



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Renaissance Charter School at Plantation

CHARTER SCHOOL LOCATION NUMBER: 5023 **GRADES SERVED:** K – 8 **DATE:** December 18, 2015

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

NAME OF GOVERNING BOARD: Renaissance Charter School, Inc.

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

CONTACT PERSON: Lori Butler

TITLE/RELATIONSHIP TO GOVERNING BOARD: School Principal

MAILING ADDRESS: 6701 West Sunrise Boulevard, Plantation, FL 33313

PRIMARY TELEPHONE: 954-556-9700

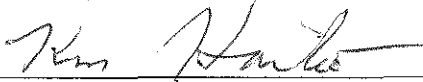
ALTERNATE TELEPHONE: _____

E-MAIL ADDRESS: lbutler@plantationcharter.org

NAME OF EDUCATION SERVICE PROVIDER (if any): Charter Schools USA

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

Ken Haiko
Printed Name


Signature

Chairman
Position/Title

December 18, 2015
Date

Broward County Public Schools Charter School Renewal: Indicators and Standards

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

- Educational Performance
- Financial Performance
- Organizational Performance

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

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

Important Reminders

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

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

TABLE OF CONTENTS

(Revise Table of Contents to accurately reflect page numbers of final draft, including appendices.)

Section	Page
Educational Performance	4
Federal Accountability	
State Accountability	
Mission-Specific Accountability	
Educational Program Implementation	
Financial Performance	30
Financial Management	
Financial Viability	
Organizational Performance	34
Student Enrollment and Conduct	
Facilities	
Governance, Staff and Parents	
Appendices	45
Educational Performance	
Financial Performance	
Organizational Performance	
Documents on File	

EDUCATIONAL PERFORMANCE

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

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

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

Indicator: AYP/AMO School Improvement Status

Renaissance Charter School at Plantation (RCSP) has not been identified for School Improvement.

Indicator: AYP/AMO Attainment

Based on RCSP’s demographics, Annual Measurable Objectives (AMO) results are reported for all students in the following subgroups: All students, Black/African American, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged. RCSP has consistently provided rigorous instruction and held students and teachers to high standards and expectations. We will improve our AMO attainment status through implementation of the Education Model (described further in this renewal) and by providing appropriate instructional, social, and emotional support for all of our students. Our Education Model is based on data-driven instruction and personalized learning experiences tailored to meet the needs of every child.

Table 1

Renaissance Charter School at Plantation	
Year	Percent Targets Met
2012	N/A
2013	71%
2014	7%

Table 2

Annual Measureable Objectives Attainment								
Renaissance Charter School at Plantation								
2013	Reading % Scoring Satisfactory 2013	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Math % Scoring Satisfactory 2013	Target AMO Math	Met Target Math	Safe Harbor, Math
ALL STUDENTS	64	61	Y	NA	66	60	Y	NA
BLACK/AFRICAN AMERICAN	59	51	Y	NA	61	49	Y	NA
HISPANIC	65	73	N	N	70	69	Y	NA
WHITE	74	70	Y	NA	72	79	N	N
ENGLISH LANGUAGE LEARNERS	31	36	N	N	38	48	N	N
STUDENTS WITH DISABILITIES	26	25	Y	NA	47	34	Y	NA
ECONOMICALLY DISADVANTAGED	60	57	Y	NA	62	55	Y	NA
2014	Reading % Scoring Satisfactory 2014	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Math % Scoring Satisfactory 2014	Target AMO Math	Met Target Math	Safe Harbor, Math
ALL STUDENTS	58	64	N	N	47	63	N	N
BLACK/AFRICAN AMERICAN	53	55	N	N	41	53	N	N
HISPANIC	64	75	N	N	54	72	N	N
WHITE	66	73	N	N	57	81	N	N
ENGLISH LANGUAGE LEARNERS	31	42	N	N	37	53	N	N
STUDENTS WITH DISABILITIES	36	32	Y	NA	29	40	N	N
ECONOMICALLY DISADVANTAGED	53	61	N	N	44	59	N	N

Please see **Appendix A** for FCAT Data, **Appendix B** for FSA data, **Appendix C** for past AMO attainment data, and **Appendix D** for EOC data.

Indicator: Sub-groups Attainment of AYP/AMO

In 2013, 71% of subgroup AMO targets were met. While we saw a decline in many AMO target subgroups in 2014, Students with Disabilities exceeded their 2014 Reading target by 4% points. Please refer to Table 2 above for information regarding sub-groups attainment of AYP/AMO.

In effort to help our students performing below grade level in grades K – 5, we have implemented a Walk-to-Read block in which students are placed in flexible groups according to their skill needs. During this time, students receive targeted instruction in the areas of need according to their NWEA results. These groups are updated after every benchmark assessment period to ensure students are placed appropriately.

Additionally, monthly parent meetings, referred to as Parent Universities, are held to introduce parents to grade-level standards, current data results, and strategies to assist their children at home.

Our students use two online programs, Reading Plus and Think Through Math, during school and at home to further develop and practice their reading and math foundational skills. Our middle school students receive daily intensive instruction in reading and math in addition to their core classes.

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
State Accountability	FCAT 2.0 achievement FSA EOC	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science).	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	School Grade	The school obtained a school grade of “C” or above.	<ul style="list-style-type: none"> FLDOE School Grade, prior 5 years (Appendix E) FLDOE Report Card, most recent year (Appendix F)
	School Improvement Rating (SRI)	The school has been identified as Improving (I) in the areas of Reading and Math.	<ul style="list-style-type: none"> SIR designation, prior 5 years (Appendix G)
	Annual Student Gains	Students are making one-year’s worth of growth annually in Mathematics and Reading.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D) Progress Monitoring (Appendix H)
	Annual gains of students achieving in the bottom 25%	Fifty percent (50%) of students make one-year’s worth of growth.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D) Progress Monitoring (Appendix H)
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	Relative Performance	The school’s performance meets or exceeds the performance of schools with closely comparable student populations.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	Graduation Rate	The school’s graduation rate meets or exceeds the school’s graduation rate goal	<ul style="list-style-type: none"> Graduation rate (Appendix I)

In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school’s plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices.

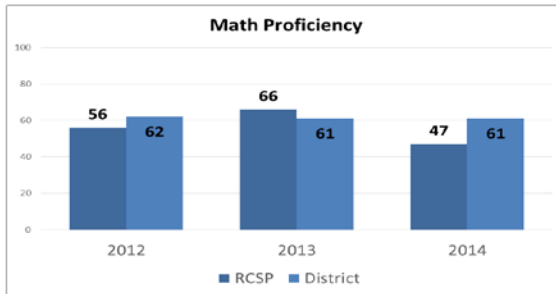
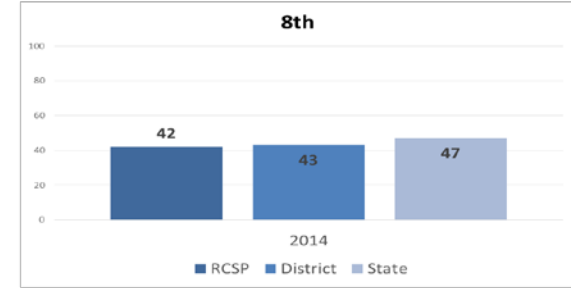
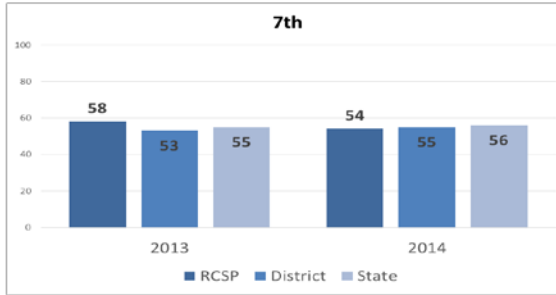
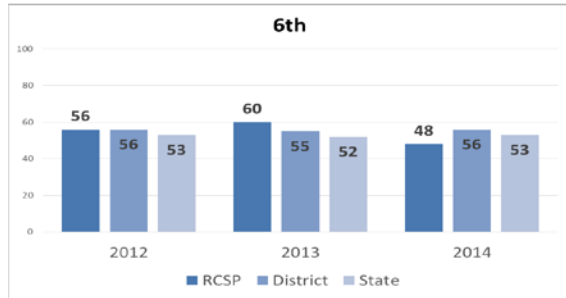
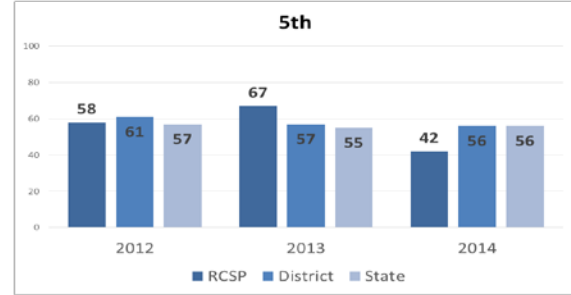
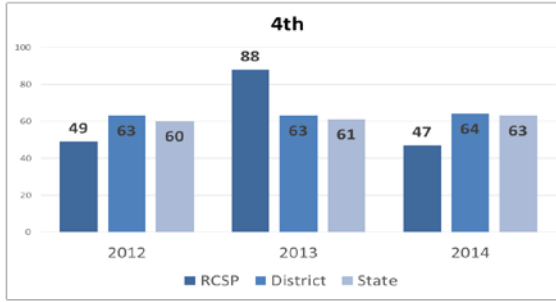
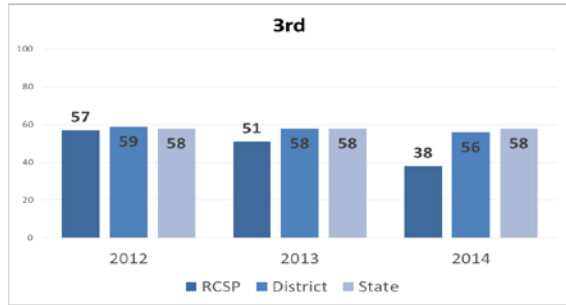
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

We offer a dynamic and innovative Education Model that sets high expectations for the school and its students. We participate in all applicable components of the Florida State Accountability System as required by Florida Statute, as well as any other age-appropriate research-based assessments required by the State of Florida. Stakeholders, consisting of parents, teachers, administrators, and board members, analyze prior year student performance trends and establish measurable goals for the current school year.

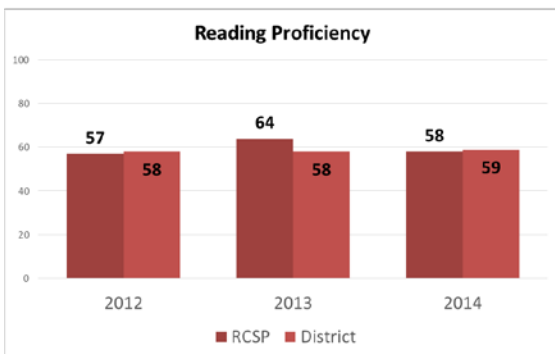
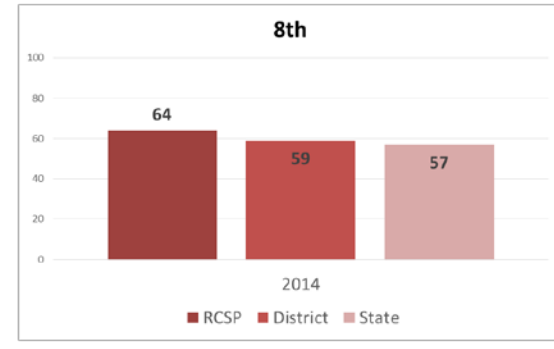
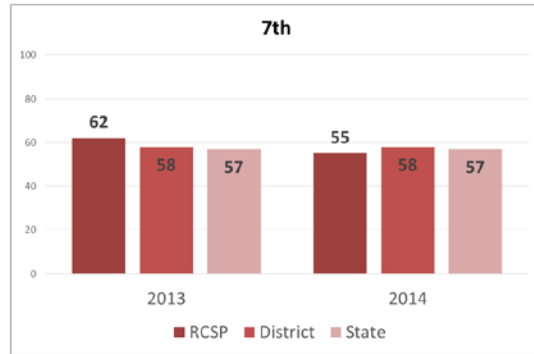
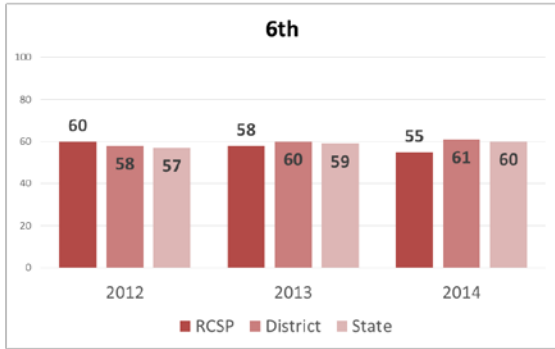
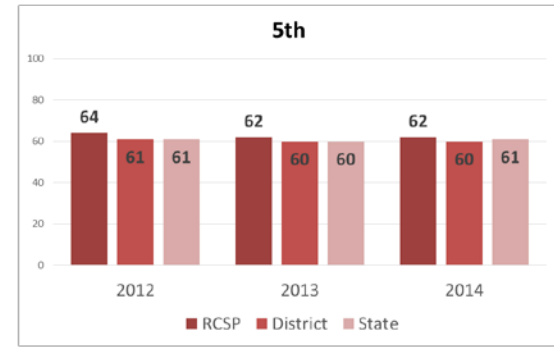
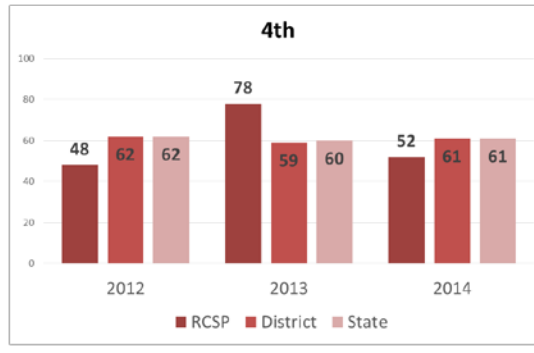
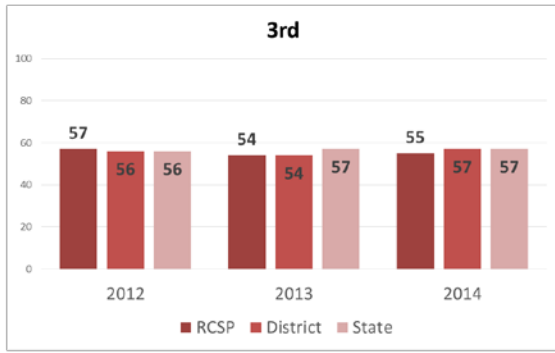
Our students have made gains in reading, mathematics, science, and writing as demonstrated by the yearly FCAT results. As a Title 1 school, we have earned the school grade of “B” for the 2013-2014 school year.

Indicator: FCAT 2.0 Achievement

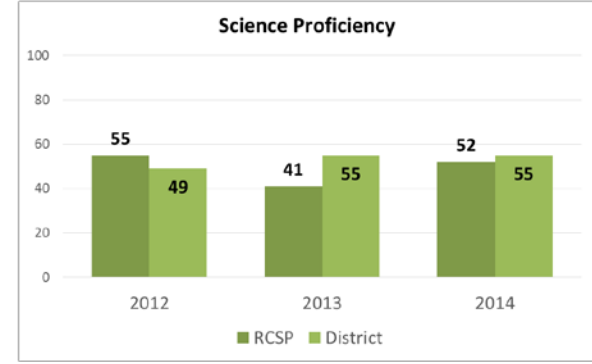
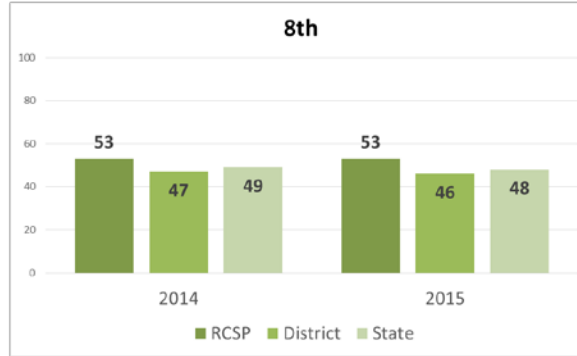
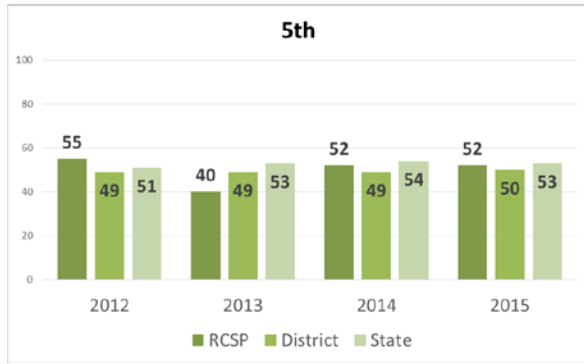
Math



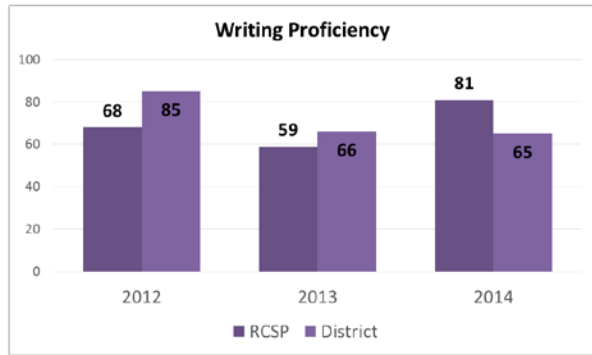
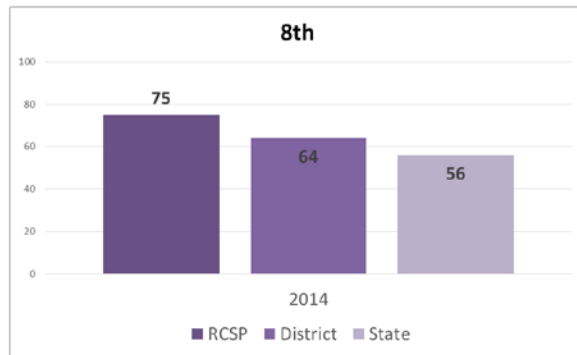
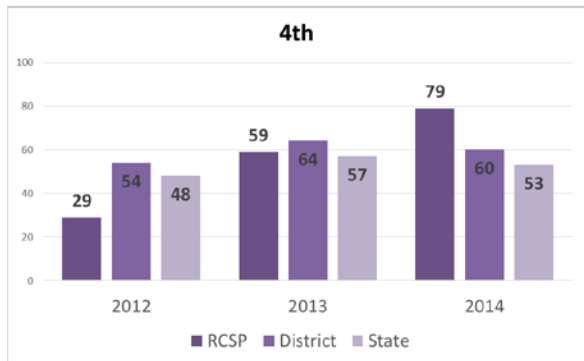
Reading



Science

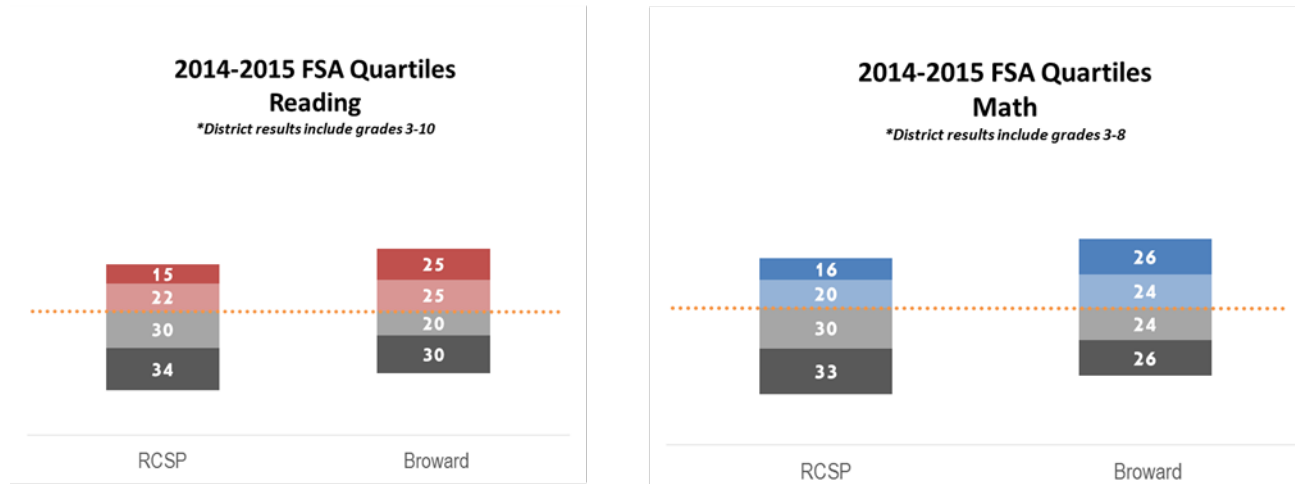


Writing



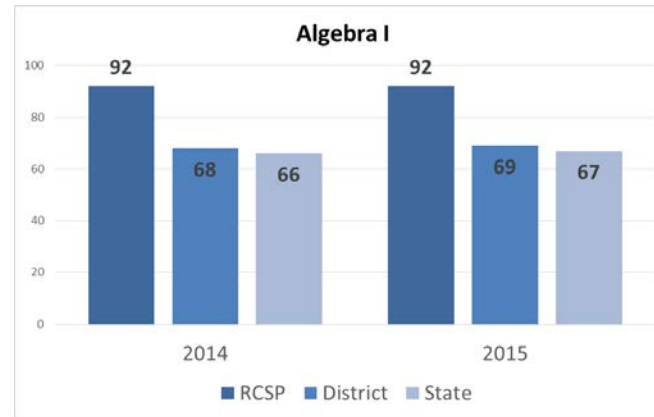
Eighth grade science and writing scores have consistently outperformed district and state results. An upward trend in achievement was observed in 5th grade science and 4th grade writing.

Indicator: FSA



The graphs above show the percent of students in each quartile on the 2014-15 FSA assessments in ELA/reading and math. In ELA/reading, 64% of our students were performing in the lowest two quartiles (light and dark grey bar segments) with only about 37% of students performing at or above the state norm (red-shaded bar segments above the orange 50th percentile line). In math, 63% of our students scored below the 50th percentile, with 36% scoring at or above the 50th percentile. In both ELA/reading and math, our FSA performance was below that of the Broward County average. This trend is consistent with prior-year performance at our school, where many students come to school below grade level but exceed the learning gains of the district. With our continued focus on progress and growth for every student, we anticipate to once again exceed expectations on learning gains when they are published in 2015-16.

Indicator: EOC



Based on the needs of the student population, we offered Algebra 1. Algebra 1 EOC achievement was significantly higher than both Broward County and the state as a whole in 2014 and 2015, finishing at least 23% points higher than district and state outcomes in 2014.

