrates assessment and intervention within a multi-tiered system of supports to maximize student achievement and to reduce behavior problems. The School will identify students who are at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities.

Criteria

- *The proposal provides clear strong evidence that the educational model to be implemented will be effective for the targeted student population (Use information from Section 3B and 3C of the model charter school application).*
- *The school's curriculum aligns with the school's mission (Use information from Section 3D of the model charter school application)*
- *The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school's target population.*
- *The plan for evaluating student performance is sufficiently frequent and detailed to determine whether students are making adequate progress (Use information from Section 5 of the model charter school application).*
- *The plan for evaluating student performance appears to be sufficient to effectively evaluate each student's performance.*

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3c. Business, Finance, and Accounting

0-5 points

Describe the school's strategies for implementing sound business, finance, and accounting practices that will safeguard public funds.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

The Governing Board will have the ultimate responsibility of ensuring that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The ESP will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Board will review and approve a preliminary annual budget prior to the beginning of each fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will seek prior approval from the Board for expenditures over a pre-approved amount.

The School shall establish financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor such plan and ensure it is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a monthly basis during regularly scheduled Board Meetings.

BridgePrep Academy will, at a minimum, have the following financial controls in place. Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

- Only one primary operating bank account will be maintained by the School (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited.

Printed, pre-numbered receipts will be issued for all cash received whenever possible.

- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account will be replenished only after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The Principal, or his/her designee, will authorize all internal expenditures prior to any commitment being made regarding school internal funds.
- The ESP may make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal. • All funds associated with school related activities will be administered through the school office.
- All outside groups with a relationship to the School (PTO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account will only be made by the signing officers.

- All investments will be appropriate for the School, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances will school funds be used for personal benefit or gain of administration or staff.

S.M.A.R.T. Management has developed a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal and Board Members.

All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the Board. A copy of the monthly bank reconciliation and financial reports (ledger detail balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.

The School will provide an annual financial report and program cost report information in state required formats for inclusion in the District's reporting in compliance with §1011.60(1), Florida Statute. In addition, the School will provide the Sponsor with reports showing balance sheets, income statements, bank reconciliations, and the like as agreed to and provided in the Charter.

Per SB 278 the School's financial services vendor will prepare monthly financial statements in the Florida Department of Education approved format and distribute these to the Sponsor, the Principal and the Governing Board Members.

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to authorized and approved vendors. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. These will be provided on the dates required by the Sponsor in the charter school contractual agreement between the School and the Sponsor.

The School will provide the Sponsor with annual audited financial reports for the year ending June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

Criteria

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls to ensure adequate protections are in place.*
- *The proposal provides a detailed description of who is responsible for the monitoring the financial health of the charter school.*

3d. School Leadership and Management

Describe the school's strategies for ensuring strong and effective school leadership that will result in increased student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

The Governing Board of the School will be responsible for recruiting, interviewing and selecting the School's leader. The Board will seek highly qualified candidates who possess the certification, instructional, operational, and school leadership experience needed to properly carry out the roles and responsibilities detailed above. The Board will use the Florida Competency Leadership Standards in the selection of a "high-performing" school leader. Accordingly, the School leader will demonstrate the experience and ability to:

- Manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, positive, efficient, legal, and effective learning environment
- Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process
- Plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement
- Plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities
- Recruit, select, nurture and retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff- paid and volunteer
- Ability to act with integrity, fairness, and honesty in an ethical manner
- Carry out the vision for the School and the knowledge, skills, and disposition to develop, articulate and implement a shared vision that is supported by the larger organization and school community
- Collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources
- Understand, respond to, and influence the personal, political, social, economic, legal and cultural relationships in the classroom, the School and the community.