Indicator: School Grade

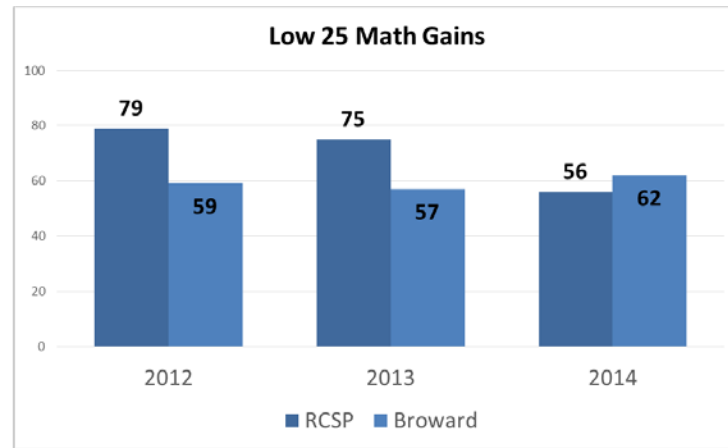
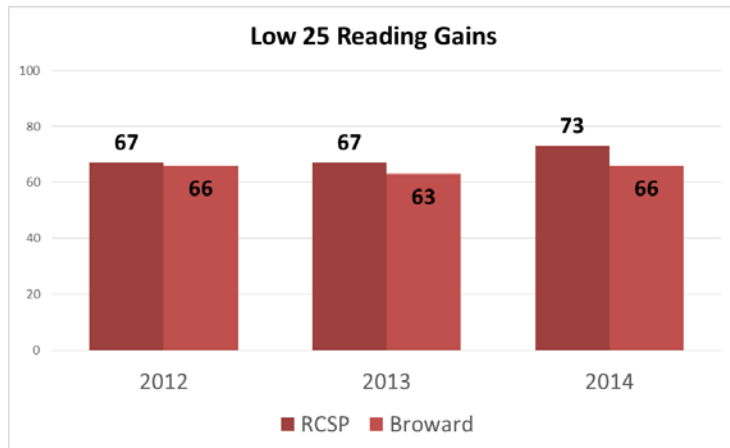
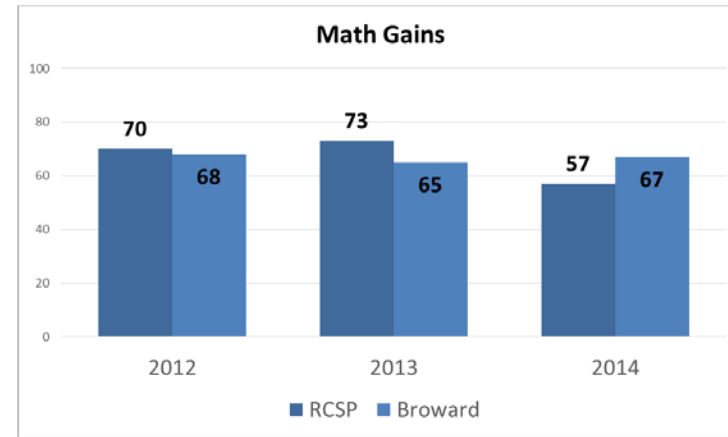
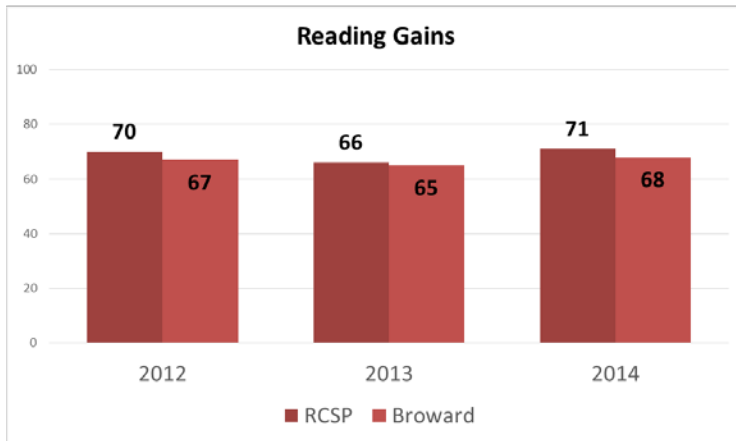
		Historical School Grade				
		2010	2011	2012	2013	2014
RCSP		--	--	B	B	B
Broward County		A	A	B	C	B

We earned a grade on-level with or above Broward County’s for all reported years. We earned a school grade of “B” for all years that we operated. The FLDOE School Grade can be found in **Appendix E**. The FLDOE Report Card for the 2014 school year can be found in **Appendix F**. Based on our success, we are requesting that our charter contract be renewed for a 15-year term.

Indicator: School Improvement Rating (SIR)

We have not been identified for School Improvement.

Indicator: Annual Student Gains / Annual Gains of Students Achieving in the Bottom 25% / Percent of Students Tested

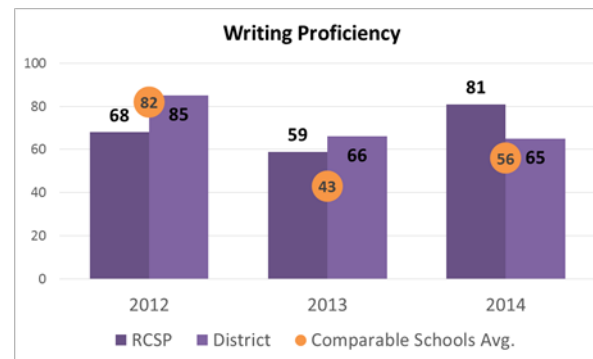
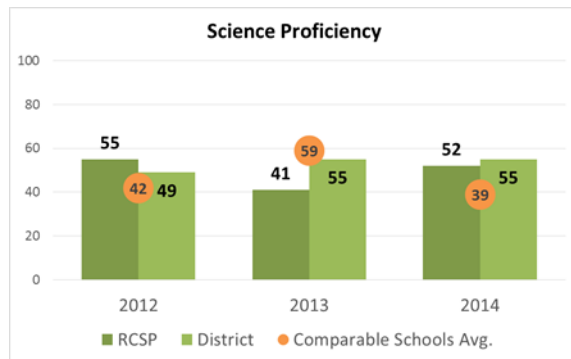
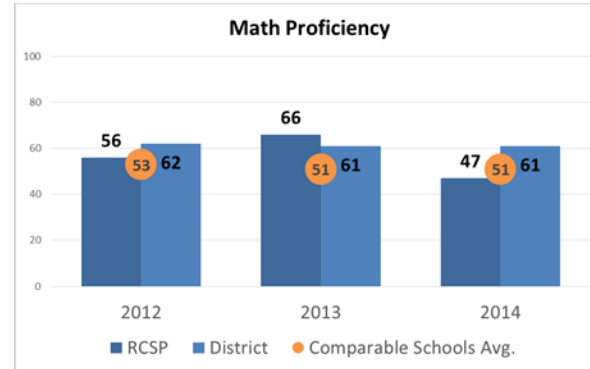
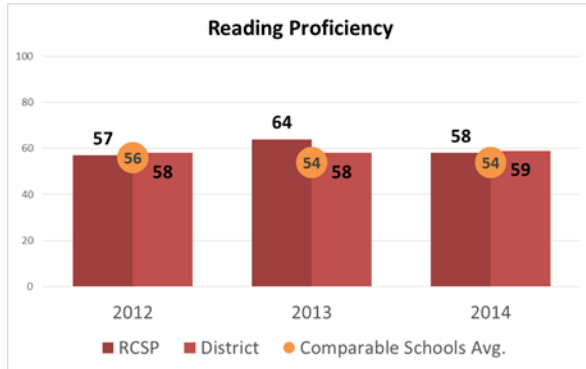


Reading gains for our school outpaced district-area schools for all reported years. Math gains and reading gains among the lowest quartile exceeded Broward County 2 out of the last 3 years.

Indicator: Relative Performance

The following Broward County schools were determined to be comparable based on the FRL and minority rate as reported in the most recent release of school grades (2013-14):

- Mirror Lake Elementary School
- Pines Lakes Elementary School
- Westpine Middle School





In 2014, our relative achievement and gains were equal to or greater than comparable schools for 5 out of 8 school grade categories. Writing proficiency had the greatest difference, with RCSP holding a 24-point advantage over comparable schools in 2014. Reading and science proficiency also exceeded comparable schools in 2014. Our learning gains in reading and learning gains among the lowest quartile in math exceeded that of comparable schools in the most recent year (2014).

Indicator: Graduation Rate (If Applicable)

This indicator is not applicable.

While our teachers are utilizing numerous research-based curriculum resources in all subject areas, we realize we can do a better job of providing all students with targeted opportunities to develop their skills. Our teachers analyze student achievement data in weekly data chats, work with students to set goals based on that data, and create Personal Learning Plans (PLPs) that are shared with all stakeholders.

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

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

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

Indicator: Achievement of School/Mission-Specific Goals

Our mission is to create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

We achieve our mission by implementing a standards-based approach to learning that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC). High-yield instructional strategies are used to deliver the Florida and Common Core State Standards in a culture focused on guiding our students to greatness.

At RCSP, all leaders and staff are collectively accountable for a high standard of student learning. Our curriculum, instruction, and assessments are continuously monitored and adjusted to ensure alignment with our school's goals. All school goals have measureable performance targets, which include action planning to identify measurable objectives, strategies, resources, and timelines for achieving the goals.

Our personnel maintain the use of a suite of comprehensive assessments that produce data from multiple assessment measures. This includes locally developed and standardized assessments that target student learning and overall school performance. This system ensures a consistent measurement across all classrooms and courses. This continuous process is used to determine verifiable improvement in student learning, including student readiness for success at the next level.

In addition, as part of the collaborative 2015-2016 strategic planning process between our school, Renaissance Charter School, Inc., and Charter Schools USA (CSUSA), the following initiatives are planned to be implemented in the school:

2015-2016

- Incorporate grade level writing standards into all content areas.
- Provide targeted math learning opportunities for K - 8 students.
- Extend Science learning opportunities for 3 - 8 students.
- Improve stakeholder experience by increasing opportunities to engage in the school's purpose and mission.
- Increase staff recognition efforts.

2016-2017

- Develop and implement 6 - 8 STEM program initiative.
- Implement 6 - 8 intervention plan.

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

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

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

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

Indicator: Implementation of the School's Mission

RCSP provides a strong commitment to high-yield instructional strategies, which include a focus on rigor, depth, and the intent of the standards. The goal of the implementation of the high-yield strategies is to teach students to understand what they learn through systematic, direct instruction of the standards.

We place an emphasis on the utilization of a wide range of media and informational resources to support the school's educational programs. For example, teachers use Promethean Boards to create interactive learning for students in the classroom; students are given access to instructional software; and a parent-oriented student information system is available to keep parents informed of their child's progress.

We provide services that support the counseling, assessment, referral, and educational needs of all students. Students have access to a Guidance Counselor, Student Services Coordinator, and Speech Pathologist. Likewise, we can refer students to a school social worker, as well as outside counseling services. Furthermore, we have implemented positive behavior initiatives, such as project PUMAS R.I.S.E. (Reaching Intellectual and Social Excellence), as well as leadership programs that offer leadership training to middle school students. Lastly, we offer enriching academic programs, such as Great Explorations in Math (GEM), which provide accelerated math honors curricula to high-performing middle school students.

Indicator: Implementation of Curriculum and Instructional Techniques / Data-Driven Decision Making

Education Model

We achieve our mission by implementing a standards-based approach to learning that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC). High-yield instructional strategies are used to deliver the Florida and Common Core State Standards in a culture focused on guiding our students to greatness. This ensures that our school will have a positive effect on students as we are providing all students with high-quality, rigorous instruction. The research behind the GVC comes from the work of Robert Marzano, who articulates that the GVC is primarily a combination of the factors “opportunity to learn” and “time.” We are using the GVC to guarantee academic excellence and steady academic progress in every classroom as students build their knowledge and skills from one year to the next. The individual components of the Education Model are described below:

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom level and individual student level goals.

Our school personnel maintain the use of a suite of comprehensive assessments that produce data from multiple assessment measures. This includes locally developed and standardized assessments that target student learning and overall school performance. Additionally, in the areas of ELA and mathematics, a nationally normed, computer-based assessment provided by the Northwest Evaluation Association (NWEA) is administered to all students. This system ensures a consistent measurement across all classrooms and courses. This continuous process is used to determine verifiable improvement in student learning, including student readiness for success at the next level.

Component 2: Data-Driven Instruction

All leaders and staff are collectively accountable for a high standard of student learning. As a result, we analyze baseline data and align our professional development accordingly. All staff have the opportunity to share their feedback and professional needs via surveys to ensure our professional development offerings match their needs. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. All instructional staff participate in weekly data chat meetings to analyze the data and assist teachers with action planning. Teachers build Instructional Focus Calendars (IFCs) based on the data to ensure concepts are spiraled to support student mastery. Using this innovative approach of data-driven instruction and ongoing teacher support around meeting the needs of each student, we ensure a

culture of continuous improvement and increased student achievement. While the core segments are consistent, the instructional methods are dependent on the needs of the individual student as revealed by the data. Rather than a one-size-fits-all approach, innovative learning methods are utilized, and range from any or all of the following strategies:

- Student-centered Learning
- Blended Learning
- Marzano’s Thirteen High Probability Instructional Strategies
- Cross-Curricular Instruction and Learning
- Multiple Intelligences
- Project-based Learning
- Cooperative Learning

Component 3: Assessment

Our Curriculum Resource Teachers (CRTs) generate calendars for school-wide diagnostic, progress monitoring, and state assessment administration at the beginning of the year. This information is then shared with the entire staff in order to support testing preparation and implementation. Assessment administration procedures are in place to ensure all testing protocols are followed.

After data-driven instruction, formative assessments are given to determine areas of growth and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the Education Model. Formative assessments, in particular, provide a systematic and regular measurement of students’ progress in the classroom, and are the processes used to drive instructional practice. Summative assessments provide students with multiple opportunities to demonstrate standards mastery. Each teacher uses classroom assessments from our school’s resources. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback of student performance on grade-level standards is then given to establish individualized goals for all students (Marzano). To provide additional feedback in the instructional decision-making process, we use school-wide assessments, including NWEA, CMA, and Running Reading Records (K – 2).

Component 4: Grading

Grading of formative assessments is conducted through the electronic grade book in the student information system. Formative assessments are graded at the most specific level of the NGSSS and Florida Standards to facilitate data collection. As the data is collected, it is displayed within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

We implement a unique philosophy that requires academic grades to only reflect mastery of the grade-level standards. In order to ensure integrity, academic grades only reflect work completed in class. Work completed outside of the supervision of the teachers, such as homework, can be included in a practice grade, but not a mastery grade. The student grade book includes practice grades and mastery grades, but only the mastery grades are considered part of their final overall academic grade.

Students are not graded based on behavior that is tied to an assignment. For example, students are not academically penalized for turning in an assignment late. However, they do receive a behavioral consequence for turning in work late because they did not follow the teacher's directions. The same principle applies for cheating. Students receive a behavioral consequence if caught cheating, and are required to take a new, different assessment to measure mastery.

Grading a student's work solely on the standard that was taught allows us to have a true indicator of the proficiency level of students, as grades are not skewed by non-academically related aspects. To support academic success, students are given multiple opportunities to practice what is taught in order to demonstrate mastery. Communication is key in order for this philosophy to be effective, therefore students will receive timely feedback on their work. This allows for clear understanding of how they demonstrated learning effectively, or what can be done to improve the next time they are assessed a standard. Parents have real-time access to grades in the electronic grade book via PowerSchool. Further, teachers frequently communicate with families before a report card is issued to address any concerns about students who are failing their assignments.

Component 5: Reporting

Reporting in the student information system gives us the capability of disaggregating data by individual student, class, and grade level. It also offers teachers, parents, and student's online access to student data. Student achievement data is included in each student's file and makes year-to-year evaluation and tracking of benchmarks more efficient. It also provides all stakeholders with information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of our Education Model is the fact that teachers do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher re-teaches, either by whole-class or small-group instruction, until all students have mastered the standard. These decisions are determined through data chats and team meetings and guide the standards that are taught by using Instructional Focus Plans (IFP), which is a data-driven calendar.

Throughout the year, as part of professional development, a member of our leadership team leads data chats, in which teachers meet in grade levels to analyze students' data to ensure that they have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting, and are a part of the driving force that has motivated the teachers at our school to be committed to the growth of our students.

After analysis of data is conducted, teachers (in conjunction with the administrative team), plan together and schedule learning objectives aligned to the IFP. This calendar is developed based on the data provided in the Item Analysis Report for each Common Monthly Assessment, which teachers analyze to determine the standards that need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. The IFP is a spiral review and has a designated section of time within each

instructional block, thus it does not take away from the instructional time designated for new content. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are required to post and track results within the classroom to motivate and challenge their students.

In order to meet the needs of our students, teachers follow the Education Model and data-driven decision making with regard to the instructional strategies used within the classroom. Teachers use various strategies to reach all learners, such as cross-curricular instruction, blended learning, project-based learning, and others. The core instructional strategies used at our school include Marzano's thirteen high probability instructional strategies, as well as the content strategies for Design Questions 2, 3, and 4. These strategies greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures, and instructional strategies implemented in their classroom is a technique that assists them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student-learning needs. The thirteen strategies that yield the highest learning gains when implemented effectively include:

- Tracking student progress and using scoring scales
- Setting goals/objectives
- Building vocabulary
- Identifying similarities and differences
- Interactive games
- Summarizing
- Note-taking
- Nonlinguistic representations
- Student Discussion/Chunking
- Homework
- Practice
- Effort and Recognition
- Graphic Organizers

Listed below are measurement tools used for assessment purposes to monitor progress throughout the year. These are used to determine the progress of students with regard to mastery of the standards, and reaching a level of proficiency on the FSA/FCAT 2.0. The listed assessment tools do not preclude us from incorporating other measures that may be determined necessary to support our mission.

- NWEA Interim Assessments: Include three administrations in the areas of ELA, mathematics, and science. The NWEA assessments are nationally normed, Common Core-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).

- NWEA MAP: Tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; as a student responds to questions, the test difficulty adjusts to the level of the student.
- NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required 5th grade and 8th grade. In efforts to further prepare our students, we also administer the MAP for Science to 4th grade and 7th grade.
- Common Monthly Assessments: Assessments provided by CSUSA, created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This provides a uniform tool to all schools in the network to monitor progress more frequently between interim assessments administered by NWEA.
- Instructional Focus Plan Assessments: Tests typically given every week and aligned to specifications of Florida Standards and NGSSS. They measure mastery of competencies within the GVC. IFP instruction and assessment match the skills and concepts each class needs to work on in order to reach mastery.
- Weekly Standards-Based Assessments: Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each assessment measures the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These are teacher-created or from purchased resources and are used in all subjects. Students are assessed on a regular basis using a variety of assessment tools and strategies. Teachers in grades K – 5 use assessments from the Wonders reading curriculum resource, Envision 2.0 math resources, teacher-created assessments, IFC assessments, exit tickets, and other informal assessments. Each assessment, regardless of the content area, measures the student's mastery of the standards.
- Broward County Assessments for Primary Grades: These mid-year/end-of-year assessments are used for primary grades that are not administered FCAT 2.0/FSA assessments.

Indicator: Implementation of Specialized Instruction for Students, Particularly for Students Below Grade Level

Tailoring instruction is crucial for the success of the student population, as students enter our school at various levels. We use innovative, differentiated instructional methods, which utilize research-based instructional strategies, such as Marzano's thirteen high probability teaching strategies mentioned previously. Teachers can differentiate in three ways: (1) with the content students are learning; (2) the process in which the material is being taught; and (3) the product that is developed to demonstrate learning.

Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text, yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity and ability level.

- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting, and adjusting content, process, and product to meet student needs.

When students are not performing at expected levels, procedures are in place to ensure those students are properly identified and placed into appropriate intervention programs to get back on track for success. We follow the Response to Intervention (RtI) tiers listed below.

- **Tier 1: Standards-Based Classroom Learning:** All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.
- **Tier 2: Needs-Based Learning:** In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, and on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- **Tier 3: SST-Driven Learning:** In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted, research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

Depending on which tier the child falls under, we implement various interventions and increase the amount of instructional minutes provided. The following interventions are available:

- Differentiated RtI Block: Students are placed in various classes for a block of time to receive targeted instruction in either reading, math, or science, depending on their levels and skill deficiencies.
- Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
- Tutoring/Extended Day: After-school small-group instruction utilizing a separate curriculum to reach the needs of students performing below-grade-level.

The RtI block is provided to students for a set amount of time each day, but other interventions may be increased or decreased depending on the amount of support the child needs. For example, students can attend Saturday tutoring sessions or have multiple push-in/pull-out sessions during the week to catch up to grade level.

Supplemental Intervention Reading Program

Based on diagnostic assessments and benchmark data, students receive additional instruction and practice on identified skills. Teachers provide additional instruction during the student's intensive reading course.

Resources used to support instruction are reviewed and updated as necessary to best meet the needs of the students, such as:

- Wonders Tier 2 Reading Intervention Lessons
- Reading Eggs
- Triumph Learning
- Fountas and Pinnell Leveled Readers and Sight Words
- Wonders Intervention Skill-Based Lessons
- NWEA Grade Level Vocabulary
- Reading Plus

For a list of all the resources used, please see the Reading Plan in **Appendix M**.

Comprehensive Intervention Reading Programs

The teachers meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level, through additional instructional minutes using a research-based intervention program. Students receive targeted instruction, based on need, in our daily Walk-to-Read block. Progress monitoring occurs regularly to ensure students' needs are being met and the groups remain fluid. Students receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade-level expectations. Students are not pulled out of core subjects for extra reading instruction, but may be pulled out during non-required electives. There is also the opportunity for push-in support within the classroom. Resources used by the teachers are constantly reviewed and updated as necessary to best meet the needs of the students.

Table 3 and Table 4 describe a progressive plan, which meets ELA requirements, to increase instructional minutes in reading to ensure that students achieve mastery of grade-level expectations. Please see **Appendix M** for the most recent submission of our Comprehensive Reading Plan.

Table 3

Progression Plan of Instructional Minutes K – 5		
K – 5 On-Grade-Level Instructional Plan	K – 5 Strategic Instructional Plan	K – 5 Intensive Instructional Plan
90-minute uninterrupted reading block	90-minute uninterrupted reading block	90-minute uninterrupted reading block
60-minute language arts block	60-minute language arts block	60-minute language arts block
	30-minute intervention/enrichment block	30-minute intervention/enrichment block
		90-minute tutoring session three times per week

Table 4

Progression Plan of Instructional Minutes 6 – 8		
6 – 8 On-Grade-Level Instructional Plan	6 – 8 Strategic Instructional Plan	6 – 8 Intensive Instructional Plan
104 minutes ELA	104 minutes ELA	104 minutes ELA
	52-minute intensive reading class	52-minute intensive reading class
		90-minute tutoring session three times per week

To ensure students are receiving appropriate support, Progress Monitoring Plans (PMPs) are created to provide students, parents, teachers, and administrators with specific academic intervention information for students performing below grade level. The PMP lists students' areas of academic weakness and describes interventions that can be implemented. Each student meeting the criteria for Tiers 2 and 3 must have a PMP. The PMP is reviewed by all stakeholders after at least 12 weeks of instruction in order to assess whether implemented strategies are increasing student achievement in the identified area. We use the following assessments to monitor the progress of these students who are performing below grade level: NWEA, Fountas & Pinnell Reading Running Records, Common Monthly Assessments, teacher created assessments aligned to the Florida Standards Assessment Test Specifications, and DAR. All elements of progress monitoring are shared with parents through the report card, tracking folders, and data conferences (conducted at least quarterly). Parents have the option to schedule conferences as needed with the teacher. This connection between home and school enhances the student's ability to achieve annual progress.

Tutoring

Our tutoring program is held on Monday, Tuesday, and Thursday after school from 3:30 – 5:00 p.m. The program targets students who are performing below grade level based on NWEA results. On Monday, the tutoring program focuses on enhancing the use of reading strategies to raise reading comprehension levels with some incorporation of science passages alternating from literacy analyses and informational text. Tuesday focuses on developing the writing skills of our students, and Thursday focuses on math concepts and strategies.

Our tutoring plan also consists of Saturday tutoring from 9:00 a.m. – 12:00 p.m. Saturday tutoring targets our “bubble” students (students slightly below grade-level). This plan focuses on reading and math with writing integrated into the lessons. The reading tutoring curriculum alternates between reading comprehension and writing every other Saturday.

Intervention Session

One way that students receive targeted instruction based on their needs (aligned with our RtI model) is through push-in/pull-out instruction. Certified teachers are trained on the intervention programs and are available to pull-out or push-in with students who are below grade level. They follow a particular schedule each week to make sure students are receiving additional instruction aligned to the table above. Classroom teachers communicate with the support staff in order to increase awareness of the current ability and skill levels of the students.

Indicator: Implementation of an Exceptional Student Education (ESE) Program

We provide quality ESE services for eligible students as defined in the school's contract and as required by applicable law. Students entering the ESE Program benefit from the implementation of our Education Model, which is beneficial in meeting the needs of exceptional students and students who enter the school below grade level. We provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all district, state, and federal guidelines; the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

Based on current levels of enrollment, our present ESE Department consists of an ESE Specialist and two ESE-certified teachers. There are additional teachers on staff who also hold ESE certification and function as assigned classroom teachers. All teachers must take the required ESE courses to renew their certification. In addition, we strongly encourage all of our instructional staff members to enroll in courses specific to the ESE population. Lastly, the school contracts with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy, occupational therapy, and mental health counseling.

Students who have been identified and qualify for a Gifted Education Program each have an Educational Plan written at least every two years, which includes a statement of the present levels of educational performance of the child; a statement of goals, including measurable short-term instructional objectives; a statement of the specific services to be provided to the child; and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the goals are being achieved. Annually, in the Spring, the Cognitive Abilities Test (CogAt) assessment is administered to all 2nd grade students to determine gifted education eligibility. Students in grades 3 – 8 are assessed using the Kauffman Brief Intelligence Test (KBIT). In addition, when a child performs well above average in an academic area, our school psychologist will review the child's academic performance and determine if further evaluation is recommended.

Each quarter, our gifted teacher works in conjunction with the teachers of record to analyze the benchmark/NWEA test results of our gifted student population. After determining enrichment areas, teachers work with the GVC to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark/NWEA tests. Within the effective gifted education program, there is a focus on setting student goals that are high but achievable, regularly reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weakness. In addition to continuously monitoring the Educational Plans of our gifted students, these students are pulled out regularly to receive additional hands-on, rigorous instruction by a certified gifted teacher.

At the end of the year, several sources of data are considered in evaluating our services to gifted students. State assessment data, benchmark/NWEA data, and classroom assessment records are analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

For middle schools students, we track enrollment and successful completion of high school math and foreign language classes while still in middle school to measure effectiveness. This data is used to revise the GVC, when needed, to further motivate, challenge, and prepare our gifted students. Our effectiveness in serving ESE students is evaluated on a continuous basis in several ways. The first way is for the ESE teachers and the general education teachers to meet as a team, on a quarterly basis, to review progress notes on the students that they serve to determine if

they are meeting the goals and objectives of their IEPs. During this meeting, all IEP accommodations are reviewed in order to ensure that they are being applied in the general education setting. This ensures that the focus is on every student's progress, by all teachers who service special education students within the school. Each year, the administration, faculty, and staff review all special education student data to ensure that the entire ESE program is focused on student achievement. State assessment data, Common Core-aligned assessments, and AMO data are used to evaluate the progress of our special education students.

Indicator: Implementation of an English Language Learners (ELLs) Program

We provide effective services for English Language Learner (ELL) students as defined in the school's contract and as required by applicable law. Teachers use English for Speakers of Other Languages (ESOL) strategies inside the classroom. Our teachers document the use of ESOL strategies and accommodations in their lesson plans for their ELL students, as indicated on our Annual Monitoring Visit, conducted on June 22, 2015. The district's Annual Monitoring Visit sheet is **on file** as described in the renewal application instructions. We use the ESL Reading Smart program to supplement and aid our ELL students in the acquisition of learning the English language. Our staff is also comprised of some dual language teachers in both Spanish and Creole.

The mission of the ESOL program is to prepare and successfully equip ELL students of different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement, in accordance with the policies and procedures of the State of Florida and the Broward County School District, serve students identified as having limited proficiency in English.

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. Please see **Appendix W** for a sample school registration packet, which includes the Home Language Survey. Those students whose parents respond affirmatively to any of the survey questions are referred to the ESOL coordinator for language screening. Parents are advised that the student will need an aural/oral language assessment (the IDEA Proficiency Test) of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school. To ensure that the reading/writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and writing subtests are administered to students identified in grades K – 8.
- This testing is completed within 20 days of the identification of the student. Broward County School District ESOL Program staff inform our ESOL coordinator of the results to ensure appropriate student placement is made.

In order to promote both literacy and proficiency, the ESOL program provides ELLs with English language development instruction that is age and grade appropriate, and tailored to the student's English proficiency level. ELLs are in a climate that promotes not only listening, speaking, and reading skills, but also writing skills. ELLs receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

We offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Mainstream/inclusion instruction provided to ELL students are equal in amount, sequence, and scope to the instruction

provided to the non-ELL students at the same grade levels. Instruction is supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and a school administrator and documented in lesson plans. In addition, the curriculum, textbooks, and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. Teachers use ESOL strategies inside the classroom as well as the ESL Reading Smart program to help further the acquisition of the English language.

The ESOL strategies are documented in the teacher's lesson plan, and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies is determined by teacher observations, administrative classroom walk-throughs, data chats, site visits, and district fidelity checks.

All ELL students are required to participate in the Florida statewide annual proficiency assessment program with the Comprehensive English Language Learning Assessment (CELLA), which is in accordance with guidelines provided by the FLDOE Bureau for Student Achievement through Language Acquisition. We are responsible for ensuring that all ELL students participate in the state assessment program for FSA. They are monitored for two years after exiting the program through periodic reviews, in accordance with district policy, to ensure they are maintaining a level of proficient performance. Please see **Appendix N** for our ELLevation Reports.

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

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

FINANCIAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Management	Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	<ul style="list-style-type: none"> • Annual Budgets, on file • Financial Reports, on file • Annual Financial Audits, on file • Cost Reports, on file • Fixed Assets Report Reconciled with General Ledger (Appendix O) • Financial Corrective Action Plans (Appendix P) • Evidence of Resolution of any Financial Deficiencies (Appendix Q) • Compliance of Financial Reports with District Deadlines will be considered (Appendix R)
	Adherence to Generally Accepted Accounting Principles	The school adheres to generally-accepted accounting principles.	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract.	

In the narrative, please explain how these standards have been met, or reasons and explanations if it they have not. Include the school’s plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices.

We are slightly under-enrolled with a waitlist and maintain a secure fund balance. As described below, we implement an effective system of internal controls over revenues, expenses, and fixed assets; exercise good business practices; and adhere to generally-accepted accounting principles.

We continue to maintain financial viability through balanced budgets and a positive cash flow. All financial obligations are in good standing, and the school has a sound and sustainable long-term financial plan. The June 2015 audit resulted in a total fund balance of \$683,692. This represents approximately 9.3% of total revenues and 9.5% of total expenditures for FY 2015. Past years independent audits are **on file** at the Broward County School District. The most recent audit resulted in an unqualified opinion and there were no significant deficiencies or material weaknesses found, as well as no management letter comments.

Indicator: Demonstration of Professional Competence and Sound Systems in Managing the School’s Financial Operations

Renaissance Charter School, Inc. entered into a management agreement with CSUSA to provide educational and financial management services for the school. CSUSA has well established processes and procedures to safeguard assets and ensure fiscal responsibility and sound internal controls, which we have adopted. We use a financial policy manual that has been approved by the Governing Board, which includes: the establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the FLDOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting Broward County School District and FLDOE data reporting requirements. The financial management and internal accounting processes used by the school are set up so that they coincide with FLDOE and Broward County School District procedures. In the event the State or District modifies the accounting or reporting system, the school will adopt the new standard.

We employ a School Operations Manager (SOA) who serves as a liaison to CSUSA's finance and accounting departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The SOA and CSUSA's finance department work with the Principal to ensure adherence to the board-approved budget. Below is a summary of some of the finance and accounting functions that the SOA performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to board-approved policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit purchase orders according to company policy.
- Prepare and submit check requests to accounts payable department.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.

Indicator: Adherence to Generally Accepted Accounting Principles

Our school's financial statements are prepared on a monthly basis by the accounting team and are distributed to both the school leadership and the Governing Board. Monthly financial statements are prepared using General Accounting Standards Board's (GASB) 34 and GASB 54 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in Florida statute. Monthly financial statements include a comparison of actual results as compared to the approved budget. In addition, all required monthly, quarterly, and annual financial reports are submitted to the Broward County School District in compliance with the timelines set forth by the district.

Indicator: Financial Reporting Requirements

In compliance with Florida statute, the school obtains annual financial audits, performed by an independent certified public accounting firm, that are compliant with the GASB requirements for fund balance reporting. The audit is submitted to the Broward County School District within the required timeframe. In addition, the audit report is submitted to the Auditor General of Florida within 45 days of receipt from the audit firm, as required. Please see **Appendix O** for our Fixed Assets Report.

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

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	<ul style="list-style-type: none"> • Annual Budgets, on file • Projected 5-year Budget is requested (2016-2021) (Appendix S) • Financial Reports, on file • Annual Financial Audits, on file • Financial Corrective Action Plan (Appendix T) • Evidence of Resolution of any Financial Deficiencies (Appendix U)
	Financial Obligations	The school's financial obligations are in good standing.	
	Long-Term Financial Planning	The school has a sound and sustainable long-term financial plan.	

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices including the projected 5-year budget (2016-2021).

Indicator: Budgeting

On an annual basis, the Governing Board adopts a comprehensive budget that includes all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance. Amendments to the budget require the approval of the Governing Board. Annual Budgets are **on file** as described in the renewal application instructions. As requested, 5-year financial projections are provided in Financial Performance (**Appendix S**).

In addition to preparing a conservative budget, the Governing Board (in conjunction with our school and CSUSA), has a rigorous budget management process to ensure that the school achieves the desired positive financial results. Our budget management is a 3-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results.

To supplement the financial statements, the accounting team provides monthly dashboard reports to our school's leadership team. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a meeting attended by school leadership and the accounting team. Any material items are presented to the Governing Board in a timely manner.

As budget variances arise and are managed, new forecasts are developed each month to ensure the school stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the school, and are presented to the Governing Board on a quarterly basis.

Training for the principal and SOA is provided by CSUSA. On an annual basis, these school administrators are required to attend training provided by CSUSA, which includes instruction on budgeting, financial management, human resources, and educational best practices. In addition, ongoing training is provided in the form of quarterly meetings, at a minimum, which focus on current developments in industry best practices.

Indicator: Financial Obligations

Our financial obligations are in good standing. Annual Budgets are **on file**; Financial Reports are **on file**; and Annual Financial Audits are **on file**.

Indicator: Long-Term Financial Planning

As requested, 5-year financial projections are provided in Financial Performance (**Appendix S**).

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

ORGANIZATIONAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Student Enrollment and Conduct	Student Enrollment Trends	The school’s actual enrollment is consistent with its projections.	<ul style="list-style-type: none"> • Student Enrollment reports (Appendix V) • Copy of Registration Forms in Parent’s Primary Language (top 3, plus English) (Appendix W)
	Racial/Ethnic Composition of the Student Body	The racial/ethnic composition of the school’s student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment Procedures	The school implements enrollment procedures as defined in the school’s contract and in compliance with applicable law.	
	School Environment	The school maintains a safe and secure environment.	<ul style="list-style-type: none"> • Discipline Reporting (in each category for the last five years) (Appendix X)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to meet this Focus Area for the upcoming term of the charter. List any appendices.

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

Indicator: Student Enrollment Trends

We are slightly under-enrolled with a waiting list of 542 students. According to the TERMS November 2015 date certain calculation, more than 76.42% of our students are receiving either free or reduced price lunch. We serve a transient population that results in enrollment fluctuation. Please see **Appendix V** for Student Enrollment Reports.

Indicator: Racial/Ethnic Composition of the Student Body

Since our enrollment is based on applicants within the community, we have a student demographic that is very much representative of the community. Our current student enrollment by ethnicity is as follows:

Table 5

Grade	Asian/ Pacific Islander	African American	Hispanic	Multi	Other	Unknown	Caucasian
K	0.00%	77.50%	11.67%	3.33%	5.00%	0.00%	2.50%
1	2.40%	67.20%	16.00%	8.00%	2.40%	0.00%	4.00%
2	2.54%	72.03%	12.71%	5.08%	4.24%	0.00%	3.39%
3	1.90%	67.62%	10.48%	4.76%	7.62%	0.95%	6.67%
4	0.00%	69.83%	11.21%	6.90%	0.00%	9.48%	2.59%
5	0.93%	77.78%	7.41%	4.63%	5.56%	1.85%	1.85%
6	0.00%	79.31%	11.21%	1.72%	1.72%	6.03%	0.00%
7	3.70%	69.63%	14.81%	2.96%	0.74%	2.22%	5.93%
8	0.00%	68.42%	18.42%	1.75%	3.51%	4.39%	3.51%
Total	1.32%	72.09%	12.77%	4.35%	3.31%	2.74%	3.41%

Similar Schools’ Demographics

Table 6

School Name	Distance	Type	FRL %	Minority %
Renaissance Charter School of Plantation	-	Charter	61%	89%
Plantation Middle	1 mile	Public	70%	82%
Seminole Middle	1 – 3 miles	Public	59%	70%
Discovery Elementary	3 – 5 miles	Public	70%	85%
Nova Middle	3 – 5 miles	Public	63%	81%

*These percentages are from the district’s most current available data (2014-2015 Survey 3 Preliminary Data [as of 5/5/2015])

The average minority rate for all public and charter schools within 3 miles of our school is 89%, the same minority rate as our school. The average minority rate within 5 miles is 86%, our student body very closely reflects the racial demographic of the local community.

Indicator: Enrollment Procedures

We are committed to enrolling a diverse student population, and we abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. **Appendix W** contains a copy of our enrollment registration forms in English, Spanish, Portuguese, and Creole.

We admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1002.33(10)(b), Florida Statute, (2015) – Eligible Students, we enroll any eligible student who submits a timely application, unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants have an equal chance of being admitted through a

random selection process. Enrollment also follows Section 1002.33(15)(c), Florida Statute, which includes enrolling students according to racial/ethnic balance provisions in Section 1002.33 (7)(a)8, Florida Statute, (2015). In accordance with Section 1022.33 (10)(d), Florida Statute, (2015), we give enrollment preference to populations denoted in its rules and procedures.

Applications are accepted each year during an open enrollment period and continuously to maintain capacity in each grade level. All applications are date/time stamped once they are received, then filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery is held to determine which applicants are admitted. The number of seats available is determined by the capacity minus the number of students who recommit, in compliance with Section 1002.33(10)(b), Florida Statute, (2015). The drawing continues until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period are placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery is system generated. Parents are notified in writing of their child's acceptance no later than 21 days past the acceptance period deadline. Parents then have 7 days to respond to the school in writing of their decision to attend and an additional 14 days to register their child. If an accepted applicant decides not to attend, the slot is given to the first name on the waiting list.

Indicator: School Environment

A safe and secure learning environment is one of our primary concerns. In our vision statement, we strive to provide "a culture of student safety." In order to ensure a safe and secure learning environment, as we have grown in the number of students we serve, so has the support team. There is a Principal, one Assistant Principal, one Dean of Students, a full-time campus monitor, and a crossing guard employed by Broward County available to assist with arrival and dismissal of students. Additionally, we have increased the number of administrative staff on both morning and afternoon duty supervision available to ensure safety is a top priority.

We provide services that support the counseling, assessment, referral, and educational needs of all our students. Students have access to a Principal, Assistant Principal, Dean of Students, Guidance Counselor, and Student Services Coordinator. Likewise, we refer students to a school social worker, as well as outside counseling services. Furthermore, we have implemented positive behavior via PUMAS R.I.S.E. (Reaching Intellectual and Social Excellence), as well as Leadership programs such as Pathfinders, which offers leadership training to middle school students.

Finally, we utilize a proactive Discipline Plan throughout the school. This plan is implemented when a student's behavior needs to be changed from inappropriate to exemplary, where needed. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student do what is right. In combination with the school-wide pro-active discipline plan, the newly introduced Developmental Design program is built into the morning routine in the middle school, and supports our character education program that is infused into school-wide lessons on a daily basis. Our teachers and staff consistently model and teach appropriate behavior to our students.

The impact on student discipline is supported through the total number of student suspensions annually, which is listed below. For detailed discipline reporting, please see **Appendix X**.

- 2011 – 2012: (194)
- 2012 – 2013: (145)
- 2013 – 2014: (5)
- 2014 – 2015: (131)

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Focus Area	Indicator	Standard	Sources of Evidence*
Facilities	Facilities Compliance	The school’s facilities comply with applicable laws and codes.	<ul style="list-style-type: none"> • Valid Certificates of Occupancy, on file • Health, Safety and Fire Reports by District and/or Municipality, on file
	Health and Safety	The school complies with applicable health and safety laws.	<ul style="list-style-type: none"> • Fire and Health Inspections (District and/or Local), on file • Fire Drill Reports (10) and Tornado Drills (2), on file • Comprehensive Emergency/Evacuation Plans (Appendix Y)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to improve/maintain its facilities for the upcoming term of the charter. List any appendices.

Indicator: Facility Compliance

RCSP is located at 6701 West Sunrise Boulevard, Plantation, Florida 33313.

Since the time of our grand opening for the 2011-2012 school year, we have made several improvements and additions to our facility. A new playground was added during the Winter of 2011. For the 2013-2014 school year, there was an addition to one of the existing buildings and we built a third structure. A new mechanical room was also installed to upgrade the air conditioning system. Landscaping was added during construction, and artificial grass was placed in our courtyard for durability. For the 2015-2016 school year, we added a new security system, which complimented the one internal and two external gates that were added for safety measures. We continue to make enhancements this year as turf will be installed before January 1, 2016.

Our facility was built to Florida Building Code standards and because of this satisfies all State and County requirements for educational purposes. The facility receives all the routine normal inspections and is being continually maintained by internal maintenance personnel and key vendors. Evidence that we comply with applicable health and safety laws is seen in the onsite evaluation report that is created by the Broward County Public Schools, which shows that we have all building, fire, and safety inspections **on file**. At this time, the only pending improvement project is the installation of turf, which will be completed by January 1, 2016. Daily maintenance of the building takes place and is the responsibility of the maintenance director. We comply with facility requirements as stated in Section 1002.33(18), Florida Statute (2015).

Indicator: Health and Safety

Evidence that we have complied with applicable health and safety laws are provided in the Appendices, including Fire drills, tornado drills, and Emergency Plans (**Appendix Y**).

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

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	Governance Structure	The school implements the governance structure as defined in the school’s contract.	<ul style="list-style-type: none"> • Governing Board Meeting Agendas and Minutes, on file
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	<ul style="list-style-type: none"> • Certificates of Governing Board Training Current Governing Board Members (Appendix Z) • Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)
	Instructional Staff	<p>The school employs instructional staff that meets state and federal qualifications.</p> <p>The school uses an approved teacher and administrator evaluation system.</p> <p>The school has approved and adopted pay for performance plan and salary schedule.</p>	<ul style="list-style-type: none"> • Staffing Reports (Appendix BB) • Certification Self-Audits (Appendix CC) • Employee Handbook (Appendix DD) • Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan (Appendix EE) • Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school’s contract.	<ul style="list-style-type: none"> • Parental Surveys (Appendix GG) • Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH) • Student/Parent Contract (Appendix II) • Parent Handbook (Appendix JJ) • Sample of School Newsletters (requesting parental involvement) (Appendix KK)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to improve/maintain this Focus Area for the upcoming term of the charter. List any appendices.

Indicator: Governance Structure

Renaissance Charter School, Inc. is the non-profit Governing Board.

Governance Training

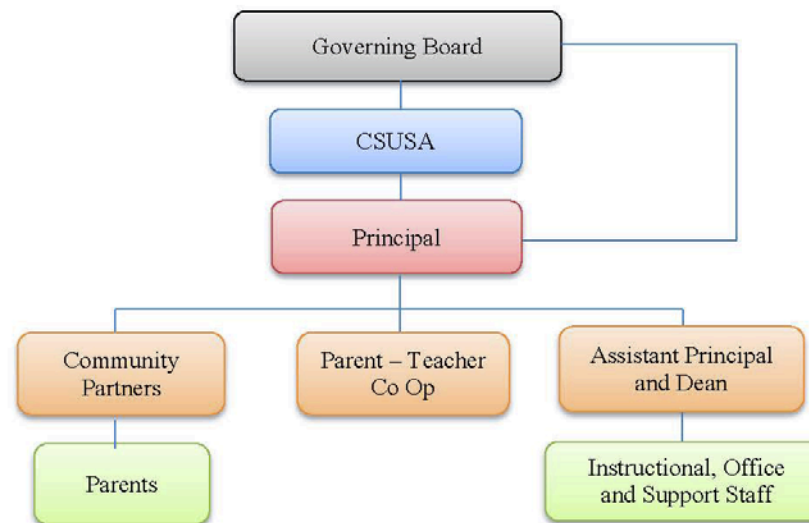
The administrators and governing board members are trained in the areas of non-profit board governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. Certificates of governing board training for current governing board members are listed in **Appendix Z**.

Board Roles and Responsibilities

The following is a narrative description of the organizational relationship:

- Renaissance Charter School, Inc. leads the organization and has ultimate authority and responsibility for school operations.
- The Governing Board has contracted with CSUSA to be the Education Service Provider to manage the day-to-day operations of the school.
- CSUSA is accountable to the Governing Board.
- The School Principal is an employee of CSUSA.
- The School Principal is responsible for managing all staff.

The graphic below depicts the organizational structure between the Governing Board and the school:



Meetings of the Governing Board are open to the public and held in accordance with the Sunshine Laws.

The direct relationship between the Governing Board and CSUSA provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for our performance and CSUSA is actively involved in managing the school's operations. While the Principal does not report directly to the Governing Board, a strong relationship exists. The Principal provides a monthly status report to the Governing Board and attends all board meetings. During board meetings, the Principal presents the school's status report and fields any questions of the Governing Board. CSUSA maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items.

The Governing Board is the charter holder and is responsible for the affairs and management of our school. The Governing Board provides continuous oversight of the school's operations, including effective and proper use of public funds. The Governing Board is responsible for developing and outlining the mission, vision, and values of the school, and for developing the appropriate policies to ensure those fundamentals

are maintained. The Governing Board has contracted with CSUSA to provide all necessary management and professional expertise. CSUSA assists in marketing the school, as well as organizing its finances, human resources, curricula, and operations. CSUSA is responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the Governing Board and other stakeholders.

The Governing Board is responsible for the legal and financial obligations of the school. The Governing Board establishes policy consistent with our mission and ensures that the school's programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The Governing Board will continue to uphold our mission and vision through visible leadership and stewardship of the school, including the following:

- Communicating our mission and vision to the community.
- Recruiting and mentoring future members to ensure they have shared values.
- Holding CSUSA accountable for achieving our mission and vision.
- Participating in fund raising and other community events on behalf of the school.
- Leading by example in their personal and professional endeavors.

CSUSA provides comprehensive education management services and performs all necessary tasks to operate our school according to the Governing Board's mission. CSUSA is held accountable for the school's performance via a performance-based management agreement with the Governing Board. Screen shots of our website as per Section 1002.33, Florida Statute, (2015) are listed in **Appendix AA**.

According to statute, the Governing Board presents an annual progress report to Broward County Public schools. This report includes: 1) our school's progress towards achieving the goals outlined in the Charter; 2) the information required in the Annual School Report; 3) financial records of the charter school, including revenues and expenditures; and 4) salary and benefit levels of school employees.