In order to identify a highly-qualified leader, the Board will advertise the open position and conduct an initial screen of highly-qualified local Principal candidates by reviewing résumés, cover letters, and other application materials. A rubric detailing minimum qualifications and preferred skills will be used. All qualified candidates will move forward in the process. Next, the Board will review all qualified candidate application materials and decide on five to eight candidates to interview over the phone. The top four candidates, based on phone interviews and their educational and experiential backgrounds, certifications and qualifications, will be invited for an in-person interview with the Board. Again, the Board will use criteria to ensure the Principal can fully implement the Board's mission for the school. The Board will conduct a second in-person interview with the top two candidates if additional information is needed by any of the Board members. Once the candidate is identified, he/she will be required to undergo a background check and fingerprinting with the district as required by 1002.33 (12) (g), Florida Statutes prior to reporting to the school.

If a local candidate does not meet the criteria for the position, the scope of the search will be expanded, if necessary, with national recruitment agencies, such as New Leaders New Schools to seek an individual who has the following minimal requirements:

- A Master's degree (higher degrees preferred)
- A background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the School
- Appropriate certification in Educational Leadership in the State of Florida
- Documented experience in working with School Advisory Councils or educational boards • Leadership capabilities that are aligned to the

Florida School Leadership Standards and Indicators • Knowledge of the needs of the student population the School will serve

- References from previous supervisors that demonstrate a positive administrative experience • Documented excellent communication skills
- Capacity to meet or exceed the following Florida Principal Leadership Standards

Evaluation The Principal will be evaluated on a yearly basis by the Governing Board using the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation, which incorporates all requirements of the Florida Principal Leadership Standards.

BridgePrep Academy will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. BridgePrep Academy will require all employees to undergo a background check for fingerprinting in collaboration with the sponsor as required. BridgePrep Academy will not violate the anti-discrimination provisions of Federal or State laws on hiring and employment practices. The School will not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification. Emphasizing the philosophy that all staff members share in the responsibility of advancing its mission, the School will ensure that faculty members are highly-qualified and match the learning needs of its students. Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the School.

The definition of a highly qualified teacher includes meeting at least the following three criteria:

- 1) Having a bachelor's degree
- 2) Having State credentials or certificate;
- 3) Demonstrating core academic subject matter competency. Accordingly, the School will:

- Recruit teachers through the State-sponsored, Department of Education, Teach in Florida website;
- Coordinate efforts and partner with postsecondary educational institutions to serve as host school for interns, whenever possible;
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery;
- Partner with local universities to assign interns to the School who are considered for possible openings that may arise based on their performance;
- Utilize the Florida Department of Education website entitled "Teach in Florida" to announce and recruit Highly Qualified teachers;
- Conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as teachers at the School and increase the rigor and relevance of the teaching and learning;
- Create a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- Utilize local media venues to advertise openings.

Development of Staff:

BridgePrep Academy administrators, instructional personnel, and school support staff will participate in professional development activities throughout the year. Teachers and administrators will complete individualized professional development plans that will delineate measurable growth targets and professional development activities in which they will participate which are aligned to student growth and the school improvement plan.

Evaluation of Instructional and Administrative Staff, teachers, administrators, and other instructional staff will be evaluated each year.

Pursuant to s. 1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, who is newly hired by the Principal, must be observed and evaluated at least twice in the first year of teaching at the School. At least one-third of the performance evaluation must be based upon data and indicators of student performance. This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the School. For instructional personnel and school leadership, at least one-third of the performance evaluation must be based upon instructional practice. BridgePrep Academy will be utilizing the approved Florida Consortium of Public Charter Schools (FCPCS) evaluation tools for teachers, administrators, and other instructional personnel. The instrument used for instructional personnel is based upon the Florida Educator Accomplished Practices (FEAPS) and the instrument use for administrative personnel is based upon the Florida Principal Leadership

Standards (FPLS). For instructional personnel and school administrators, the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the Board (i.e., reviews, surveys, and other valid and reliable measures of instructional/leadership practice).

All instructional and administrative personnel will receive an annual evaluation rating that includes the following categories:

(1) Highly Effective; (2) Effective; (3) Needs Improvement, or for teachers within the first three years of employment, Developing; or (4) Unsatisfactory.