Indicator: Compliance with Sunshine Laws

Procedures for the Governing Board follow State Statute, Florida Sunshine Law, and Broward County School Board policy for open, public meetings. Meetings are run under Robert's Rules of Order and presided over by the Chairperson of the Governing Board. Public meetings and records requirements are adhered to for all Governing Board meetings as stated in the Florida Sunshine Laws. The Governing Board provides reasonable notice of all such meetings. Public meetings are properly notified in writing by posting a Public Notice on our website and displayed at the school in a visible area where parents are able to view. In addition, parents are properly notified 5 days prior to convening the meeting. The meetings are open to the public and are easily accessible by all persons. The minutes of all Governing Board meetings are promptly recorded, and such records are made part of the public record upon conclusion of the meeting. All other requirements, as stated in Statute and Florida Sunshine Laws, are enforced and followed. Screenshots of our website can be found in **Appendix AA**.

Indicator: Instructional Staff**Instructional Staff Hiring Qualifications**

We comply with Sections 1002.33(9)(1)4 and 1012.315, Florida Statutes (2015). Disqualification from employment and the minimum and preferred qualifications for each instructional and student service position applicable to our school are available for review. Qualification information includes: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials are verified by CSUSA. The verification process includes checking for clearance of disciplinary actions. All employees are fingerprinted and have background checks conducted as required by Section 1012.56 (2)(d), Florida Statute, (2015). We contract with Broward County Public schools to process fingerprinting and background checks. A copy of the Employee Handbook is located in **Appendix DD**.

Our school uses an approved teacher and administration evaluation system, a description of which can be found in **Appendix EE**.

Instructional Staff Certification Monitoring

Teachers' certification statuses are actively monitored throughout their careers with us. The SOA, in conjunction with our leadership team (Principal and Assistant Principal), oversee and monitor teacher certifications. The Human Resources department at CSUSA maintains a file for every teacher, staff member, and partner with the SOA and our leadership team to ensure that his or her certification remains current. It is the responsibility of CSUSA to ensure that teachers meet the requirements prior to employment and to ensure any conditional requirement is met by the educator within the required timeline. Temporary (non-renewable) certificates and 5-year renewable requirements are also actively monitored for compliance. Our current staff list displays the qualifications of the educational staff, and all teachers are certified to teach in their area of certification. The Staffing Report can be found in **Appendix BB**, and the Certification Self-Audits can be found in **Appendix CC**.

Indicator: Parental Involvement

Parental involvement is more than conferences and advisory meetings. Parents participate in school-wide and individual class events as volunteers and chaperones. The faculty, staff, and administration encourage all parents to become active members of the school community. We have an active Parent Teacher Cooperative, as well as a School Advisory Committee. Parents are encouraged to volunteer in classrooms, on fundraisers, and in special activities. Screen shots of the parent liaison's contact information located on the school's website, per Section 1002.33, Florida Statute, (2015), are available in **Appendix HH**. In addition, Parental Surveys are provided in **Appendix GG**.

Active parental participation is required at our school. Parent participation is the key to the success of the overall program and is solicited for the development of our goals and objectives. Parents must sign a contract agreeing to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents are required to volunteer a total of 30 hours per school year. Parents are given access to PowerSchool, which allows them to track their volunteer hours. The Principal verifies the completion of the hours and credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. A copy of the Parent Student Handbook is included in **Appendix JJ**.

We communicate via email with parents regarding school-wide events using our student information system. Parents use PowerSchool, to assist with the daily interactions of their child. Parents can communicate with teachers via email and view their child's assignments in PowerSchool. In addition to this, a monthly newsletter is distributed to all students to inform parents of the various activities taking place at our school. Semi-annual parent surveys are distributed to all parents to receive input for school improvement and satisfaction. This supports continual and meaningful parental involvement in each student's education.

We have a well-established School Advisory Committee serving as the body of stakeholders who effectively support the school's purpose and direction. We include representatives from all stakeholder groups, including staff, students, and parents. The SAC acts as a link between school administration, teachers, and the school community to discuss school-based issues. SAC meetings are held monthly and parents are encouraged to attend meetings. Volunteer hours can also be earned for simply attending this monthly meeting. In addition, students have the opportunity to showcase their various talents by performing at each SAC meeting. Please see **Appendix KK** for a sample SAC meeting agenda and meeting minutes.

Our Parent Teacher Cooperative is a separate group of stakeholders that coordinates school fundraisers and other social events at the school and in the larger community. Some events include Winter Festival, Trunk or Treat, and family nights. These fundraisers support additional technology and other initiatives, including field trips. The PTC is a great forum for any parent that wants to be involved in their child's education and help raise money for the "little extras."

Monthly Parent University meetings are held to introduce parents to reading, math, and science grade-level standards, current data results, and strategies to assist their children at home. Parents are always welcome in the school environment and at school events. For example, we host a number of volunteers for our annual Summer "Moving Day" during which we set up all classroom furniture in preparation for teachers to move in. Parents receive monthly Volunteer Memos that highlight upcoming opportunities and important dates (**Appendix KK**).

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their child(ren) abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and the uniform policy. Failure to abide by that contract may result in a loss of reenrollment opportunity the following year, as allowed by an Advisory Opinion of the Florida Department of Education General Counsel.

Parental participation in the school's operations and governance is fostered by:

- A parental contract between the parent, student, and our school (**Appendix II**).
- Governing Board meetings that are open to the public and noticed as per Sunshine Law.
- Parent/teacher conferences, which serve as forums for open discussion and a mechanism for building parent/teacher understanding and support.
- Annual surveys distributed to parents to receive input for school improvement and satisfaction.

Our school is present in the community in many ways. We participate in the Independence Day Parade, Art in the Park, Plantation Firefighter's BBQ, and other community events. We are proud of our relationship with local restaurants who support our efforts. Our presence and participation in these events represents our commitment to the Plantation community and makes us an attractive choice for new families.

RCSP is a member of the National Junior Honor Society, which honors our middle school students' academic performance. We were also the recipient of the Well Fargo Community Connection grant.

Our middle school students participate in four sports annually: soccer, basketball, flag football, and track & field. We have an elementary cheerleading squad and a middle school Step Team to ensure the development of well-rounded students.

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

Appendices – Educational Performance, Financial Performance and Organizational Performance

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

Educational Performance

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix C: State AMO Standards
- Appendix D: EOC
- Appendix E: FLDOE School Grade (prior 5 years)
- Appendix F: FLDOE Report Card (most recent year)
- Appendix G: SIR designation
- Appendix H: Progress Monitoring
- Appendix I: Graduation Rate
- Appendix J: Standardized Test Results
- Appendix K: Implementation of Specific Contractual Corrective Action and Status
- Appendix L: State-issued High Performance Designation Letter
- Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District's K-12 Plan)
- Appendix N: ELLevation Reports

Financial Performance

- Appendix O: Fixed Assets Report Reconciled with General Ledger
- Appendix P: Financial Corrective Action Plans
- Appendix Q: Evidence of Resolution of any Financial Deficiencies
- Appendix R: Compliance of Financial Reports with District Deadlines (will be considered)
- Appendix S: Projected 5-year Budget is Requested (2016-2021)
- Appendix T: Financial Corrective Action Plan (Appendix T)
- Appendix U: Evidence of Resolution of any Financial Deficiencies (Appendix U)

Organizational Performance

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

DOCUMENTS ON FILE (DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION:

- On-Site Programmatic Reviews (OSPR) or Desktop Reviews
- OSPR's Corrective Action Plans
- School Improvement Plans as per s. 1002.33(9)(n)(1), F.S.
- Annual Budgets
- Financial Reports
- Annual Financial Audits
- Cost Reports

Name of Charter School Seeking Renewal: Renaissance Charter School at Plantation

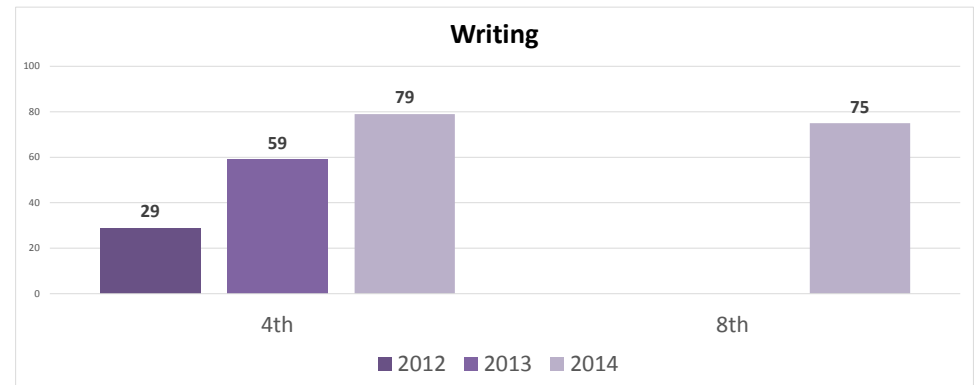
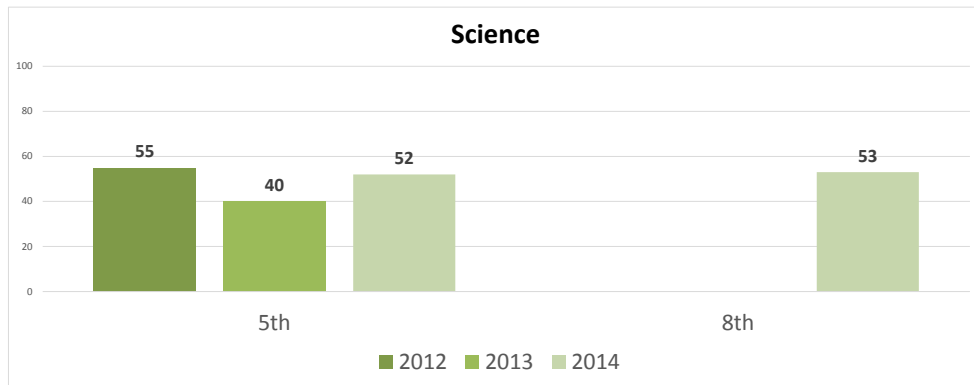
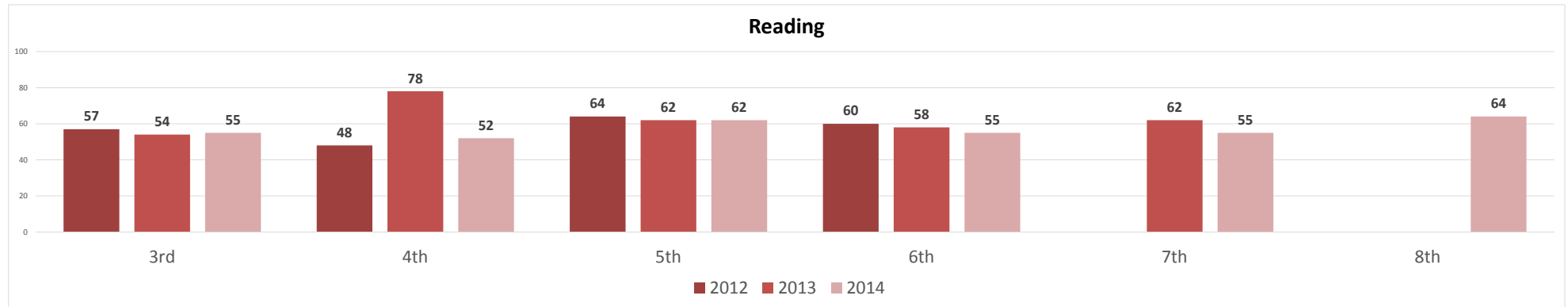
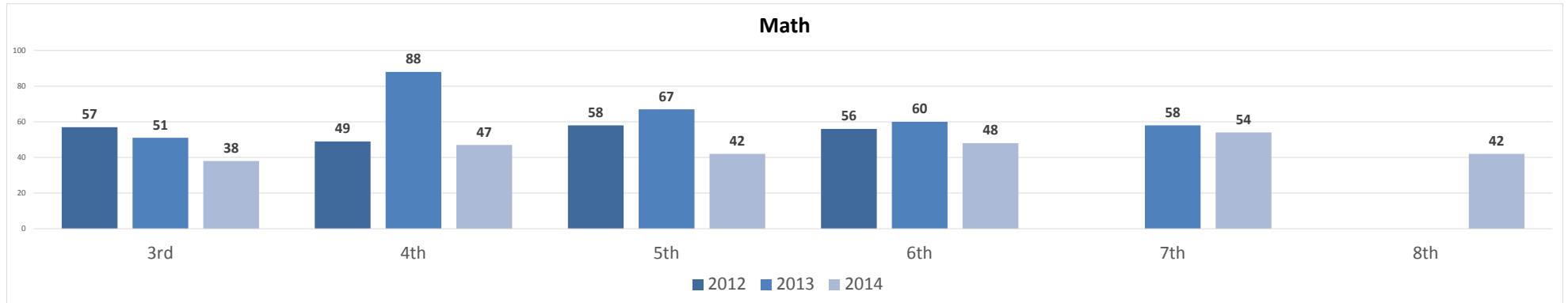
Location Number: 5023

- Valid Certificates of Occupancy
- Health, Safety and Fire Reports by District and/or Municipality
- Fire and Health Inspections (District and/or Local)
- Fire drill Reports (10) and Tornado Drills (2)
- Governing Board Meeting Agendas and Minutes

Appendix A

FCAT 2.0

Appendix A: RCSP FCAT 2.0



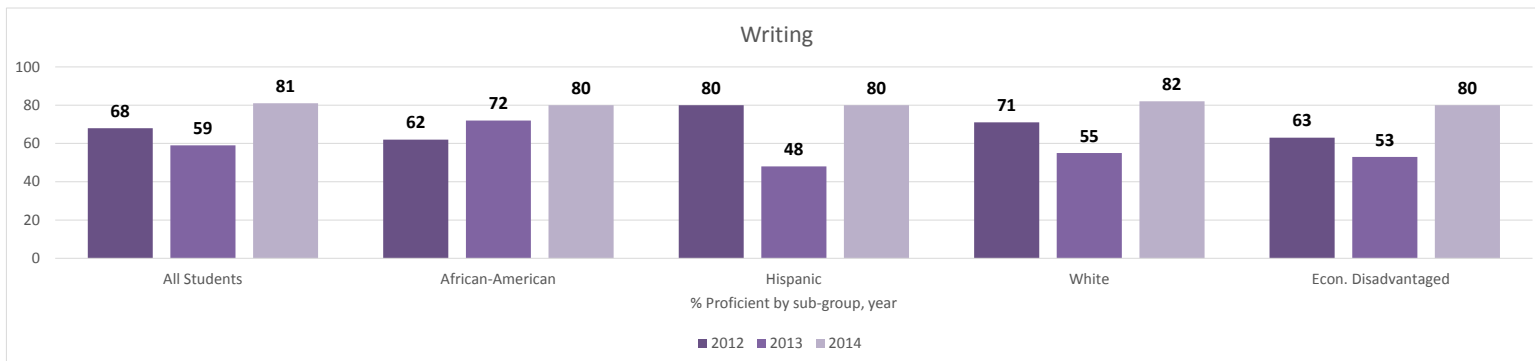
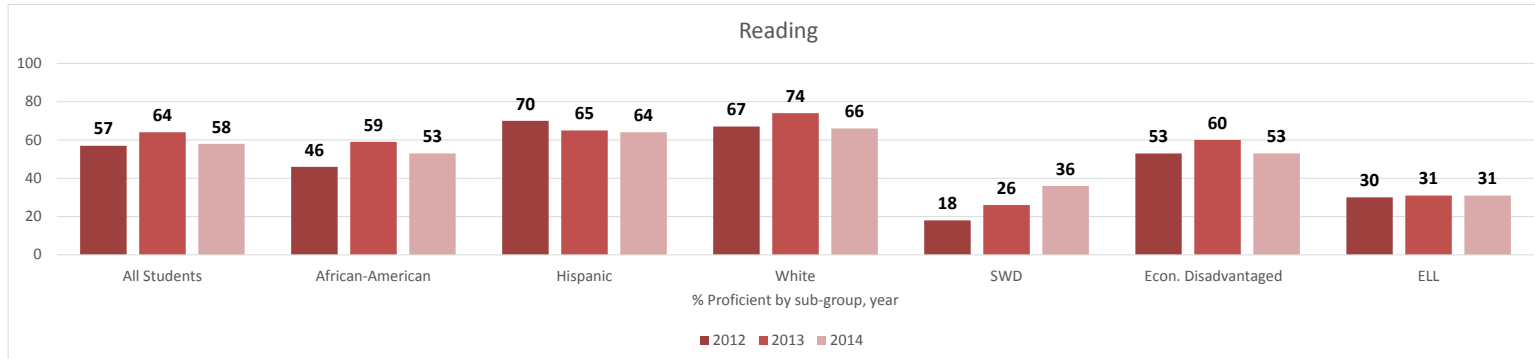
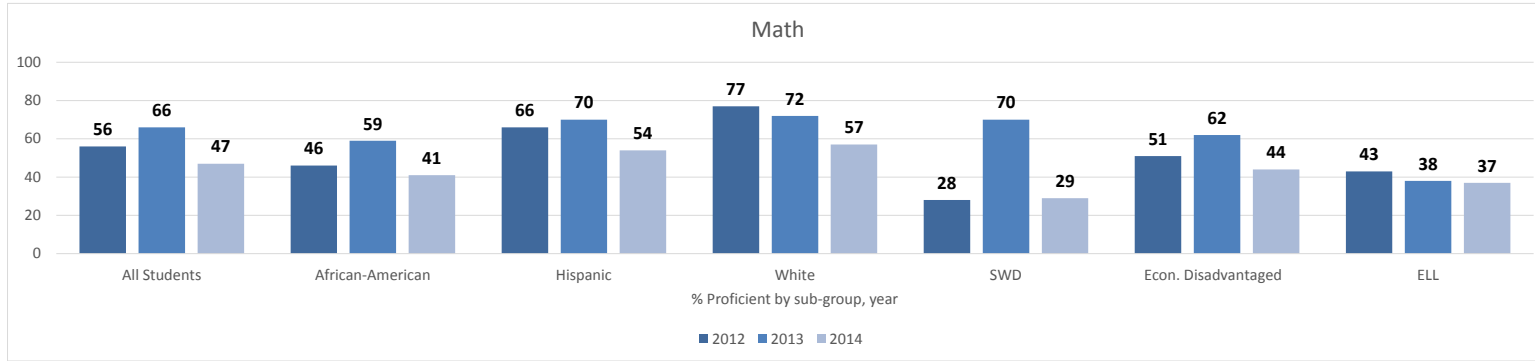
Appendix B

FSA

Appendix C

State AMO Standards

Appendix C: RCSP State AMO Standards



Historical AMO 2012-2014
Renaissance Charter School at Plantation

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading
06	BROWARD	5023	RCSP	ALL STUDENTS	100	57	64	58	N	64	N	N	N	Y
06	BROWARD	5023	RCSP	AMERICAN INDIAN					NA		NA	NA	NA	NA
06	BROWARD	5023	RCSP	ASIAN					NA		NA	NA	NA	NA
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	100	46	59	53	N	55	N	N	N	Y
06	BROWARD	5023	RCSP	HISPANIC	100	70	65	64	N	75	N	N	N	Y
06	BROWARD	5023	RCSP	WHITE	100	67	74	66	N	73	N	N	N	Y
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	100	30	31	31	N	42	N	N	N	Y
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	100	18	26	36	N	32	Y	NA	NA	NA
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	100	53	60	53	N	61	N	N	N	Y

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading
06	BROWARD	5023	RCSP	ALL STUDENTS	100	57	64	N	61	Y	NA	NA	NA	NA
06	BROWARD	5023	RCSP	AMERICAN INDIAN				NA		NA	NA	NA	NA	NA
06	BROWARD	5023	RCSP	ASIAN				NA		NA	NA	NA	NA	NA
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	100	46	59	N	51	Y	NA	NA	NA	NA
06	BROWARD	5023	RCSP	HISPANIC	100	70	65	N	73	N	N	N	Y	Y
06	BROWARD	5023	RCSP	WHITE	100	67	74	N	70	Y	NA	NA	NA	NA
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	100	30	31	N	36	N	N	Y	N	N
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	100	18	26	N	25	Y	NA	NA	NA	NA
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	100	53	60	N	57	Y	NA	NA	NA	NA

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	High Performing Qualifying in Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2012
06	BROWARD	5023	RCSP	ALL STUDENTS	100	57	N	NA	NA	NA	NA	NA	100	56
06	BROWARD	5023	RCSP	AMERICAN INDIAN			NA	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	ASIAN			NA	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	100	46	N	NA	NA	NA	NA	NA	100	44
06	BROWARD	5023	RCSP	HISPANIC	100	70	N	NA	NA	NA	NA	NA	100	66
06	BROWARD	5023	RCSP	WHITE	100	67	N	NA	NA	NA	NA	NA	100	77
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	100	30	N	NA	NA	NA	NA	NA	100	43
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	100	18	N	NA	NA	NA	NA	NA	100	28
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	100	53	N	NA	NA	NA	NA	NA	100	51

Historical AMO 2012-2014
Renaissance Charter School at Plantation

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Qualifying in Math	Target AMO Math	Met Target Math
06	BROWARD	5023	RCSP	ALL STUDENTS	Y	100	56	66	47	N	63	N
06	BROWARD	5023	RCSP	AMERICAN INDIAN	NA					NA		NA
06	BROWARD	5023	RCSP	ASIAN	NA					NA		NA
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	Y	100	44	61	41	N	53	N
06	BROWARD	5023	RCSP	HISPANIC	Y	100	66	70	54	N	72	N
06	BROWARD	5023	RCSP	WHITE	Y	100	77	72	57	N	81	N
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	N	100	43	38	37	N	53	N
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	NA	100	28	47	29	N	40	N
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	Y	100	51	62	44	N	59	N

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math
06	BROWARD	5023	RCSP	ALL STUDENTS	100	56	66	N	60	Y	NA	NA
06	BROWARD	5023	RCSP	AMERICAN INDIAN				NA		NA	NA	NA
06	BROWARD	5023	RCSP	ASIAN				NA		NA	NA	NA
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	100	44	61	N	49	Y	NA	NA
06	BROWARD	5023	RCSP	HISPANIC	99	66	70	N	69	Y	NA	NA
06	BROWARD	5023	RCSP	WHITE	100	77	72	N	79	N	N	N
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	100	43	38	N	48	N	N	N
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	100	28	47	N	34	Y	NA	NA
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	100	51	62	N	55	Y	NA	NA

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	High Performing Qualifying in Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math (School & District)
06	BROWARD	5023	RCSP	ALL STUDENTS	N	NA	NA	NA	NA	NA	67	79
06	BROWARD	5023	RCSP	AMERICAN INDIAN	NA	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	ASIAN	NA	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	N	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	HISPANIC	N	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	WHITE	N	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	N	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	N	NA	NA	NA	NA	NA		
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	N	NA	NA	NA	NA	NA		

Historical AMO 2012-2014
Renaissance Charter School at Plantation

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)
06	BROWARD	5023	RCSP	ALL STUDENTS	N	N	Y	Y	67	73	Y	75
06	BROWARD	5023	RCSP	AMERICAN INDIAN	NA	NA	NA	NA				
06	BROWARD	5023	RCSP	ASIAN	NA	NA	NA	NA				
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	N	N	Y	Y				
06	BROWARD	5023	RCSP	HISPANIC	N	N	Y	Y				
06	BROWARD	5023	RCSP	WHITE	N	N	Y	Y				
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	N	N	Y	Y				
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	N	N	Y	Y				
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	N	N	Y	Y				

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading 2011-12, (School & District)	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2011-12 (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)
06	BROWARD	5023	RCSP	ALL STUDENTS	NA	NA	67	67	Y	79	75	Y
06	BROWARD	5023	RCSP	AMERICAN INDIAN	NA	NA						
06	BROWARD	5023	RCSP	ASIAN	NA	NA						
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	NA	NA						
06	BROWARD	5023	RCSP	HISPANIC	NA	NA						
06	BROWARD	5023	RCSP	WHITE	Y	Y						
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	Y	Y						
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	NA	NA						
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	NA	NA						

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	Writing % Satisfactory
06	BROWARD	5023	RCSP	ALL STUDENTS	68
06	BROWARD	5023	RCSP	AMERICAN INDIAN	
06	BROWARD	5023	RCSP	ASIAN	
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	62
06	BROWARD	5023	RCSP	HISPANIC	80
06	BROWARD	5023	RCSP	WHITE	71
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	63

Historical AMO 2012-2014
Renaissance Charter School at Plantation

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017
06	BROWARD	5023	RCSP	ALL STUDENTS	56	Y	NA	59	81	Y	68	71	75
06	BROWARD	5023	RCSP	AMERICAN INDIAN			NA			NA			
06	BROWARD	5023	RCSP	ASIAN			NA			NA			
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN			NA	72	80	Y	60	64	69
06	BROWARD	5023	RCSP	HISPANIC			NA	48	80	Y	78	80	83
06	BROWARD	5023	RCSP	WHITE			NA	55	82	Y	75	78	81
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS			NA		80	NA	48	53	59
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES			NA		40	NA	39	45	52
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED			NA	53	80	Y	65	69	73

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2012 (Using 2013 Standards)	Writing % Satisfactory 2013	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Reading, 2018 (if applicable)
06	BROWARD	5023	RCSP	ALL STUDENTS	NA	29	59	Y	64	68	71	75	79
06	BROWARD	5023	RCSP	AMERICAN INDIAN	NA			NA					
06	BROWARD	5023	RCSP	ASIAN	NA			NA					
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	NA	19	72	Y	55	60	64	69	73
06	BROWARD	5023	RCSP	HISPANIC	NA	70	48	N	75	78	80	83	85
06	BROWARD	5023	RCSP	WHITE	NA	21	55	Y	73	75	78	81	84
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	NA			NA	42	48	53	59	65
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	NA			NA	32	39	45	52	59
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	NA	22	53	Y	61	65	69	73	77

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup
06	BROWARD	5023	RCSP	ALL STUDENTS
06	BROWARD	5023	RCSP	AMERICAN INDIAN
06	BROWARD	5023	RCSP	ASIAN
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN
06	BROWARD	5023	RCSP	HISPANIC
06	BROWARD	5023	RCSP	WHITE
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED

Historical AMO 2012-2014
Renaissance Charter School at Plantation

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Target AMO Reading, 2018 (if applicable)	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018 (if applicable)
06	BROWARD	5023	RCSP	ALL STUDENTS	79	67	71	74	78
06	BROWARD	5023	RCSP	AMERICAN INDIAN					
06	BROWARD	5023	RCSP	ASIAN					
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	73	58	63	67	72
06	BROWARD	5023	RCSP	HISPANIC	85	75	77	80	83
06	BROWARD	5023	RCSP	WHITE	84	83	85	87	89
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	65	57	62	67	72
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	59	46	52	58	64
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	77	63	67	71	76

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018
06	BROWARD	5023	RCSP	ALL STUDENTS	63	67	71	74	78
06	BROWARD	5023	RCSP	AMERICAN INDIAN					
06	BROWARD	5023	RCSP	ASIAN					
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN	53	58	63	67	72
06	BROWARD	5023	RCSP	HISPANIC	72	75	77	80	83
06	BROWARD	5023	RCSP	WHITE	81	83	85	87	89
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS	53	57	62	67	72
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES	40	46	52	58	64
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED	59	63	67	71	76

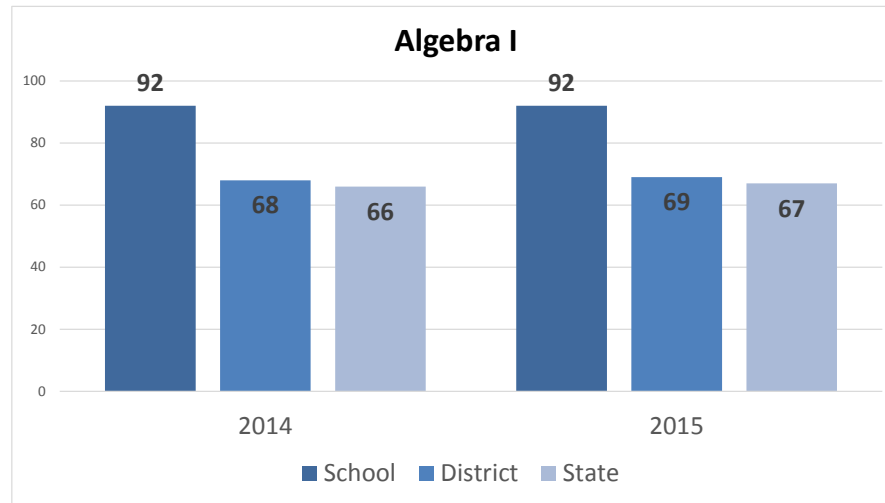
AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup
06	BROWARD	5023	RCSP	ALL STUDENTS
06	BROWARD	5023	RCSP	AMERICAN INDIAN
06	BROWARD	5023	RCSP	ASIAN
06	BROWARD	5023	RCSP	BLACK/AFRICAN AMERICAN
06	BROWARD	5023	RCSP	HISPANIC
06	BROWARD	5023	RCSP	WHITE
06	BROWARD	5023	RCSP	ENGLISH LANGUAGE LEARNERS
06	BROWARD	5023	RCSP	STUDENTS WITH DISABILITIES
06	BROWARD	5023	RCSP	ECONOMICALLY DISADVANTAGED

Appendix D

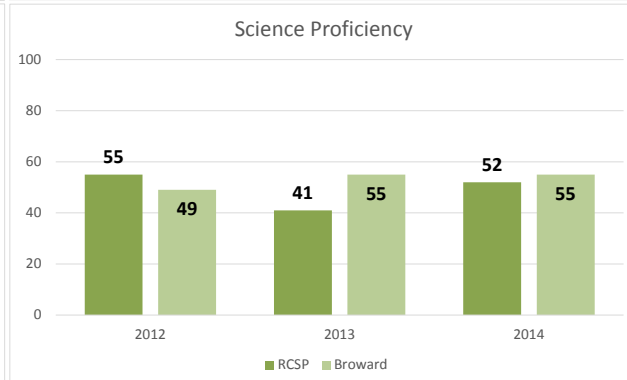
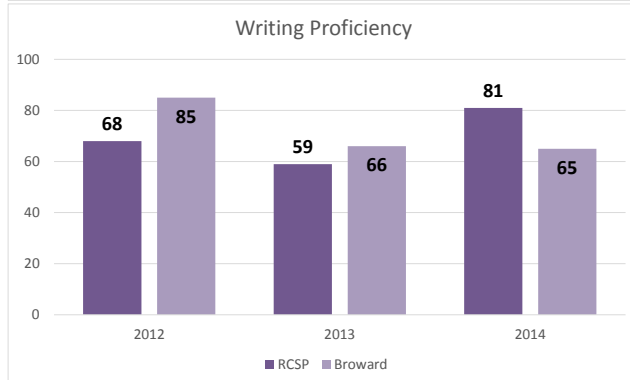
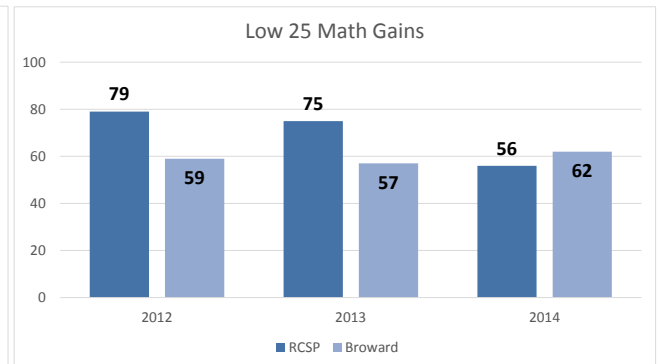
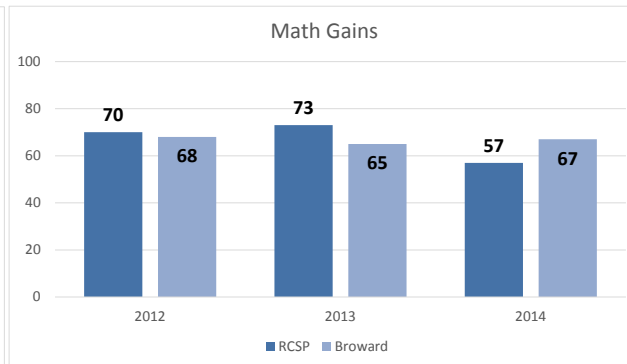
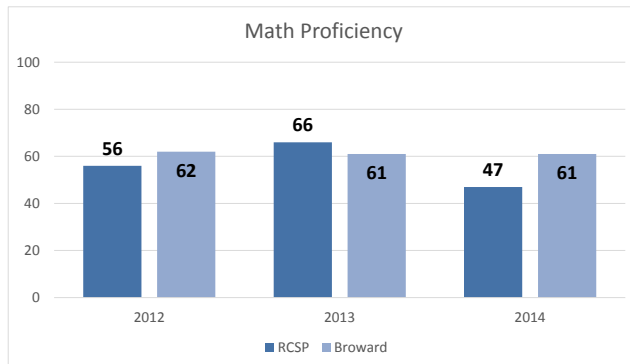
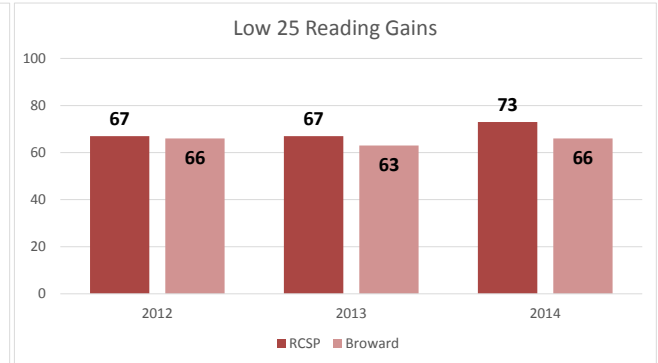
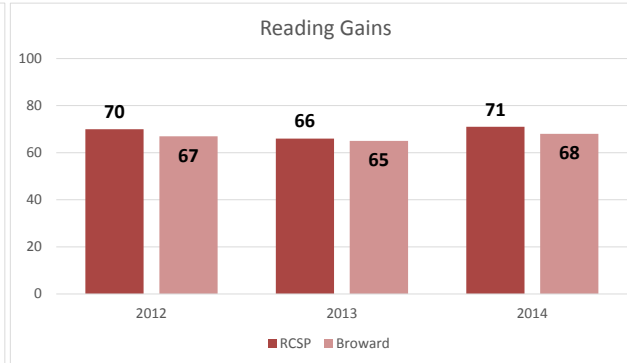
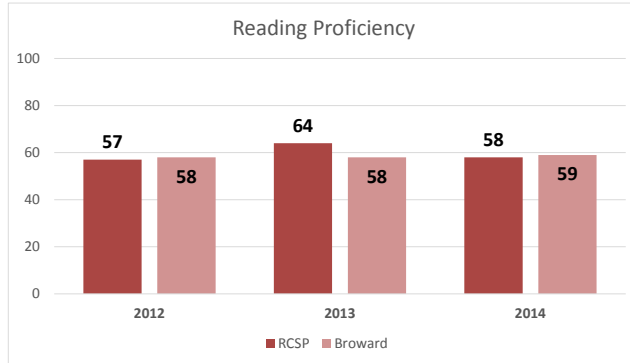
EOC

Appendix D: RCSP EOC



Appendix E
FLDOE School Grade

Appendix E: RCSP FLDOE School Grade



		Historical School Grade				
		2010	2011	2012	2013	2014
RCSP		--	--	B	B	B
Broward County		A	A	B	C	B

Appendix F

FLDOE Report Card

RENAISSANCE CHARTER SCHOOL OF PLANTATION

GRADES: K-8

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

[OCTOBER MEMBERSHIP](#)

[READINESS TO START SCHOOL](#)

[GRADUATION RATE AND DROPOUT RATE](#)

[POSTSECONDARY FOLLOW-UP DATA](#)

[STUDENT PERFORMANCE](#)

[NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS \(NAEP\)](#)

[INTERNATIONAL SURVEYS](#)

[TEACHERS AND STAFF](#)

[FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES \(AMOs\)](#)

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	63	71	15.2	20.4	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	256	261	58.6	49.8	39.7	39.5	22.9	23.0
HISPANIC/LATINO	97	89	21.1	23.8	29.7	29.0	30.0	29.3
ASIAN	*	*	1.4	1.7	3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER		*	*	*	0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.3	0.3	0.3	0.4
TWO OR MORE RACES	13	15	3.2	3.4	2.6	2.6	3.2	3.1
DISABLED	18	49	7.6	8.2	12.2	12.1	12.9	12.9
ECONOMICALLY DISADVANTAGED	320	303	70.6	61.0	59.9	56.9	58.4	58.6
ELL	33	39	8.2	6.0	13.7	13.5	12.4	12.1
MIGRANT							0.6	0.5
FEMALE	438		49.7	48.8	48.5	48.4	48.7	48.7
MALE		444	50.3	51.2	51.5	51.6	51.4	51.4
TOTAL	882		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop and the Florida Assessments for Instruction in Reading (FAIR).

Number of Students and School % District % State %

Category	Where They Placed		2012-13		2013-14	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ECHOS Ready	66	91	88	88	91	91
ECHOS Not Ready	3	9	12	12	9	9
Total ECHOS	69					
FAIR Ready	103	76	76	75	73	72
FAIR Not Ready	20	24	24	25	27	28
Total FAIR	123					

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			75.3	76.4	75.6	74.5
WHITE			83.0	83.6	80.5	79.4
BLACK OR AFRICAN AMERICAN			66.2	68.2	64.6	63.7
HISPANIC/LATINO			78.3	78.4	74.9	72.9
ASIAN			87.6	89.5	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			72.5	66.7	76.8	69.7
TWO OR MORE RACES			86.8	80.4	79.7	78.6
DISABLED			52.8	51.6	52.3	47.7
ECONOMICALLY DISADVANTAGED			68.2	68.0	67.0	65.0
ELL			63.1	63.9	57.5	56.6
MIGRANT			#	33.3	65.4	64.8
AT-RISK (Low 25)*			50.2	54.2	51.6	50.1
FEMALE			79.6	81.3	79.7	78.9
MALE			71.1	71.7	71.6	70.2

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

Five-Year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

School %		District %		State %	
2012-13	2011-12	2012-13	2011-12	2012-13	2011-12

ALL STUDENTS	79.2	74.4	76.4	72.6
WHITE	85.0	82.0	80.9	77.8
BLACK OR AFRICAN AMERICAN	72.3	65.2	66.5	61.5
HISPANIC/LATINO	81.1	77.2	75.0	71.4
ASIAN	91.0	93.6	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	69.4	58.1	71.6	71.7
TWO OR MORE RACES	82.4	79.1	80.5	77.2
DISABLED	54.2	46.1	50.6	47.4
ECONOMICALLY DISADVANTAGED	71.9	66.4	67.5	62.9
ELL	70.3	61.9	60.0	56.4
MIGRANT	41.7	57.1	66.7	63.3
AT-RISK (Low 25)*	58.8	52.4	53.2	49.7
FEMALE	83.9	79.4	80.5	77.0
MALE	74.7	69.7	72.4	68.4

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	N/A	N/A	1.5	1.5	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	3.2	2.9	3.4	3.1
HISPANIC/LATINO	N/A	N/A	1.5	1.4	1.9	1.9
ASIAN	N/A	N/A	0.6	0.5	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	2.4	1.2	2.4	2.4
TWO OR MORE RACES	N/A	N/A	1.4	1.7	1.7	1.3
FEMALE	N/A	N/A	1.6	1.6	1.7	1.6
MALE	N/A	N/A	2.6	2.4	2.4	2.2
TOTAL	N/A	N/A	2.1	2.0	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2009-10 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2009-	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma		School District	State
		%	%	%	%

2010

WHITE					66	59
BLACK OR AFRICAN AMERICAN					56	55
HISPANIC/LATINO					61	59
ASIAN					65	68
AMERICAN INDIAN OR ALASKA NATIVE					76	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#
OTHER					64	58
DISABLED					51	43
ECONOMICALLY DISADVANTAGED					56	52
ELL					50	50
MIGRANT					50	42
FEMALE					64	62
MALE					58	54
UNKNOWN	#	#	#	#	#	#
TOTAL					61	58

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School District %	State %
WHITE			71	68
BLACK OR AFRICAN AMERICAN			58	54
HISPANIC/LATINO			65	62
ASIAN			77	81
AMERICAN INDIAN OR ALASKA NATIVE			69	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#
OTHER			72	64
DISABLED			49	47
ECONOMICALLY DISADVANTGED			57	56
ELL			60	62
MIGRANT			#	56
FEMALE			70	68
MALE			60	60
UNKNOWN				

	#	#	#	#
TOTAL			66	64

*IHE in any state.

STUDENT PERFORMANCE

Florida Comprehensive Assessment Test, (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

Florida End-of-Course (EOC) Assessments

In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2012-13 and 2013-14 accountability results in mathematics include Algebra 1 and Geometry EOC Assessment scores. Florida's 2012-13 and 2013-14 accountability results in science include Biology 1 EOC Assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results, as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1%.

	Writing Assessment Results (FCAT 2.0 and FAA)					
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	81	59	65	66	58	59
WHITE	82	55	73	73	62	63
BLACK OR AFRICAN AMERICAN	80	72	56	57	50	50
HISPANIC / LATINO	80	48	68	68	57	57
ASIAN	N	N	77	78	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	68	68	58	56
TWO OR MORE RACES*	N	N	71	71	61	62
DISABLED	40	N	42	41	35	34
ECONOMICALLY DISADVANTAGED	80	53	59	59	52	51
ELL**	80	N	48	47	43	41
MIGRANT*	N	N	56	50	44	43

LOWEST 25%†	13	38	11	37		
FEMALE*	86	69	72	73	65	66
MALE*	75	44	59	59	52	52

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the "Florida School Performance Grade and AMOs for ESEA Reporting" section below.

	Reading Assessment Results (FCAT 2.0 and FAA)								
	Percent of Students Scoring Satisfactory and Above								
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	58	64	100	59	69	99	58	68	98
WHITE	66	73	100	75	80	99	70	77	98
BLACK OR AFRICAN AMERICAN	53	55	100	44	57	99	39	53	97
HISPANIC/LATINO	64	75	100	63	71	99	55	65	98
ASIAN	N	N	N	78	83	100	78	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	63	69	99	58	66	97
TWO OR MORE RACES*	65	N	100	70	N	99	64	N	98
DISABLED	36	32	100	32	50	99	29	47	99
ECONOMICALLY DISADVANTAGED	53	61	100	48	60	98	48	59	96
ELL**	31	42	100	37	51	99	34	49	98
MIGRANT*	N	N	N	29	N	97	34	N	96
LOWEST 25%†	13	N	0	11	N	0		N	
FEMALE*	58	N	100	62	N	99	61	N	98
MALE*	58	N	100	56	N	99	56	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

School %	District %	State %
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	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	47	63	100	61	70	98	61	66	98
WHITE	57	81	100	75	81	98	70	74	98
BLACK OR AFRICAN AMERICAN	41	53	100	46	59	98	43	53	97
HISPANIC/LATINO	54	72	100	65	73	98	58	64	98
ASIAN	N	N	N	84	87	99	85	85	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	66	72	99	61	66	97
TWO OR MORE RACES*	59	N	100	69	N	98	63	N	98
DISABLED	29	40	100	34	53	99	32	48	98
ECONOMICALLY DISADVANTAGED	44	59	100	51	62	97	51	59	96
ELL**	37	53	100	45	59	98	42	54	98
MIGRANT*	N	N	N	30	N	98	46	N	96
LOWEST 25%†	18	N	0	22	N	0		N	
FEMALE*	44	N	100	62	N	98	61	N	98
MALE*	50	N	100	59	N	98	60	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	52		100	55		98	58		97
WHITE	70		100	71		98	69		98
BLACK OR AFRICAN AMERICAN	43		100	39		97	38		97
HISPANIC/LATINO	59		100	59		98	54		98
ASIAN	N		N	78		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	55		98	59		97
TWO OR MORE RACES*	N		N	66		97	63		97
DISABLED	33		N	31		98	32		98
ECONOMICALLY DISADVANTAGED	44		100	44		96	47		96
ELL**	N		100	27		97	26		97
MIGRANT*	N		N	17		100	36		97
LOWEST 25%†	11		0	10		0			
FEMALE*	51		100	55		98	57		98
MALE*	54		100	56		97	59		97

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for

ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	58	54	41	51
Grade 4	56	78	49	88
Grade 5	62	63	42	66
Grade 6	56	59	49	63
Grade 7	53	66	52	61
Grade 8	64		45	
Grade 9				
Grade 10				

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	58	55	57	59
Grade 4	62	60	65	64
Grade 5	61	61	57	58
Grade 6	62	61	57	56
Grade 7	60	59	60	58
Grade 8	61	60	59	61
Grade 9	54	55	76	76
Grade 10	55	53	59	55

State Totals	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	58	58	59	59
Grade 4	62	61	65	62
Grade 5	62	61	58	56
Grade 6	61	59	55	53
Grade 7	58	58	59	57
Grade 8	58	57	58	59
Grade 9	54	54	75	73
Grade 10	55	54	53	52

FCAT 2.0 is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14

	FCAT 2.0 SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	14	34	33	11	8	20	27	28	12	13	17	26	30	13	14
WHITE					55	10	21	32	17	21	10	22	32	17	19
BLACK OR AFRICAN AMERICAN	16	42	27	14		30	32	25	8	5	29	34	25	7	5
HISPANIC/LATINO					26	31					17	26	30	14	13

ASIAN		8	16	28	19	30	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											
AMERICAN INDIAN OR ALASKA NATIVE		18	29	27	14	13	15	28	32	14	11
TWO OR MORE RACES*		13	21	31	16	18	13	25	31	15	16
DISABLED		46	28	16	5	5	43	31	17	5	3
ECO. DISADVANTAGED	17	39	30	10			23	32	28	10	7
ELL**		43	31	17	5	4	41	34	18	4	3
MIGRANT*		52					30	36	23	7	4
FEMALE*	38	29	14				17	28	30	13	12
MALE*	17	29	36				21	26	27	13	14

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
 *Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.
 **Students enrolled in ESOL in the current year.

FCAT 2.0 READING

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	15	28	29	20	7	17	25	25	21	11	17	25	25	21	11
WHITE		25	37	24		8	18	27	29	18	10	20	27	27	16
BLACK OR AFRICAN AMERICAN	19	31	26	18	6	26	31	24	14	5	29	33	22	12	4
HISPANIC/LATINO	11	25	34	22		15	23	27	23	12	20	26	26	19	9
ASIAN						8	14	23	29	25	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	21	28	25	9	17	27	27	21	9
TWO OR MORE RACES*						10	20	27	27	16	13	24	27	24	13
DISABLED	35	33	27			43	28	16	8	4	47	29	15	7	2
ECO. DISADVANTAGED	18	31	28	18	5	23	30	25	16	6	23	30	25	16	6
ELL**	35	35				33	31	21	12	3	35	32	21	10	2
MIGRANT*						38	36	17			34	34	21	9	3
FEMALE*	13	30	29	22	6	14	24	26	23	13	15	25	26	22	12
MALE*	18	27	29	18	8	20	25	25	20	10	20	25	25	20	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
 *Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.
 **Students enrolled in ESOL in the current year.