Evaluation of Non-Instructional Personnel:

BridgePrep Academy will monitor the performance of non-instructional support staff on a daily basis. Staff will be expected to comply with their job duties and responsibilities. Failure to perform effectively will result in disciplinary action and may include termination if performance is not corrected.

Criteria

The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company.

- *The proposal describes a comprehensive and detailed professional development plan for instructional staff.*
- *The proposal includes the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet identified, the proposal must include the desired qualifications.*
- *The proposal includes realistic strategies for recruiting and retaining effective teachers.*
- *The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.*
- *All applicants must complete and submit an Applicant History Worksheet (Form IEPC-MIA). If the applicant submitted an Applicant History Worksheet as part of the charter application submitted to the district, the version submitted to the district must be submitted. The form should be uploaded as Appendix B in the online FluidReview system.*

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3e. Special Populations

0-10 points

Describe the school's strategies for ensuring that students with disabilities and English Language Learners will have the opportunity to attend and benefit from the charter school.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

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

in English and mastery of the Language Arts Florida Standards, Math Florida Standards and the Next Generation Sunshine State Standards. The development of literacy in English will positively impact students' achievement and promote lifelong learning.

Identification and Assessment:

To be identified as an English Language Learner (ELL) and/or transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found within the District's ELL Plan. Upon registration to BridgePrep Academy, all students will complete a required Home Language Survey (HLS) as a part of the registration packet.

Equal Access to Appropriate Programming:

The primary goal of English Language Learners programs is to develop each child's English language proficiency and cognitive academic language proficiency as quickly as possible. The purpose of Title III is to ensure that English Language Learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that non-ELL students are expected to meet. English Language Learners must be provided adequate instructional materials that address a comprehensive Language Arts/Reading/English for Speakers of Other Languages (ESOL) curriculum.

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

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

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

Procedures for Identification:

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

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

A "Yes" response to any of the Home Language Survey questions will require students to be assessed using the Idea Language Proficiency Test 1 for grades K-5 and the Idea Language Proficiency Test II for grades 6-8 within 20 school days from the date of the student's enrollment. The students will be assessed by a trained language assessor at the School. If assistance is needed, the School will request assistance from the ESOL department of Broward County Schools. Based on the results of the proficiency assessment, students will be classified and placed in the English for Speakers of Other Languages (ESOL), in accordance with the policies and procedures of the Broward County Public Schools' ELL plan.

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

Exceptional Student Education (ESE) teachers will be hired to service students with disabilities, in accordance with the level of support needed

and proper budgetary allocation of set units to implement the related services and specialized instruction detailed in the IEP.

Admission into BridgePrep Academy will be open to any student residing in the county and will not be based on race, religion, ethnic origin, or exceptionality in any circumstance. Enrollment will be available to any eligible student who has applied in the appropriate manner and time frame, and whose parents have accepted the conditions of the Parental Involvement Contract, except when the number of applicants exceeds the capacity of the program or facility. If the number of applicants exceeds the capacity of the facility, a lottery is conducted to provide random and fair selection. A waiting list system will allow continued availability to BridgePrep Academy as seats become available. This includes but is not limited to:

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

To this end, the School will welcome a wide diversity of students, including students with disabilities, and no information on the student application shall request whether an applicant qualifies for ESE services.

The School will work collaboratively with the district to determine the Least Restrictive Environment (LRE) and proper placement of the student in accordance with his/her IEP. The School acknowledges that in Florida, the district serves as the Local Education Authority (LEA), and the School agrees to adopt and implement the sponsor's policies and procedures with respect to Exceptional Student Education (ESE).

BridgePrep Academy will adopt and fully implement the sponsor's policies regarding Exceptional Student Education to ensure that each student is provided with an appropriate education as defined by Free Appropriate Public Education (FAPE). Specifically, BridgePrep Academy will work with the sponsor to ensure the following:

Education services are designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;

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

Criteria

- *The proposal describes how the school's recruitment efforts and lottery will ensure that ESE students have equal*

access to attend the school.

- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*
- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.*

4. Evaluation

0-15 points

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards.