FCAT 2.0 MATH and ALGEBRA 1 EOC

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	23	32	29	10	7	19	24	29	17	12	19	24	29	17	10
WHITE		34	35	15		10	18	30	24	19	12	21	31	22	14
BLACK OR AFRICAN AMERICAN	28	32	26	8	5	29	29	27	11	5	30	31	26	10	3
HISPANIC/LATINO	16	30	32	14		16	23	30	19	12	20	25	30	16	9
ASIAN						6	12	24	25	33	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	22	30	18	14	17	26	31	17	10
TWO OR MORE RACES*						13	21	29	21	15	16	24	30	19	12
DISABLED	33	38	21			44	26	18	7	4	46	27	18	6	2
ECO. DISADVANTAGED	26	31	29	8	5	25	28	28	13	6	25	28	29	13	6
ELL**	35	30				29	27	25	12	6	31	29	25	11	4
MIGRANT*						36	34	27			27	30	28	11	4
FEMALE*	22	35	26	10	6	17	24	29	18	12	17	25	30	17	11
MALE*	23	28	31	10	8	21	23	28	17	11	20	24	29	17	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FCAT 2.0 in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2013-14.

ELL	School	District	State
Reading	*	1,248	13,057
Math	*	1,282	13,478
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2013 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT 2.0:

FCAT 2.0 Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or on the FLDOE website at <http://www.fldoe.org/asp/naep/>.

NAEP 2013 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
	SWD	90	90	90	89	85	83	89
ELL	93	96	87	93	89	92	86	90

NAEP Math 2013 - State Level Results

GRADE 04	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	242	241	16	18	44	41	34	34	6	8	84	82
*														
WHITE	40	51	251	250	8	9	39	37	44	43	10	10	92	91
BLACK	22	16	228	224	28	34	52	48	19	17	1	1	72	66
HISPANIC	31	25	238	230	18	27	46	47	32	24	5	2	82	73
DISABLED	15	13	226	218	33	45	45	38	20	16	2	2	67	55
ECO. DISADVANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78	73
ELL	10	11	218	219	40	41	49	45	11	13		1	60	59

*Asian and Indian subgroups were too small to report.

NAEP Math 2013 - State Level Results

GRADE 08	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	281	284	30	27	40	39	24	26	7	8	70	73
*														
WHITE	44	53	291	293	19	17	41	39	31	33	10	11	81	83
BLACK	21	15	264	263	49	49	37	38	12	12	2	2	51	51
HISPANIC	29	23	274	271	35	38	41	41	20	18	4	3	65	62
DISABLED	12	12	255	248	59	66	31	26	9	7	1	1	41	34
ECO. DISADVANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	61	61
ELL	5	5	243	245	72	69	23	25	4	4	1	1	28	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

GRADE 04	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

ALL STUDENTS	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75	67
*														
WHITE	40	51	236	231	15	21	36	34	37	33	12	11	85	79
BLACK	22	15	212	205	43	50	37	32	17	15	3	2	57	50
HISPANIC	31	25	225	207	27	48	37	33	29	17	7	3	73	52
DISABLED	14	12	204	184	53	69	27	20	16	9	4	2	47	31
ECO. DISADVANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66	53
ELL	10	10	199	187	59	69	31	24	9	6	1	1	41	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	266	266	23	23	43	42	30	31	3	4	77	77
*														
WHITE	44	53	274	275	16	15	42	41	38	39	5	5	84	85
BLACK	21	15	254	250	34	40	47	44	18	15	1	1	66	60
HISPANIC	28	23	260	255	27	33	46	46	25	20	2	1	73	67
DISABLED	12	11	243	231	50	62	37	30	13	8			50	38
ECO. DISADVANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70	66
ELL	4	5	226	225	70	70	27	26	3	3			30	30

*Asian and Indian subgroups were too small to report.

INTERNATIONAL SURVEYS

TIMSS is an international comparative study of student performance in mathematics and science at the fourth and eighth grade levels. It collects data on achievement, experiences, and attitudes of fourth- and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

TIMSS 2011

High International Benchmark and Higher

	Florida	Annual Objective
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

PIRLS is an international comparative study of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

PIRLS 2011

High International Benchmark and Higher

	Florida	Annual Objective
Grade 4 Reading	61%	54%

PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their

everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

PISA 2012 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	49	33	67.3	20.7	20.4
School-Based Administrators	3	2	66.7	20.8	26.6
Total	52	35	67.3	20.7	20.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Bachelor's Degree	37	86.0	80.6	57.9	56.9	66.0	65.5
Master's Degree	5	11.6	16.1	38.8	39.9	31.9	32.5
Specialist Degree				1.9	1.9	1.1	1.1
Doctorate	1	2.3	3.2	1.5	1.4	1.0	1.0
Total All Degrees	43	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	92.8	89.9	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	7.2	10.1	6.2

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

Classes Not Taught by Highly Qualified Teachers	School %		District %		State %		
	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*	
June	0.0	7.4	4.5	93.1	7.4	8.7	11.1
July	0.0	3.3	4.5	0.0	12.5	7.3	35.5
October	0.0	4.8	6.4	3.1	5.8	6.4	5.5
February	0.0	5.1	7.0	3.3	5.8	6.3	5.1
Combined All Year	0.0	5.0	6.7	3.4	5.9	6.3	5.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2013-14 School Performance Grade*: B

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students, 2013-14

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low 25%, Points Earned*	Reading Low 25%, Points Earned*
2013-14	2013-14
56	73

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at <http://schoolgrades.fldoe.org>.

Appendix M
Approved Comprehensive
Reading Plan



CSUSA Broward County Schools K-12 Reading Plan Revised December 11, 2015

The reading curriculum for CSUSA Broward County Schools is based on a foundation of text exemplars and authentic texts, per the high rigor put forth by the Florida and Common Core State Standards (standards). CSUSA applies a standards based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action* (2003). It provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a particular way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The research-based curriculum is aligned to the rigor, depth, and intent of the standards and includes a range of diverse print and media. Along with other resources described further in this plan, CSUSA Broward County Schools will also utilize a core reading resource, McGraw-Hill Reading Wonders (Wonders in kindergarten through fifth grade). In grades six through twelve an integrated reading and writing approach is implemented with the utilization of Houghton Mifflin Collections (Collections) and the corresponding literature resources provided by this research-based program. Within the core reading programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of the Standards. In the curriculum maps, Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through weekly assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Broward County Schools will implement an ELA block that includes time for both reading and writing instruction in kindergarten through fifth grades. The ELA block will include whole group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific

student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan on beginning on page 6.

No matter the grade level, students will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. High school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intensive reading instruction and receive remedial support.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50th percentile). With this in mind CSUSA Broward County Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, additional tutoring and in-school interventions, as well as expanded and targeted support by CSUSA.

Table 1.1 below describes the progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

Progression Plan of Instructional Reading Minutes Grades K-5		
On Grade Level Instructional Plan	Strategic Instructional Plan	Intensive Instructional Plan
90 minute uninterrupted reading	90 minute uninterrupted reading block	90 minute uninterrupted reading
60 minute language arts block	60 minute language arts block	60 minute language arts block
	30minute Intervention/Enrichment block	30 minute Intervention/Enrichment block
		30 minute intervention session (3 times a week, minimum)
		60 minute tutoring session

K-5 Intervention/Enrichment Block

Students receive targeted instruction in classes during a specific time block that are grouped based on their various levels of performance and targeted skill gaps. Each quarter, the groups are adjusted accordingly based on formative and progress-monitoring data to ensure students continuously get the support they need. Examples of grouping include:

- Students that are below grade level will receive an intervention focused on comprehension and word attack skills;
- Novel studies that foster comprehension, vocabulary building, literary analysis and other reading application skills will be provided for students who are on grade level in reading;
- As some students may be above proficiency in reading they will be able to participate in an enrichment block that involves applying their reading knowledge to real world, critical thinking tasks and projects.

The following table provides an example of an elementary schedule beginning with a separate Intervention/Enrichment block to target individual student needs, and the core integrated ELA block. See Attachment Section 2 for individual schools’ schedules.

Table 1.2

Sample Elementary Schedule	
Time	Monday – Friday Schedule
8:00 am – 8:40 am	Intervention/ Enrichment Block
8:40 am – 10:10 am	ELA-Reading
10:10 am – 11:10 am	ELA-Writing /Integrated Social Studies and Science
11:10 am – 11:40 am	Lunch
11:40 pm – 12:25 pm	Specials*
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

In middle and high school, students who need remediation as determined by their performance on state assessments will receive an intensive reading, M/J Intensive Reading class, CPALMS code 1000010, in addition to their scheduled English Language Arts courses. Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan beginning on page 6, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

Progression Plan of Instructional Reading Minutes 6-12		
On Grade Level Instructional Plan	Strategic Instructional Plan	Intensive Instructional Plan
100 minute integrated reading and language arts	100 minute integrated reading and language arts	100 minute integrated reading and language arts
	50 minute intensive reading class	50 minute intensive reading class

		30 minute intervention session daily
		60 minute tutoring session

Intensive Reading Course

Students who are non-proficient based on their performance on the state assessment are enrolled in an intensive reading course for one semester, or the entire year, and are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress-monitoring data to ensure students continuously get the support they need.

Examples of grouping include:

- Students that are below grade level will receive an intervention focused on their identified area of need;
- Research-based instructional strategies for intervention including guided reading (Fountas & Pinnell, 1996, 2003), close reading and literature circles (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001) will be included.

Descriptions of the programs and resources used in this course will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in Attachment Section 2.

Table 2.2 provides an example of a middle school schedule including an Intensive Reading course. This schedule also reflects a double block of integrated reading and language arts. See Attachment Section 2 for individual schools’ schedules.

Table 2.2

Sample Middle School Schedule Including Reading Intervention		
Period	Time	Subject
	8:00 am – 8:24 am	Learning Skills/Homeroom
1	8:26 am – 9:16 am	ELA-Integrated Reading/Writing
2	9:18 am – 10:08 am	ELA-Integrated Reading/Writing
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Intensive Reading
5	11:54 am – 12:44 pm	Science
NA	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	World History
7	2:10 pm – 3:00 pm	PE
	3:00 pm	Dismissal Begins

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. Wonders is the state approved core reading program reading for kindergarten through fifth grade. Wonders is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st

century learners. It correlates to the standards across all grade levels, and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. It provides for explicit, systematic instruction along with ample practice opportunities for students to master the reading skills necessary at their level. This research-based instructional approach is provided during the uninterrupted 90-minute reading block, and will incorporate a variety of authentic texts, with a 50/50 blend of fiction and nonfiction in all grade levels. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Highly qualified teachers will provide the small-group instruction, as well as monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

In grades six through eight, Collections a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized. The program contains multiple resources that include a reading focus. For example, resources such as an interactive worktext, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Collections can also be utilized to facilitate Guided Reading, which research shows to be an effective strategy for proficient reading (Fountas & Pinnell, 1996, 2003). Additionally, Collections includes vast supplemental novels for the use of book studies and Literature Circles, a research-proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001).

Supplemental Intervention Reading Program (SIRP)

Based on benchmark and classroom assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs and resources used during SIRP, along with descriptions of assessments are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in Attachment Section 2.

Comprehensive Intervention Reading Programs (CIRP)

CSUSA Broward County Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Diagnostic assessments are described beginning on page 13. Students will receive additional instruction outside of the 90-minute reading block and the SIRP interventions through the use of a research-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction. For example, this supplemental reading instruction could occur during dedicated intervention times, or during non-required electives. There will also be the opportunity for push-in support within the classroom. Programs and resources used during SIRP, along with descriptions of assessments are described in detail beginning on page 13, in Attachment A, and in Attachment Section 2. Individual schools are not limited to the resources listed in Attachment A.

Response to Intervention

CSUSA Broward County Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports to provide high quality instruction and interventions matched to the needs of each individual student. Each student's performance will drive future instructional decisions. This will be in place for all students, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP.

CSUSA Broward County Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Broward County Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and an Academy administrator and documented in lesson plans. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.

ELL components are included within the Wonders reading program, such as ELL leveled texts, to supplement the lesson and provide differentiated support to ELL students. Students who are performing below grade level will also be referred to the RtI process. In addition, all ELL students who show academic difficulties will be referred to RtI, where a team will meet to discuss interventions and strategies to support the ELL student's continued academic success. Interventions that will be provided include push-in/pull-out support, tutoring, and small-group instruction. Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.

The ESOL strategies will be documented in the teacher's lesson plan, and in the student's Personal Learning Plan and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, site visits, and district fidelity checks.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment is used as the universal screening diagnostic for all grade levels, K-12 to determine student need for intervention. For the complete

breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 13.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted at least quarterly. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress. CSUSA Broward County Schools' Student Support Team/Response to Intervention/504 models are aligned with all federal and state laws to ensure all students, including students with disabilities, receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Florida Standards and NGSSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, ongoing progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

See Attachment B for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Broward County schools.

Reading Program Specifications

In order to make reading a “primary focus,” all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Broward County Schools.

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site Expertise

CSUSA Broward County Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development targeted on school improvement goals. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Additionally, team leads participate in monthly leadership

meetings with administrators. Based on administrative walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Broward County Schools, and a regional curriculum specialist will be assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see Attachment Section 2 for individual schools’ customized professional development plans.

Table 3
Sample Professional Development Agenda

Using Data to Plan Lessons		
Topic Content	Delivery	Time
<p>Content Topic 1:</p> <ul style="list-style-type: none"> Standards-based Curriculum *continued Curriculum Mapping *continued <ul style="list-style-type: none"> Unit Mapping*continued Lesson Planning*continued 	Administrative Review with Group	8:30-9:00
	Activity	9:00-11:00
	Individual Questions and Assistance	11:00-11:30
	Exit Ticket	11:30-12:00
Break 12:00-1:00		
<p>Content Topic 2: <i>Data Tracking</i></p> <ul style="list-style-type: none"> Pre and Post-test Benchmark Tracker 	Activity	12:00-2:00
<p>Content Topic 3: Tier 3 Resource: WonderWorks</p>	Content Delivery	2:00-4:00

In preparation for their highly supportive roles within CSUSA Broward County Schools, CRTs attend boot camp each year to provide training on how to best serve CSUSA Broward County Schools. In order to provide accurate and effective professional development to the teachers throughout the year, CRTs attend monthly Curriculum Cadres and webinars provided by curriculum specialists.

Returning principals and new principals both have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and assistant principals attend meetings monthly to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first five days of NTI/RTO, all teachers new to the school

will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training that includes reviewing the Marzano works, *What Works in Schools: Translating Research Into Action (2003)*, and *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001)*. This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

Also at CSUSA Broward County Schools, Teacher Learning Communities provide support for new teachers throughout the year by focusing on research-based teaching methods. Lead by a master teacher, new teachers meet at least once a month to receive support and training, share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from CSUSA through quarterly training sessions and monthly web-based video training sessions.

Teachers also have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal. In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, by seeking professional development outside of the requirements of CSUSA Broward County Schools.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

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

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each Common Monthly Assessment (CMA) and interim assessment provided by the Northwest Evaluation Association (NWEA) to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Classroom libraries will be supplemented by the purchase of novels and other fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing that reading is the primary priority by spearheading the Reading Challenge. All students will be expected to read a specific number of books at their independent level throughout the year. Table 4 that follows provides CSUSA requirements for the number of books read by each student:

Table 4

Number of Books per Grade Level	
Grade Level	Number of Books
Kindergarten	100
1 st - 5 th Grade	50
6 th - 12 th Grade	30
Number of Books by Pages	
Grade Level	# of Pages = 1 Book
K - 2 picture books	1 book
K- 2 chapter books	50 pages
3 rd - 5 th grade	75 pages
6 th - 12 th	100 pages
Number of Articles	
Grade Level	# of Articles = 1 Book
K - 2nd	2 articles
3 rd - 5 th	3 articles
6 th - 12 th	5 articles
Reading Plus Instructional Software Program	
3 combos = 1 book	

Teachers will monitor students' independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students are encouraged to use their local library or borrow from the leveled classroom libraries in order to fulfill the requirements of the reading challenge. Students may have the opportunity to use tablets as well. See Attachment Section 2 for individual Schools' customized implementation of the Reading Challenge.

Staff members also have a reading challenge in which they are expected to read a specified number of books throughout the year. This further promotes CSUSA Broward County Schools' vision of creating the desire for students to be life-long learners as teachers will be role models, demonstrating their love for learning through reading.

CSUSA Broward County Schools may also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit instruction, these skills are further mastered through centers and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

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

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. By providing direct, systematic instruction for all six components of reading, CSUSA Broward County Schools will ensure that all students achieve annual growth in reading.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for “bell-to-bell” instruction, with research-based strategies implemented to engage students within learning the entire time. These lesson plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what is happening in the classroom, and assists with appropriate instructional pacing.

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject. The introduction is intended to hook and engage the

students, previewing content in a meaningful way, as well as discuss the essential question and objective for the lesson. Teachers then model the skill they are trying to teach, explaining step-by-step in an explicit manner. Guided practice is used for students to apply the skill under guidance from the teacher, who is there to further explain misunderstandings or reinforce correct actions.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups' needs through scaffolded, guided reading lessons. Additionally, instructional software, which adapts to students individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies such as Guided Reading, and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules beginning on page 2.

Assessment

At the beginning of every school year, teachers will analyze previous year's state testing scores and assess each student's reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Broward County Schools are shown in Table 5.1 below. See Attachment Section 2 for specific progress monitoring assessments used at individual schools and Attachment C for an overview of CSUSA NWEA and Performance Matters Assessments and reports.

Table 5.1

Grades K-2 Reading Assessments		
Category	Assessment	Frequency
Screening	NWEA MAP and MPG; Running Reading Records; FLKRS	3 times a year
Diagnostic	(Kindergarten only) Wonders; DIBELS	Minimum of 3 times a year
Progress Monitoring	Running Reading Records; Easy CBM; Other tools based on school programs such as NWEA skills	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP and MPG; Easy CBM, State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

Table 5.2

Grades 3-5 Reading Assessments		
Category	Assessment	Frequency
Screening	NWEA MAP; DIBELS; Easy CBM	3 times a year
Diagnostic	Wonders; DIBELS; DAR	Minimum of 3 times a year
Progress Monitoring	Running Reading Records; Easy CBM; STAR; DIBELS: Other tools based on school programs	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP and MPG; Easy CBM; State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

Table 5.3

Grades 6-12 Reading Assessments		
Category	Assessment	Frequency
Screening	NWEA MAP;	3 times a year
Diagnostic	DIBELS (6 th Grade); CMAs, DAR	Minimum of 3 times a year
Progress Monitoring	CBM; CMAs, Other tools based on school programs	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP; Easy CBM; State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Broward County schools will be in compliance with all guidelines and requirements, including assessments, for students with Individual Education Plans, and English Language Learners. CSUSA For those third grade students who do not meet standardized testing passing requirements, CSUSA Broward County Schools will utilize assessments within the state and district guidelines. These assessments include Standards-Based Common Monthly Assessments (CMAs) and Wonders assessments. Teachers will administer weekly standards assessments to measure mastery of Florida Standards. Weekly standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was

taught. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. CMAs also provide a uniform tool to CSUSA Broward County Schools to measure mastery of the GVC. CMAs are used to identify students who are not mastering grade level standards as an indicator for who might need additional support, and is not used for RtI purposes. NWEA, administered three times per year, as well as CMAs will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) assessments are nationally normed, Common Core-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG). These assessments are computer-based, which help prepare students for the format of the state assessment as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
- CMAs – Research supports the use of common assessments to reinforce coherence in rigorous standards- based classroom instruction, ensuring that students in need of reading remediation are identified (Richardson, 2008; DuFour, Eaker & Many, 2010).

CSUSA uses the Key Data Systems INSPECT Common Core Item Bank in 2015 for CMA creation. This is an expanded item bank, that includes high-quality, standards based items which have been created through a rigorous item development process, including multiple rounds of review, in order to ensure items are aligned to Common Core standards, and state-specific versions of the Common Core standards. Additionally, this item bank provides grade level appropriate questions that are free of potential bias and sensitivity concerns, and follow the principles of universal design. This test bank includes many expanded and improved options for creating assessments. Further, items are now coded by difficulty, depth of knowledge, and many innovative item types have been added. The INSPECT bank also includes items aligned to dual-text passages as well as a listening component for ELA. Each of these improvements over The Formative Assessment Item Bank better prepare CSUSA students for the rigor of new computer-based state summative assessments.

The Formative Assessment Item Bank is now available to K-2 teachers network-wide to create and score formative classroom assessments. Teachers in grades three through twelve have access to the Measured Progress Common Core Item Bank, (NWEA) another Common Core aligned, with similar options for complexity, depth of knowledge and item types.

CMAs are disseminated to schools to gauge students' progress on mastery of the GVC. The assessments include short-term review, as well as spiral review, to check for mastery. This provides a uniform tool to all schools in CSUSA's network to monitor progress more frequently between interim assessments administered by NWEA.

Assessments are followed by a decision making process to determine the next action to take to meet students' needs. Teachers use data from NWEA, CMAs, and class assessments to drive the decision-

making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product do demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.

Differentiated Instruction: CSUSA Broward County Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences Student-centered
- Instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in three ways: with the content students are learning; the process in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research-based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. Teachers will utilize various center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

To further enhance learning for those students who are higher-level, CSUSA Broward County Schools will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects (i.e. Budgets)
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

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

The Comprehensive Core Reading Plan (CCRP) Materials: As stated on page 4, CSUSA Broward County Schools will use McGraw-Hill Reading Wonders in grades K-5 as the research-based core reading program. As all reading resources are consistently reviewed and evaluated, this choice may change in the future if new, more effective, research-based resources are determined. As stated previously, this proposed program includes a range of diverse print and media aligned with the rigor of Florida Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the K-5 90-minute reading block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules on pages 2 and 3. This integrated reading and language arts block will infuse reading instruction for all students through the use of research-based strategies such close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Classroom libraries and/or digital libraries are also available to meet the diverse needs of students' reading levels and cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Broward County Schools will meet the individual needs of students during the school day, by the adding to the 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute

reading block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See Attachment Section 2 for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Broward County Schools will meet the individual needs of students who, based on diagnostic data described in the Assessment section beginning on page 13, have been identified to have significant skill deficiencies, and/or read one or more years below grade level. These students will be given additional instructional minutes using a research-based intervention program. In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See Attachment Section 2 for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment D demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also reflected in Attachment D are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

Use of Technology and Digital Materials

A primary focus of CSUSA Broward County Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Broward County Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this will include:

- Flat screen televisions with interactive tablets
- Laptop computers
- Computer labs

- Tablets
- Document cameras
- Production room

CSUSA Broward County Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. Reading Eggs, an intervention resource, has over 300 digital books. CSUSA Broward County Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

CSUSA

Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Attachment A

Grades Kindergarten to 2

Assessments <ul style="list-style-type: none"> • Screening- NWEA MAP and MPG, Running Reading Records, FLKRS (Kindergarten only) • Diagnostics- Wonders, DIBELS • Progress Monitoring- Running Reading Records, Easy CBM, Other tools based on school programs Outcome Measures- NWEA MAP and MPG, Easy CBM, State Assessments		Frequency <ul style="list-style-type: none"> • Screening - Fall, Winter & Spring Administration <ul style="list-style-type: none"> • NWEA MAP and MPG- three times per year • Running Reading Records- three times per year • FLKRS (Kindergarten only)- single administration, kindergarten • Diagnostics- ongoing • Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.) <ul style="list-style-type: none"> • Running Reading Records- ongoing, as needed • Easy CBM- ongoing, as needed • Other tools based on school programs- ongoing, as needed • Outcome Measures <ul style="list-style-type: none"> • NWEA MAP and MPG- end of year (Spring administration) • Easy CBM- ongoing, as needed 				
Program	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Early Vocabulary Connections (K-1)					x	
Everyday Rtl (K-5)	x		x			
Failure Free Reading (1-12)	x	x	x	x	x	x
Foundations (K-3 only)	x	x	x	x	x	
Great Leaps (K-6)		K-2	x			
I-Ready (K-8)	x	x		x	x	
I-Station (K-12)	x	x	x	x	x	
LetterLand (Rutledge Educational Resources) (K-2)	x		x			
LLI (Leveled Literacy Intervention) (K-2 Low Level 3-4)	x	x	x	x	x	x
Lexia Reading (K-12)	x	x	x	x	x	x
Lucy Calkins- Units of Study (K-8)	x	x	x	x	x	x
Phonics for Reading (2-6)	x	x	x			
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x		
Reading A to Z (K-6)	x	x	x		x	
Reading Eggs (K-7)	x	x	x	x	x	x
Reading Mastery (K-5)	x	x	x			
Reading Plus (3-12)			x	x		
Sadlier Rtl Phonics (K-3)	x	x				
Triumph Learning (K-12)			x	x	x	
Voyager Passport (K-5)			x	x	x	x
Wilson (Grades 2-12)	x	x	x			
WonderWorks (K-5)				x		
Zaner Bloser Reaching All Readers (K-3)	x		x	x	x	

Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Grades 3-5

Assessments • Screening- NWEA MAP, Running Reading Records (as needed) • Diagnostics- Wonders • Progress Monitoring- Running Reading Records (as needed), Easy CBM, Other tools based on school programs Outcome Measures- NWEA MAP, Easy CBM, State Assessments		Frequency • Screening - Fall, Winter & Spring Administration <ul style="list-style-type: none"> NWEA MAP - three times per year Running Reading Records- three times per year • Diagnostics- ongoing • Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.) <ul style="list-style-type: none"> Running Reading Records- ongoing, as needed Easy CBM- ongoing, as needed Other tools based on school programs- ongoing, as needed • Outcome Measures <ul style="list-style-type: none"> NWEA MAP and MPG- end of year (Spring administration) Easy CBM- ongoing, as needed 				
Program	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	
Corrective Reading- SRA (3-12)		x	x	x		
Everyday RtI (K-5)	x		x			
Failure Free Reading (1-12)	x	x	x	x	x	
Foundations (K-3 only)	x	x	x	x	x	
Great Leaps (K-6)			x			
I-Ready (K-8)	x	x		x	x	
I-Station (K-12)	x	K-3	x	x	x	
LLI (Leveled Literacy Intervention) (K-2 Low Level 3-4)	x	x	x	x	x	
Lexia Reading (K-12)	x	x	x	x	x	
Lucy Calkins- Units of Study (K-8)	x	x	x	x	x	
MegaWords (Grades 4-12)	x	x				
Phonics for Reading (2-6)	x	x	x			
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x		
Reading A to Z (K-6)	x	x	x		x	
Reading Eggs (K-7)	x	x	x	x	x	
Reading Mastery (K-5)	x	x	x			
Reading Plus (3-12)			x	x		
Voyager Rewards (4-12)			x	x		
Sadlier RtI Phonics (K-3)	x	x				
Triumph Learning (K-12)			x	x	x	
Vocabulary through Morphemes (Grades 4-12)			x	x	x	
Voyager Passport (K-5)			x	x		
Wilson (Grades 2-12)	x	x	x			
WonderWorks (K-5)	x	x	x	x	x	
Zaner Bloser Reaching All Readers (K-3)	x		x	x	x	

Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Grades 6-12

CSUSA is dedicated to increase the resources and materials used to support SIRP and CIRP at the 6-12 grade levels.

Assessments		Frequency				
<ul style="list-style-type: none"> • Screening- NWEA MAP • Diagnostics- DIBELS (6th Grade); CMAs, DAR • Progress Monitoring- CBM, CMAs, Other tools based on school programs Outcome Measures- NWEA MAP, Easy CBM, State Assessments		<ul style="list-style-type: none"> • Screening - Fall, Winter & Spring Administration <ul style="list-style-type: none"> • NWEA MAP - three times per year • Diagnostics- ongoing • Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.) <ul style="list-style-type: none"> • CBM- ongoing, as needed • Other tools based on school programs- ongoing, as needed • Outcome Measures <ul style="list-style-type: none"> • NWEA MAP - end of year (Spring administration) • Easy CBM- ongoing, as needed 				
Program	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Corrective Reading- SRA (3-12)		x	x	x		
Failure Free Reading (1-12)	x	x	x	x	x	x
I-Ready (K-8)	x	x		x	x	
I-Station (K-12)	x	K-3	x	x	x	
Inside (6-8 only)				x		
Intensive Reading (MS Course)	x	x	x	x	x	x
Jamestown CRS	x		x	x	x	
Lexia Reading (K-12)	x	x	x	x	x	x
Lucy Calkins- Units of Study and Opinion, Informational, and Narrative Writing (K-8)	x	x	x	x	x	x
MegaWords (Grades 4-12)	x	x				
Phonics for Reading (2-6)	x	x	x			
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x		
Reading A to Z (K-6)	x	x	x		x	
Reading Eggs (K-7)	x	x	x	x	x	x
Reading Plus (3-12)			x	x		
Voyager Rewards (4-12)			x	x		
Triumph Learning (K-12)			x	x	x	
Vocabulary through Morphemes (Grades 4-12)			x	x	x	
Wilson (Grades 2-12)	x	x	x			

SAMPLE DRAFT**Reading Intervention Processes and Procedures Manual for SCHOOL NAME HERE****Attachment B****Part I: Problem Solving Team**

What is PST? This is a multi-tiered approach to providing services and interventions to students not meeting grade level expectations academically and behaviorally. This process is based on the implementation of interventions with progress monitoring and data analysis. At the conclusion of Tier three interventions, students can be referred to the ESE department to determine eligibility of exceptional educational services. This process is mandated by law and ensures that every student makes at least one year's growth.

Process**TIER 1:**

- Implement a Tier 1 Core Curriculum (refer to the Tier list) with all students.
- Collect all data from Core Programs
- If your student is not making sufficient progress, or has been identified through NWEA as being “at risk” begin implementing Tier 2 Interventions in the classroom.

TIER 2:

- Identify a Tier 2 intervention to be implemented within the classroom and collect all data for 6-8 weeks
- If student is not responding to the intervention after a period of 6-8 weeks, complete the “PST 1: Student Data Collection: Cumulative Review and Teacher Input” form
- During the first PST meeting, the team will identify/revise a new intervention you will try in your classroom from our Tier 2 intervention list. The team will also identify a progress monitoring tool to collect your data for at least 6-8 weeks.
- Teachers will collect data based on the specific interventions and will complete the Progress Monitoring Plan (will be provided during PST Meeting)
- At the conclusion of the 6-8 weeks, the PST will meet again to discuss the data you collected on the Tier 2 intervention.
- When the PST meets again, they will determine if the student needs to move to a Tier 3 intervention or if they need to continue the Tier 2 intervention.

TIER 2 MEETING:

- **INSERT NAME HERE** invites the team and gives them a reminder at least ten days prior to the meeting.

- During the meetings we will review the data collected by the teacher.
- We will also complete the "PST 3: Student Data Collection: Intervention Documentation" form.
- The team will determine a tier three intervention with appropriate progress monitoring or continue with a tier 2 intervention.

TIER 3:

- If the team decides to implement a Tier 3 intervention, the identified intervention teacher will collect data on this intervention for a period of 8 weeks.
- The PST Facilitator will provide specific sheets that you must collect data on. (PMPForm)
- At the conclusion of the eight weeks, the PST team will meet again to discuss the data you collected on the tier 3 intervention.
- The PST team will determine the next steps after the conclusion of the eight weeks.

PST: At the conclusion of the tier 3 intervention implementation of eight weeks, the PST team will determine the next steps.

Who is invited to a PST meeting?

INSERT NAME HERE: Facilitates the meeting

Parents: Are invited, but are not obligated to attend

Administrator: **INSERT NAME HERE**

INSERT NAME HERE: ESE Specialist/Notetaker

INSERT NAME HERE: Consults on behavioral cases

Subject Area Experts as needed: OT, Speech, and ESOL

General Education Teacher Representative: **One representative from K-2, 3-5, and 6-8 will attend for cases within their grade range (preferably for K-5: Students Teacher and Middle School: Students Reading Teacher)**

CUSTOMIZE BASED ON SCHOOL GRADE LEVELS

What is the difference between an intervention and a progress monitoring tool? An intervention is targeted instructional assistance or strategy that provides additional instruction through individual, small group, or technology assisted groupings. This is in addition to normal instructional programs. Progress monitoring is the tool used to test the student, to determine if the intervention is working, and collect data on the intervention.

What are our tier 1 Core Programs? What are the corresponding progress monitoring tools? These interventions need to be delivered in a small group or one on one in the classroom setting.

Skills/Purpose	Resource	Progress Monitor
ELA	Wonders	Wonders Assessments, CMA, NWEA, Grade Level Assessments
ELA	Leveled Readers	Leveled Reader Comprehension Questions, CMA, NWEA, Grade Level Assessments
ELA	Novel Sets	Teacher Generated Novel Assessments, CMA, NWEA, Grade Level Assessments
Behavior	Responsive Classroom & Developmental Design	Frequency of Referrals

What are our tier 2 interventions? What are the corresponding progress monitoring tools? The classroom teacher gives the tier 2 interventions during RTI time in a small group or individual setting.

Skills/Purpose	Resource	Progress Monitor
Foundational Skills(Phonics)	Reading Eggs	Easy CBM
Comprehension	Reading Plus	Intervention Central/Easy CBM
Comprehension	Scholastic Reading Skill Kits	Intervention Central/Easy CBM
Behavior	Behavior Plan	Goals met on Behavior Plan
ELA	Corrective Reading	Easy CBM
ELA	FCRR	Easy CBM
Fluency	Repeated Re-Readings	Easy CBM
Reading	Pre-Referral Invention Manual	Intervention Central/Easy CBM
Behavior	Pre-Referral Invention Manual	ABC Data Sheet or Check-in/Check-out Program
ELA	Wilson Reading	Easy CBM
ELA	Read Works	Intervention Central/Easy CBM

***Additional intervention resources may be available.**

What are our tier 3 interventions? What are the corresponding progress monitoring tools? An intervention teacher (middle school elective teachers, co-teachers, or CRT) has to give the intervention.

What can happen at the conclusion of the PST meeting after tier 3? The student can continue at tier 3 or be referred to ESE for evaluations.

Part II: Gifted

If a parent or teacher thinks a child is gifted, they will inform **INSERT NAME HERE** and **HE/SHE** conducts the testing along with our school psychologist. If a student is eligible for gifted service, then **INSERT NAME HERE** will meet with the team and write a gifted learning plan. **INSERT NAME HERE** will provide services for consult and pull out.

Part III: 504

If a student has a medical diagnosis, bring the **doctor's documentation (regarded as having a disability)** to **INSERT NAME HERE** and **HE/SHE** will set up a 504 meeting. If the 504 needs to be updated, then **HE/SHE** will review and update as needed. All 504's will go through a re-evaluation every three years. All 504's need to be copied and given to district student services, **INSERT NAME HERE**.

Part IV: ESOL

When students register for school, the parents fill out a Home Language Survey. Based on the parent answers, if applicable, **INSERT NAME HERE** will conduct further screening tests. If a student is found eligible for ESOL services based on this testing, **INSERT NAME HERE** will create an ESOL plan for services. Re-evaluations will be conducted every three years, but plans need to be updated every year at the beginning of the year. **INSERT NAME HERE** will provide services for consult and pull out, in addition to the required paraprofessionals. Students will be provided a word to word dictionary in their native language. **Non-English speaking students will also be provided a laptop for translation. (may not be the case at every school)**

Part V: ESE

If a student is referred by the PST team, **INSERT NAME HERE** will have a consent meeting to establish parental consent in psychoeducational testing (can occur during the Tier 3 meeting). At this meeting the team **INSERT NAME HERE**, the parents, general education teacher, the school psychologist will determine what types of tests need to be conducted. At the conclusion of testing the team will come back together to determine if the student is eligible for ESE services. If the student is eligible, then an IEP will be written. If the student is not eligible, then the student will be referred back to the PST tier 3. If a student with an IEP needs changes or additions, then **INSERT NAME HERE** will set up a meeting.

Prior to all IEP meetings, IEP goals will be written two weeks prior to the IEP meeting. A draft of the IEP will be sent home one week prior to the IEP meeting.

Part VI: Speech and Language

During the PST process, the teacher will fill out the "Communication Skills Checklist" to address language issues. **INSERT NAME HERE** will determine if additional testing or processes need to be completed with regards to language impairment. For additional testing and possible language impairment, pending the results of the checklist, the case will be transferred to the ESE department for consent through eligibility.

For Speech, during the PST process, **INSERT NAME HERE** will be asked to consult on any suspected speech cases. It is imperative that **INSERT NAME HERE** consults on all possible cases to ensure that unnecessary speech testing is not ordered. For example, if the articulation impedes the student's learning, then during the PST meeting, **INSERT NAME HERE** will order a speech screening. At the conclusion of the speech screening, if the student is found with articulation errors that are not appropriate for the child's age, then **INSERT NAME HERE** will review the results and have the parent sign consent for testing. The results of this testing will be concluded through the ESE department.

Part VII: OT

OT services are related services to a student's IEP. A Student cannot receive O.T. services without an IEP, in addition evaluations cannot be ordered through PST. A student with possible OT concerns should be addressed with **INSERT NAME HERE**. However, the OT therapist can consult on a student with the PST team. An O.T.

screening can be performed with a student only if the parent has signed a Consent to Screen form. An O.T. evaluation can be performed when ordered by the team on the Consent to Evaluate/Referral form.

Part VIII: PT

Doctor's Prescription required; if educationally relevant refer to **INSERT NAME HERE** PT Department

Part IX: Behavioral Cases

If there is a student who is not meeting grade level expectations of behavior, the teacher must first try consulting **INSERT NAME HERE** for a specific behavior plan. This plan must be implemented for a period of four weeks with consistent data collection and graphing. If the behavior plan does not work or create some improvement in the student's behavior, then the teacher will complete the PST forms as outlined above. In some cases if there is a severe behavior incident that requires immediate attention (risk of harm to self or others) or if the data for continual behaviors demonstrate poor response to intervention (For example you have tried an intervention with fidelity for which data has been collected for a minimum of 6 weeks, had another meeting tried a second intervention), we will call our behavioral specialist, **INSERT NAME HERE**, to consult. However, the behavioral specialist may be invited to the PST meetings prior to data for assistance in choosing interventions and directing the team on how and what data would be most appropriate.

On item the behavioral specialist can create for a student is a Functional Behavior Assessment (FBA), a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. The FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis. Data collection is an important part of the FBA process. ANY time the team is considering the need for an FBA, two items need to happen; **INSERT NAME HERE** needs to be notified and invited to the meeting and a parent must sign consent for **HIM/HER** to observe the student.

Through an FBA it may or may not be determined that a BIP needs to be developed, in which the behavioral specialist will make this determination. A BIP or Behavior intervention plan is a formal and individualized plan that outlines how those working with a student will build skills and replacement behaviors while decreasing problem behaviors. It outlines interventions and needed data collection.

Once the functional behavior assessment is completed and a behavior plan is developed, we have a meeting so that a detailed description of findings and interventions can be provided to families and staff working with the student. Staff from this point would need to document data and implement the plan with fidelity as it becomes part of the IEP if a student has one. Fidelity of interventions impacts data collection and is imperative not only so that we can see what is working but what is not working within the plans and we can best meet the needs of our students.

Students are not required to have an IEP, 504 or any other document. However, due to the complexity of such interventions the behavior analyst/specialist should be consulted before an FBA is ordered. **INSERT NAME HERE** can also provide the staff with professional development on FAST, CHAMPS, Verbal De-escalation, Behavioral Classroom Strategies, and CPI, as well as assisting with writing safety plans for students that are harming themselves and others.

Part X: Roles and Responsibilities

INSERT NAME HERE: Facilitate ESE related meetings; servicing students; ESE compliance
CSUSA Broward County Schools 2015-2016 Reading Plan - Attachment B

INSERT NAME HERE and **INSERT NAME HERE**: service students; write IEP goals; developing AGPR every 4 weeks

INSERT NAME HERE: 504, PST Facilitator, Oversees Parts I-III & IX

INSERT NAME HERE, School Psychologist: participate in determining the testing to be conducted during a consent meetings, psychoeducational testing, and reading the results form testing; PBS Coach; PST consult for progress monitoring

INSERT NAME HERE: Train and coach the ESE department; answer questions on specific St. Lucie County regulations

INSERT NAME HERE: Manage overall compliance and Parts IV-VIII

Dr. Raskin (Service Center): consult if needed

INSERT NAME HERE: ESOL compliance and services

INSERT NAME HERE: Behavioral Specialist

INSERT NAME HERE: Speech/Language Pathologist

INSERT NAME HERE: school wide discipline

INSERT NAME HERE: Occupational Therapist

DRAFT

CSUSA Assessment and Data Reference Sheet Attachment C

NWEA – Northwestern Evaluation Association

Interim Formative Assessments	
Name	Description
MAP (Measures of Academic Progress)	<ul style="list-style-type: none"> Administered Fall, Winter, Spring Grades 2-5, 6-12 Computer-based, Adaptive Data: RIT score, student's instructional level
MPG (MAP for Primary Grades)	<ul style="list-style-type: none"> MAP with audio support For grades K and 1 or low performing 2nd grade students
Surveys	<ul style="list-style-type: none"> Grades 2+ Used to test students outside of the testing window Not a replacement for MAP assessments Cannot be used in growth calculations (not enough questions) Computer-based, Adaptive Data: RIT score Limited questions and reporting (no goal area RIT scores)
Skills Checklists	<ul style="list-style-type: none"> Grades K and 1 Skill specific assessments for early literacy and numeracy 28 Math Checklists, 10 ELA Checklists Does not replace MPG
Kindergarten Screener	<ul style="list-style-type: none"> Pre-screener for incoming Kindergarteners 30 questions each (early literacy and early numeracy) Does not replace MPG

Reports		
	Name	Notes
Teacher Level	Class Report	<ul style="list-style-type: none"> Mean & median class RIT Goal area performance RIT Student percentile rankings Lexile range (Reading MAP only) National and district comparisons
	Class Breakdown	<ul style="list-style-type: none"> Student groupings by 10-point RIT bands Student groupings by subject and goal area Direct access to Learning Continuum
	Achievement Status and Growth*	<ul style="list-style-type: none"> Student growth projections Student status and growth percentiles Growth projection attainment Percent of students who met growth projection Percentage of overall RIT met Quadrant graphs of student status and growth percentiles National and district comparisons
	Student Progress	<ul style="list-style-type: none"> Student and parent friendly summary report of student

	Report	<p>performance</p> <ul style="list-style-type: none"> • Historical data over time • National and district comparisons
	Learning Continuum	<ul style="list-style-type: none"> • Skills students are ready to learn, reinforce and introduce • Organized by RIT band, subject, goal area and sub-goal area • Can be grouped and filtered by grade, standard and topic
	MPG Class Report	<ul style="list-style-type: none"> • Skills Checklist and Kindergarten Screener results per class • Class summary information provided
	MPG Student Report	<ul style="list-style-type: none"> • Skills Checklist and Kindergarten Screener results per student
School Level	District Summary	<ul style="list-style-type: none"> • Grade level achievement on MPG/MAP assessments • Historical results by test • Mean RIT, Median RIT and Goal Area Mean RIT • Only available after window closes. Prior to closed window pull ASG by grade pool
	Student Growth Summary*	<ul style="list-style-type: none"> • Grade level growth projection and performance on MPG/MAP assessments by subject for a specified testing season • Grade level mean RIT, growth projections • % of students in a grade level who met growth projection • Grade level status and growth percentiles • Only available after window closes. Prior to closed window pull ASG by grade pool
	Grade Report	<ul style="list-style-type: none"> • Mean & median grade level RIT • Goal area performance grade level RIT • Student Percentile Rankings • Lexile Range • National and district comparisons

*Updated for 2015/16

Performance Matters

Assessments	
Common Monthly Assessments	<ul style="list-style-type: none"> • Grades 1-8 required, Kindergarten required from January-June • Standards assessed according to the pacing of the CSUSA Curriculum Maps • Aligned to Common Core Standards • Computer or paper based
Supplemental Assessments	<ul style="list-style-type: none"> • Optional • Administered periodically (school-based decision)
Teacher Created Formative Assessments	<ul style="list-style-type: none"> • UNIFY log-in required • Common Core aligned item bank • Computer or paper based
Reports	
Student Item Analysis	<ul style="list-style-type: none"> • Results delivered by class • Overall percent correct by student and assessment • Individual item mastery per student • Individual item mastery per class • Dynamic/interactive when viewed in UNIFY

Item Analysis	<ul style="list-style-type: none"> • Individual item mastery per class • Overall class standard mastery (% correct) • Results delivered by class when pulled by teacher, or by grade level when pulled by
Student Portfolio	<ul style="list-style-type: none"> • Collection of ALL student data from the Performance Matters Data Warehouse (CMA, NWEA, state assessment, etc.)
Bbcard	<ul style="list-style-type: none"> • Customizable report • Can be displayed by grade level, classroom/teacher, or student • Multiple test scores can be included (CMA, NWEA, state assessment, by standard, etc.) • Data can be sorted by headers (teacher, student, ascending, etc.) • Data can be filtered by result/status • Custom report can be exported to Excel or saved as a link for future use

Reading Running Records

- Mandatory for all Kindergarten and 1st graders as well as any 2nd graders taking the MPG
- Administered a **minimum** of 3 times per year, consistent with NWEA testing windows
- One-on-one reading assessment using Fountas & Pinnell Benchmark Assessment System
- Areas Assessed: accuracy, comprehension, self-correction, fluency (optional: words per minute and writing about reading)
- Teacher identifies student’s independent and instructional reading level

Sample Decision Making Process K- 12 Attachment D

Assessment	If...	Then...*	Programs and Materials/Resources/Activities For Support
<ul style="list-style-type: none"> Progress Monitoring Assessments: <p>K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR</p> <p>6-12: CBM; CMAs</p>	<ul style="list-style-type: none"> Students score high or moderate risk as determined by grade level specific norms 	<p>Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas:</p> <p>Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language</p>	<p>Phonological Awareness</p> <p><u>Comprehensive Programs:</u> WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Wilson</p> <p><u>Strategic Materials/Resources or Activities:</u> FCRR, Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, and word play activities</p>
			<p>Phonics</p> <p><u>Comprehensive Programs:</u> SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson</p> <p><u>Strategic Materials/Resources or Activities:</u> FCRR, Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, and word wall games</p>
			<p>Fluency</p> <p><u>Comprehensive Programs:</u> WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System</p> <p><u>Strategic Materials/Resources or Activities:</u> FCRR, Repeated readings, sight word practice, Reader's Theater, partner reading, choral reading, chunking, teacher oral reading, listening center and home reading</p>

Assessment	If...	Then...*	Programs and Materials/Resources/Activities For Support
<ul style="list-style-type: none"> Progress Monitoring Assessments: <p>K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR 6-12: CBM; CMAs</p>	<ul style="list-style-type: none"> Students score high or moderate risk as determined by grade level specific norms 	<p>Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language</p>	<p>Vocabulary <u>Comprehensive Programs:</u> WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System Wilson, Just Words</p> <p><u>Strategic Materials/Resources or Activities:</u> FCRR, Triumph Learning Resources, Tell/retell stories, semantic maps, language play vocabulary map, wide reading, word student, previewing, and content word wall</p> <hr/> <p>Comprehension <u>Comprehensive Programs:</u> WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System</p> <p><u>Strategic Materials/Resources or Activities:</u> FCRR, Triumph Learning Resources, narrative/expository text, strategy instruction, wide reading, scaffolded questioning, before/during/after reading activities, retelling, teacher oral reading, think alouds, graphic organizers, and summarizing</p>

Assessment	If...	Then...*	Programs and Materials/Resources/Activities For Support
<ul style="list-style-type: none"> Progress Monitoring Assessments: <p>K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR 6-12: CBM; CMAs</p>	<ul style="list-style-type: none"> Students score high or moderate risk as determined by grade level specific norms 	<p>Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas:</p> <p>Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language</p>	<p>Oral Language</p> <p><u>Comprehensive Programs:</u> WonderWorks, SRA Reading Mastery, Voyager Passport Reading</p> <p><u>Strategic Materials/Resources or Activities:</u> Teacher Scaffolded discussion, teacher modeling, role play/Reader’s Theater, think-pair-share, listening center, think alouds</p>

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.