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

Learning outcomes will be evaluated by school leaders and the Governing Board on a regular basis. The School will engage in ongoing progress-monitoring to evaluate the effectiveness of the educational program, as well as to allow for informed decision-making regarding school performance. In addition to participating in all state-mandated assessments, BridgePrep will require student participation in additional assessments to determine the most current levels of student achievement in order to develop measurable objectives to promote learning growth.

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

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

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade is provided with additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the School will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student's parent or legal guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency. The Progress Monitoring Plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the School. Strategies may include one or more of the following, or others as deemed appropriate:

- Counseling at School
- : Direct Instruction
- Daily Student Planner
- Daily/Weekly Assignment Sheet
- Reduced Student/Teacher Ratios
- Remedial Course
- ESOL Support
- Retention
- After School Program
- Assignment Accommodations
- "Read at Home" Plan

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

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

The students will be exposed to quality instruction of the Spanish language using research-based materials. Students in grades K-5 will receive Spanish instruction using Scott Foresman-Pearson, Calle de la Lectura in which differentiated instruction is embedded through leveled readers. The Spanish curriculum will extensively incorporate phonic awareness in grades K-1 thus building a solid foundation in reading, grammar, and writing.

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

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

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

Data-Driven Learning Environment:

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

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

Individual student goals will be established using fall baseline data and the previous year's standardized tests. Outcomes will be evaluated and updated, as needed, by students and teachers after each nine-week marking period. Student accountability, which includes focused revision, tracking, and reflection, will be taught starting in kindergarten. By following the Gradual Release Model, students will become accountable for their own learning as they progress through each grade level. Students will be able to track their progress in writing improvements, math facts speed and accuracy, fluency, books read and standards learned, to name just a few areas. Teachers at each grade level will discuss formative and summative data at regular data meetings. Common planning times will be scheduled in the master schedule, which will enable grade levels to analyze grade level and individual student level data. Analysis of grade level real-time data allows teachers to identify gaps in instruction, circle back on content to ensure grade level content and standards mastery, and, in the long term, permits teachers to revise lesson plans for later years. Data analysis at individual student levels allows teachers to collaborate and share teaching strategies that will aid the student in achieving content and standards mastery.

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

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

The Governing Board of BridgePrep Academy K-8 will replicate the successful educational program currently in operation at BridgePrep Academy South, a K-8 school located in Miami-Dade County. BridgePrep Academy South earned its third consecutive grade of "A" in 2014 from the Florida Department of Education and was recently recognized as a High Performing School. The Board of BridgePrep currently

governs four campuses in Miami-Dade County, with two earning a grade of "A" and two earning a grade of "B" in 2014. In addition, the campuses were awarded SACS/AdvancED Accreditation within their first two years of operation. Their Education Service Provider, S.M.A.R.T. Management, was recommended for SACS/AdvancED Accreditation as a corporate system in May 2015.

Criteria

- *The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror the outcome measures submitted in the school's charter school application or contract.*
- *The projected student achievement outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.*
- *The proposal clearly describes how they will measure the baseline data of their new students (what data will be collected and data sources);*
- *The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.*
- *The proposal describes effective evaluation methods that will assess the school's progress towards meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The proposal states whether the school will receive a school grade through Florida's A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida's A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.*

5. Outreach and Recruitment Plan

0-15 points

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school.

Describe how students and parents in the community will be informed about the proposed charter school. Provide specific examples of how you will inform the community about the proposed charter school using methods that go beyond 'word of mouth.' Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

The plan to promote and publicize the opening of BridgePrep Academy Broward County will target families of all racial/ethnic demographics who have age-appropriate students who reside within the community. The K-8 School will implement a community awareness plan that will target the surrounding communities, homeowner association groups, and Broward County residents via community newspapers. The School will provide copies of its promotional materials and announcements in English, Spanish, and Creole to community organizations to make sure those "harder-to-reach" families (e.g. single parent families, low socio-economic households, people who work in the area, etc.) are aware of the School and their eligibility to apply for enrollment.

The School is committed to reaching out to everyone in the Broward County area. To that end, the School will prepare a public service

announcement for broadcast on local radio in both Spanish and English highlighting its Extended Second Language Model. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children.

Recruitment efforts will be aimed, but not limited, to families whose children attend overcrowded schools, who live in areas in which there are few educational choices, or who would otherwise find it appealing to enroll their children in a school extending from kindergarten through eighth grade. Recruitment efforts will not be limited to the area surrounding the School. On the contrary, it will be the aim of the School to attract students across the county in order to achieve a mix that is representative of the district's demographics. All students shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building.

The School will have an open admissions procedure unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random lottery selection process. BridgePrep Academy will conduct an annual student lottery in order to enroll new students, if the number of applications exceeds the number of student openings for a particular grade level. The lottery will be held in the spring prior to the September of the next fiscal year after the open enrollment period.

Parents and community members will have extensive opportunities for involvement in various aspects of school operations and will be actively engaged in the design and implementation of the School.

Parents and community members will be encouraged to participate in the following:

- Monthly Educational Excellence School Advisory Council (EESAC) meetings comprised of school personnel, parents, students, local businesses, and community members.

The EESAC will meet monthly to discuss significant issues concerning the School's needs, instructional materials, budget, curriculum plan, pupil progression, and all other items as discussed.

- Quarterly Parent/Teacher Conferences hosted in the evenings at the School for parents to discuss topics that affect their children's educational progress.
- Annual Open House, Career Fair, Family Picnic to maintain communication and active involvement between School and community.
- Updates on the School website, monthly newsletters, and event calendars to disseminate information and maintain open lines of communication in the community.
- Parental Service Contracts for parents as a commitment to volunteer a minimum of 20 hours with their child's teacher and/or be involved in school activities.
- The Parent Teacher Organization (PTO) coordinates extra-curricular events involving the community.
- Governing Board meetings where parents and community members will be eligible to serve as non-voting, ex-officio members of the Governing Board.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance). A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. In addition, the following categories of applicants may be exempted from the lottery: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders,

teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

An applicant that has a charter school student and/or parent contract that will be used for continued enrollment at the school shall be ineligible. CSP sub-recipient schools must meet the federal definition of a charter school as one to which parents choose to send their children and that admits students on the basis of a lottery when oversubscribed.

Criteria

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, and is likely to result in reaching the targeted student population.*
- *The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*

Page 3

6. Support for Strategic Plan

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

URL: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Describe how the proposed project will support the Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

Just Read Florida

URL: <http://www.fldoe.org/academics/standards/just-read-fl>

Both the Mathematics (MAFS) and Language Arts Florida Standards (LAFS)

URL: <http://www.fldoe.org/academics/standards/florida-standards>

The proposed project at BridgePrep Academy will align with the Just Read, Florida! Initiative through assisting all students in becoming

successful, independent, and comprehensive readers. Literacy content experts, provided by the academic services consulting company, will support the School in its commitment to implementing a school-wide Comprehensive Research-Based Reading Plan (CRRP). BridgePrep Academy will adopt the Broward County Comprehensive Research-Based Reading Program (CRRP), and the faculty and staff will follow the pacing guides of Broward County (as available).

The School will implement the Extended Second Language Model; using curriculum aligned with the NGSSS for World Languages, and will integrate core academic content in the Spanish program to emphasize relevant, meaningful concepts and to engage student in activities that lead to standards mastery. Instruction is centered on the real-life application of LAFS, MAFS, and the NGSSS through an inquiry-based approach, allowing students to become critical thinkers and problem-solvers through hands-on learning, science experimentation, technology integration, cooperative learning activities, reciprocal teaching strategies, and Creating Independence through Student-owned Strategies (CRISS). The CRISS program will also require professional development on an ongoing basis.

Research proven effective by the National Reading Panel provides a research base for BridgePrep Academy's reading curriculum. The constant monitoring of student progress will serve to enhance early intervention as well as provide vital information to inform instructional decisions. Instructional practices studied and verified by the Panel and endorsed by Just Read, Florida is evident throughout the delivery of the curriculum.

The comprehensive reading program at BridgePrep Academy is founded on Just Read, Florida! The systematic framework for scientifically-founded literacy instruction will center on Florida's Formula for Reading Success: 6+4+ii+iii. The Florida Formula encompasses a combination of reforms—rigorous academic standards, standardized measurement, data-based accountability, effective teaching, outcome-based funding, and school choice—to improve the quality of education for Sunshine State students.

Criteria

The applicant has included effective methods for incorporating one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read and Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

CHARTER SCHOOL ASSURANCES


FISCAL AGENCY: Broward County School Board



NAME OF ORGANIZATION OR ENTITY: BridgePrep Academy of Broward

ADDRESS: TBD

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	2-4 7-10	
2. A description of how the charter school will be managed.	4-7, 10-15	
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	15,18-21	
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33,F.S	Section 1002.33,F.S
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	21-23	
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33,F.S	Section 1002.33,F.S
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	NA	
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	101S	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	21-23	
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial 	

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.		
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	Yes	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	x	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	x	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	x	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	x	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	x	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	x	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	x	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	x	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	x	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):



Signature of Authorized Representative

03-02-16

Date Signed

CHARTER SCHOOL ASSURANCES


FISCAL AGENCY:



NAME OF ORGANIZATION OR ENTITY: BridgePrep Academy of Broward

ADDRESS: TBD

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4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33,F.S	Section 1002.33,F.S
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	21-23	
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33,F.S	Section 1002.33,F.S
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	NA	
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	101S	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	21-23	
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial 	

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.		
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		

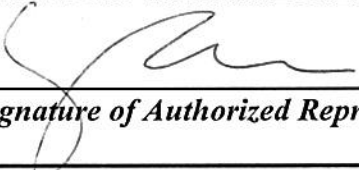
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ASSURANCES	Yes	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	x	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	x	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	x	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	x	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	x	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	x	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	x	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	x	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	x	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):



Signature of Authorized Representative

03-02-16

Date Signed

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)" and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--


A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug free workplace;

<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (street address, city, county, state, zip code) TBA</p>	<p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here. Drug-Free Workplace (Grantees who are Individuals) As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>
<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>
<p>NAME OF APPLICANT</p>	
<p>Bridgeprep Academy of Broward</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p>	
<p>Yeneir Rodriguez-Padron</p>	<p>DATE SIGNED</p>
<p>SIGNATURE </p>	<p>03-02-2016</p>

GEPA Plan

Bridgepoint Academy Broward County

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382 **Bridgepoint Academy Broward County** will take effective steps to ensure equitable access to, and participation of students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, or age.

Some examples of the steps **Bridgepoint Academy Broward** will take in order to ensure equitable access and participation of all potential beneficiaries are as follows: The school will:

- Translate important documents related to parental communication such as enrollment materials, progress reports, newsletters and memos for English Language Learners into Spanish and other languages to serve the population of our families.
- Hold Governing Board meetings, teacher and parent meetings in the school in a location where those with disabling conditions requiring the use of a wheelchair can attend.
- Give students requiring special education services and/or English Language Learners instruction Through the use of ELL and ESE certified teachers in a unique bilingual, bi-literate and bi-cultural curriculum.
- Admission applications will be available in English and Spanish.
- The school will post materials in location of public access, including the school lobbies or common areas, as well as the school's website.

Attachment K

Florida Public Charter School Grant Program
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses, **such as indirect costs**, from a sub-grant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold **indirect costs** from the sub-grant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold indirect costs from the sub-grant.

By signing this form I understand that I, as the authorized representative of the charter school (eligible sub-grant applicant), am under no obligation to agree to allow the sponsor to withhold **indirect costs** from the charter school's federal Charter Schools Program (CSP) sub-grant award.

I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the **indirect cost** fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

The **indirect cost rate** used for each new award letter will be the current negotiated rate between the district (sponsor) and the Department.

Name (please print)

Date

Signature

Title