**CSUSA Broward County Schools
K-12 Reading Plan
Revised December 11, 2015**

**Attachment Section 2
Individual School Information**

Renaissance Charter School at Plantation 5023 Reading Plan Attachment

Daily Schedule

Kindergarten -5th Grade

RCSP Elementary Master Schedule 2015-2016																																																																																					
	7:45 AM	7:50 AM	7:55 AM	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM
Kindergarten	RTI (30 Min.)		90 Minute ELA Reading						Lunch	Specials 30 Min.	55 Min. ELA Language Arts & Writing				80 Min. Mathematics				30 Min. Guided PE		30 Min. Social St./Sci.		Dismissal																																																														
1st	RTI (30 Min.)		90 Minute ELA Reading						Lunch	30 Min. Guided PE	Specials 30 Min.	60 min ELA -Language Arts & Writing		90 Min. Mathematics				30 Min. Social St./Sci.		Dismissal																																																																	
2nd	RTI (30 Min.)		90 Minute ELA Reading						Specials 30 Min.	Lunch	30 Min. Guided PE	60 min ELA -Language Arts & Writing		90 Min. Mathematics				30 Min. Social St./Sci.		Dismissal																																																																	
3rd	RTI (30 Min.)		90 Minute ELA Reading						30 Min. Guided PE	Lunch	60 min ELA -Language Arts & Writing		Specials 30 Min.	90 Min. Mathematics				30 Min. Social St./Sci.		Dismissal																																																																	
4th	RTI (30 Min.)		90 Minute ELA Reading						60 min ELA -Language Arts & Writing		Lunch	Specials 30 Min.	30 Min. Guided PE	90 Min. Mathematics				30 Min. Social St./Sci.		Dismissal																																																																	
5th	RTI (30 Min.)		5A - 80 Min. ELA Reading			Specials 30 Min.			5B - 80 Min. ELA Reading			Lunch	Guided PE	5C - 80 Min. ELA Reading			5D - 80 Min. ELA Reading			Dismissal																																																																	
5th	RTI (30 Min.)		5B - 80 Min. Mathematics			Specials 30 Min.			5C - 80 Min. Mathematics			Lunch	Guided PE	5D - 80 Min. Mathematics			5A - 80 Min. Mathematics			Dismissal																																																																	
5th	RTI (30 Min.)		5C - 80 Min. Science			Specials 30 Min.			5D - 80 Min. Science			Lunch	Guided PE	5A - 80 Min. Science			5B - 80 Min. Science			Dismissal																																																																	
5th	RTI (30 Min.)		5D - 30 Min. Social Studies/ 50 Min. ELA			Specials 30 Min.			5A - 30 Min. Social Studies/ 50 Min. ELA			Lunch	Guided PE	5B - 30 Min. Social Studies/ 50 Min. ELA			5C - 30 Min. Social Studies / 50 Min. ELA			Dismissal																																																																	

Middle School Master Schedule: Grades 6th - 8th

	HR 7:45 - 8:00	Period 1 8:00 - 8:52	Period 2 8:54 - 9:46	Period 3 9:53 - 10:45	Period 4 10:47 - 11:39	Period 5 11:41 - 1:03		Period 6 1:05 - 1:57	Period 7 1:59 - 2:45	
6100 (GEM)	Keen	Keen ELA	Shannon ELA / Reading	Santiago Social Studies	Lanzetta Science	8th grade Lunch 11:41 - 12:11		Belisario Math	Juice PE	Long Critical Thinking
6200	Santiago	Santiago Social Studies	Keen ELA	Shannon ELA / Reading	Spraker Intervention			Lanzetta Science	Spraker Math	Juice PE
6300	Shannon	Shannon Intervention	Juice PE	Keen ELA	Shannon ELA / Reading			Santiago Social Studies	Lanzetta Science	Spraker Math
6400	Spraker	Spraker Math	Santiago Intervention	Flowers PE	Keen ELA			Shannon ELA / Reading	Santiago Social Studies	Lanzetta Science
6500	Lanzetta	Lanzetta Science	Lanzetta Intervention	Spraker Math	Flowers PE			Keen ELA	Shannon ELA / Reading	Santiago Social Studies
	HR 7:45 - 8:00	Period 1 8:00 - 8:52	Period 2 8:54 - 9:46	Period 3 9:53 - 10:45	Period 4 10:47 - 11:39	Period 5 11:41 - 1:03		Period 6 1:05 - 1:57	Period 7 1:59 - 2:45	
7100 (GEM)	Gonzalez	Gonzalez ELA	Hill-Jaikaran ELA / Reading	Edme Science	Malcolm Social Studies	7th Grade Lunch 12:05 - 12:35		Cook Alg 1	Flowers PE	Jean-Baptiste Music
7200	Hill-Jaikaran	Hill-Jaikaran ELA / Reading	Gonzalez ELA	Malcolm Social Studies	Edme Science			Flowers Intervention	Cook Math	Daniels Spanish
7300	Jean-Baptiste Music	Jean-Baptiste Music	West Peer Counseling	Gonzalez ELA	Hill-Jaikaran ELA / Reading			Edme Science	Malcolm Social Studies	Cook Math
7400	Cook Math	Cook Math	Flowers PE	Jean-Baptiste Music	Gonzalez ELA			Hill-Jaikaran ELA / Reading	Edme Science	Malcolm Social Studies
7500	Malcolm	Malcolm Social Studies	Spraker Math	Parker Intervention	Jean-Baptiste Music			Gonzalez ELA	Hill-Jaikaran ELA / Reading	Edme Science
7600	Edme Science	Edme Science	Malcolm Social Studies	Belisario Intervention	Cook Math			Jean-Baptiste Music	Gonzalez ELA	Hill-Jaikaran ELA / Reading
	HR 7:45 - 8:00	Period 1 8:00 - 8:52	Period 2 8:54 - 9:46	Period 3 9:53 - 10:45	Period 4 10:47 - 11:39	Period 5 11:41 - 1:03		Period 6 1:05 - 1:57	Period 7 1:59 - 2:45	
8100 (HIGH)	Deans	Deans ELA	Wiseley ELA / Reading	Cook Math	Hargrove Science	8th Grade Lunch 12:33 - 1:03		Parker Social Studies	Daniels Spanish	Deans CT
8200	Daniels	Daniels Spanish	Deans ELA	Wiseley ELA / Reading	Belisario Math			Hargrove Science	Parker Social Studies	Keen Intervention
8300	Wiseley	Wiseley Intervention	Belisario Math	Deans ELA	Wiseley ELA / Reading			Daniels Spanish	Hargrove Science	Parker Social Studies
8400	Parker	Parker Social Studies	Jean-Baptiste Intervention	Daniels Spanish	Deans ELA			Wiseley ELA / Reading	Belisario Math	Hargrove Science
8500	Hargrove	Hargrove Science	Parker Social Studies	Hargrove Intervention	Daniels Spanish			Deans ELA	Wiseley ELA / Reading	Belisario Math

SIRP/CIRP/Ed Tech

Grades K-2

- **WonderWorks Tier 2 Reading Intervention Lessons** provides teachers with skill-based lessons and activities for the components of reading.
- **Reading Eggs** Teachers use this program to help students practice and learn their foundational reading skills as well as the other reading components.
- **Triumph Learning Resources**
Used as a resource to support research-based reading acquisition strategies
Below Level Materials
-Teacher's Guide
Support Coach-Target reading comprehension
Support Coach-Target Reading Comprehension Phonics and Decoding Practice.
- **Fountas and Pinnell** Leveled Readers and Sight Words
- **WonderWorks** Intervention Skill-Based Lessons

Grades 3-5

- **WonderWorks Tier 2 Reading Intervention Lessons** The WonderWorks Reading program provides teachers with skill-based lessons and activities for the components of reading.
- **Reading Plus** Teachers use this program to help students practice and learn fluency and reading comprehension.
- **Triumph Learning Resources-**
Used as a resource to support research-based reading acquisition strategies
Below Level Materials
-Teacher's Guide
- **Support Coach** Target reading comprehension, Phonics and Decoding Practice.
- **Fountas and Pinnell** Leveled Readers and Sight Words
- **WonderWorks** Intervention Skill-Based Lessons

Grades 6-8

- **Reading Plus-** Teachers use this program to help students practice and learn fluency and reading comprehension.
- **Triumph Learning Resources-**
Used as a resource to support research-based reading acquisition strategies
Below Level Materials
-Teacher's Guide
Support Coach-Target reading comprehension
Support Coach-Target Reading Comprehension Phonics and Decoding Practice.

Professional Development

At RCSP, our Professional Development Calendar outlines the implementation of all instructional and accelerated materials; including the currently used reading programs. The selected programs and resources are based on student data and comprised of intervention strategies including differentiated small-group instruction.

Data from the following assessments and classroom performance tasks are used to effectively identify students who are in the lowest quartile of their reading grade level and/or experiencing difficulties:

- NWEA
- CMA
- Ted-Led Small Group Instruction
- Reading Running Records (K-1)
- Skill-based Assessments

Individuals responsible for providing professional development include our school Administrators and Curriculum Resource Teachers. All of whom are Certified Educators with a vast array of experience in teaching, coaching and mentorship.

Our school goal for Professional Development is to reflect on the analysis of student assessments and discuss potential modifications to instructional strategies. Professional Development will be monitored through weekly classroom walkthroughs and observations. Teachers will be required to complete all follow-up tasks. Overall student reading proficiency will be measured by school wide Common Monthly Assessments.

RCSP Professional Development Calendar (2015-2016)

ER: Early Release

TP: Teacher Planning

PD: Professional Development

DM: Department Meeting

Professional Development Topic	Dates	Grade Levels/Department
Reading Plus/Think Through Math	8/19/15 (TP)	K-8 th , ESE & Specials
Running Records	9/2/15 (DM)	K-1 st & ESE
WonderWorks: Tier 2	9/9/15 (DM)	K-5 th & ESE
Lesson Planning: 7 Best Practices	9/16/15 (PD)	K-8 th & Specials
Assessment Monitoring	9/30/15 (DM)	K-8 th , ESE & Specials
The QAR Strategy	10/14/15(DM)	K-8 th , ESE & Specials
Response to Intervention (RtI)	10/21/16 (PD)	K-8 th , ESE & Specials
Unpacking Standards	10/22/15 (ER)	K-8 th , ESE & Specials
Incorporating Rigor	10/23/15 (DM)	K-8 th , ESE & Specials
Building Academic Vocabulary	10/28/15 (PD)	K-8 th , ESE & Specials

Data Informed Instruction	11/18/15 (PD)	K-8 th , ESE & Specials
Centers/Rotations	12/2/15 (DM)	K-8 th , ESE & Specials
Literacy in the Content Area	12/9/15 (PD)	K-8 th , ESE & Specials
Teaching Primary Source Documents	12/16/15 (DM)	6 th -8 th Social Science
Text Based Writing	1/6/16 (PD)	K-8 th , ESE & Specials
Differentiated Instruction	1/7/16 (ER)	K-8 th , ESE & Specials
Cooperative Learning Strategies	1/20/16 (PD)	K-8 th , ESE & Specials
Note Taking Strategies	1/13/16 (DM)	K-8 th , ESE & Specials
Infusing Technology Within Lessons	2/25/16 (PD)	K-8 th , ESE & Specials
Testing Training	3/17/16 (ER)	K-8 th , ESE & Specials
Promotion Criteria	4/27/16 (DM)	K-8 th
Gradebook, Portfolio and End of Year Procedures	5/25/16 (DM)	K-8 th

Reading Challenge

Teachers collect weekly reading logs which include the names of the books, genre, comprehension questions, and a parent signature. Each teacher created individual classroom bulletin board trackers to show their classroom students' progress. These bulletin boards are updated monthly. Teachers give incremental incentives to students to help motivate them to reach their reading challenge goals. The teachers also complete the CSUSA Reading Challenge Tracker monthly.

Program Implementation and Progress Monitoring

Grades K-2

Program	Implementation	Progress monitoring
WonderWorks Tier 2 Intervention	Teachers use these lessons during their daily RTI morning block. All students receive differentiated intervention instruction based on their level and skill needs. Students are focusing on phonics and phonemic awareness in groups of 12-15 students.	Teachers give post tests for each skill they are teaching to check for understanding and progress.

Reading Eggs	Teachers use Reading Eggs during their daily differentiated instruction center rotation. All students work at their own level individually on the computer.	Teachers analyze weekly progress reports to track reading gains and student usage in the program. The teachers print certificates for the students as they complete their skills and lesson goals.
Triumph Learning Resources	Teachers and co-teachers use Triumph Learning resources daily in conjunction with research-based instructional strategies for re-teaching, pull-out and small group differentiated instruction for fluency, comprehension, and vocabulary. Students work in groups of 6-8 students.	Students are assessed weekly using the skill based lesson assessments integrated in the program.
Fountas and Pinnell Leveled Readers and sight words	Reading Co-Teacher uses Fountas and Pinnell leveled readers and sight words for pull out intervention groups 2-3 times a week with each group of 5-8 students. The students focus on phonics, fluency, and reading comprehension.	Teacher tests and records students' fluency, comprehension, and sight word knowledge weekly. Students receive new weekly leveled readers to practice their skills at home.

Grades 3-5

Program	Implementation	Progress monitoring
WonderWorks Tier 2 Intervention	Teachers use these lessons during their daily RTI morning block. All students receive differentiated intervention instruction based on their level and skill needs. Students are focusing on reading comprehension and vocabulary in groups of 12-15 students.	Teachers give post tests for each skill they are teaching to check for understanding and progress.
Reading Plus	Teachers use Reading Plus during their daily differentiated instruction center rotations as well as in the student's intervention classes. All Students work at their own level individually on the computer.	Teachers analyze the SR accountability and instructional summary weekly progress reports to track reading gains and student usage in the program. The teachers use this information to plan data-driven instruction to help students master the standards.

Triumph Learning Resources	Teachers and co-teachers use Triumph Learning resources daily in conjunction with research-based instructional strategies for re-teaching, pull-out and small group differentiated instruction for fluency, comprehension, and vocabulary. Students work in groups of 6-8 students.	Students are assessed weekly using the skill based lesson assessments integrated in the program.
Fountas and Pinnell Leveled Readers and sight words	Reading Co-Teacher uses Fountas and Pinnell leveled readers and sight words for pull out intervention groups 2-3 times a week with each group of 5-8 students. The students focus on phonics, fluency, and reading comprehension.	Teacher tests and records students' fluency, comprehension, and sight word knowledge weekly. Students receive new weekly leveled readers to practice their skills at home.

Grades 6-8

Program	Implementation	Progress monitoring
Triumph Learning Resources	Teachers and co-teachers use Triumph Learning resources daily in conjunction with research-based instructional strategies for re-teaching, pull-out and small group differentiated instruction for fluency, comprehension, and vocabulary. Students work in groups of 6-8 students.	Students are assessed weekly using the skill based lesson assessments integrated in the program.
Reading Plus	Teachers use Reading Plus during their daily differentiated instruction center rotations as well as in the student's intervention classes. All Students work at their own level individually on the computer.	Teachers analyze the SR accountability and instructional summary weekly progress reports to track reading gains and student usage in the program. The teachers use this information to plan data-driven instruction to help students master the standards.

Appendix N

ELLevation Reports

Renaissance Charter School at Plantation ELLevation Report

School Name	School LEA Code	Grade	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	C1	8/20/2012	5/6/2013	5/4/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	3	B1	8/20/2012	8/26/2014	4/27/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	12/13/2010	8/28/2012	8/18/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	K	A1	8/24/2015	9/15/2015	9/15/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	8/23/2010	8/23/2010	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	8/23/2010	8/23/2010	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	4	C1	8/22/2011	8/22/2011	4/17/2014	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	K	A2	8/24/2015	8/24/2015	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	1	B1	8/18/2014	8/27/2014	9/18/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	3/11/2013	3/20/2013	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	6	C1	8/24/2009	9/5/2009	4/16/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	8/24/2010	9/15/2010	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	1	A1	8/24/2015	9/15/2015	9/15/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	6	B1	8/15/2011	5/26/2015	5/26/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	8	A2	8/18/2014	4/20/2015	5/1/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	K	B1	7/24/2012	8/19/2013	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	4	B1	8/23/2010	9/15/2010	4/9/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	A2	8/26/2013	10/8/2013	4/23/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	B2	8/19/2013	8/19/2013	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	4	B2	8/24/2009	8/24/2009	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	3	B2	8/20/2012	8/20/2012	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	A2	8/19/2013	9/6/2013	4/30/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	3	C1	8/22/2011	10/12/2011	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	4	C1	8/22/2011	8/31/2011	4/17/2015	9/30/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	8	A1	8/28/2015	9/16/2015	9/16/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	7	A1	8/28/2015	9/16/2015	9/16/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	5	C1	12/3/2012	12/4/2012	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	8	B2	8/18/2014	9/11/2014	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	C1	8/19/2013	8/22/2013	4/7/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	A1	8/24/2015	8/27/2015	8/27/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	K	A1	8/24/2015	9/15/2015	9/15/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	8	C1	8/20/2012	8/24/2012	8/24/2015	9/28/2015
5023 - RENAISSANCE CHRT OF PLANTATION	5023	2	B2	8/19/2013	9/12/2013	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	6	C1	10/2/2013	10/9/2013	8/24/2015	
5023 - RENAISSANCE CHRT OF PLANTATION	5023	4	C1	8/22/2011	8/22/2011	8/24/2015	9/28/2015

Appendix O
Fixed Assets Report Reconciled
with General Ledger

RCSP Ren. Charter School at Plantation

11/10/2015 8:46 AM

Fixed Assets Excel

Page 1

FYE: 6/30/2015 Mth: 6/30/2015

Asset *	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 13200Improv Other th Bldg											
79	United Iron - Fence Installation	2/28/14	12,915.64		1,614.45	107.63	1,183.93	1,722.08	11,193.56	S/L	10.0
99	Easy Grass Artificial Turf	10/27/14	3,996.25	c	236.82	29.60	236.82	266.42	3,729.83	S/L	10.0
101	HVAC VFD DRIVE 24670 S#1202	9/19/14	3,349.99	c	226.13	25.12	226.13	251.25	3,098.74	S/L	10.0
13200Improv Other th Bldg			20,261.88	c	2,077.40	162.35	1,646.88	2,239.75	18,022.13		
Group: 13400 -Furn, Fix, & Equip											
1	Qty 5 HON FlameSafe Lateral File	8/01/11	11,616.05		8,905.64	193.60	2,129.61	9,099.24	2,516.81	S/L	5.0
15	Signature Products - Connection Bi	8/01/11	2,944.90		2,257.76	49.08	539.90	2,306.84	638.06	S/L	5.0
16	Signature Products Hoshizaki	8/01/11	1,762.96		1,351.60	29.38	323.21	1,380.98	381.98	S/L	5.0
17	Signature Products Laminator	8/01/11	2,494.48		1,912.44	41.58	457.32	1,954.02	540.46	S/L	5.0
18	Signature Products Horizontal Pape	8/01/11	775.20		594.32	12.92	142.12	607.24	167.96	S/L	5.0
19	AllTell - Teacher Phone	8/01/11	26,324.00		20,181.74	438.73	4,826.07	20,620.47	5,703.53	S/L	5.0
20	CDW Spectrum mini Laptop	9/01/11	1,508.99		1,131.75	25.15	276.65	1,156.90	352.09	S/L	5.0
23	Raptor -Duplex Scanner	7/01/11	495.00		387.75	8.25	90.75	396.00	99.00	S/L	5.0
24	Raptor-Turbo Label Printer	7/01/11	139.00		108.88	2.32	25.48	111.20	27.80	S/L	5.0
25	Signature Products/ Furniture	8/01/11	73,156.11		56,086.34	1,219.27	13,411.95	57,305.61	15,850.50	S/L	5.0
26	Signature Products/Furniture	8/01/11	37,451.04		28,712.47	624.18	6,866.03	29,336.65	8,114.39	S/L	5.0
27	Signature Products/Furniture	8/01/11	84,135.00		64,503.50	1,402.25	15,424.75	65,905.75	18,229.25	S/L	5.0
28	CDW LVO TS TC M70E E5800	8/01/11	7,725.00		5,922.50	128.75	1,416.25	6,051.25	1,673.75	S/L	5.0
29	Signature Products/ HON Basyx	8/01/11	9,210.14		7,061.12	153.50	1,688.53	7,214.62	1,995.52	S/L	5.0
30	Signature Products/Combination Pa	8/01/11	959.00		735.24	15.98	175.82	751.22	207.78	S/L	5.0
31	Signature Products/Furniture	10/01/11	782.16		573.57	13.04	143.39	586.61	195.55	S/L	5.0
32	AllTell/Hardware Telephone	3/01/12	300.00		195.00	5.00	55.00	200.00	100.00	S/L	5.0
54	ArtSign Monument Wall Sign	8/14/12	18,362.70		10,405.54	306.04	3,366.50	10,711.58	7,651.12	S/L	5.0
66	Signature Products/Furniture	8/23/13	140,612.81		49,214.48	2,343.55	25,779.01	51,558.03	89,054.78	S/L	5.0
69	ALLTEL Phone System	9/13/13	18,340.00		6,419.00	305.67	3,362.33	6,724.67	11,615.33	S/L	5.0
70	CDW Laptop Carts	9/30/13	4,518.14		1,506.05	75.30	828.33	1,581.35	2,936.79	S/L	5.0
73	CDW (1) HP Poe Switch	11/30/13	2,178.67		653.60	36.31	399.42	689.91	1,488.76	S/L	5.0
75	Lockey Alarm	11/30/13	1,539.36		461.80	25.66	282.21	487.46	1,051.90	S/L	5.0
76	Audio Enhancement (24) Whiteboar	12/26/13	42,480.00		12,036.00	708.00	7,788.00	12,744.00	29,736.00	S/L	5.0
80	ALLTEL NETWORK PHONE	3/18/14	2,243.00		523.37	37.38	411.22	560.75	1,682.25	S/L	5.0
81	ALLTEL PHONE SYSTEM	6/11/14	3,478.00		695.60	57.97	637.63	753.57	2,724.43	S/L	5.0
82	Signature-FFE-Table,Bookcase,She	7/01/14	11,081.32	c	2,031.57	184.69	2,031.57	2,216.26	8,865.06	S/L	5.0
85	SIG-File cabinet Phoenix 4 drawer	8/01/14	2,301.25	c	383.55	38.35	383.55	421.90	1,879.35	S/L	5.0
86	Signature Furniture - Multiple Items	9/05/14	6,367.87	c	955.18	106.13	955.18	1,061.31	5,306.56	S/L	5.0
87	CDW Panasonic Whiteboard	9/19/14	2,200.00	c	297.00	33.00	297.00	330.00	1,870.00	S/L	5.0
90	CDW (2) Aver Smart Charge Cart	9/22/14	3,591.21	c	808.02	-269.34	808.02	538.68	3,052.53	S/L	5.0
95	CDW (3) Panasonic Whiteboards	9/19/14	3,465.00	c	467.77	51.98	467.77	519.75	2,945.25	S/L	5.0
97	Addtl JM Install of Panasonic Smar	11/19/14	2,250.00	c	229.69	32.81	229.69	262.50	1,987.50	S/L	5.0
13400 -Furn, Fix, & Equip			526,788.36	c	287,709.84	8,436.48	96,020.26	296,146.32	230,642.04		
Group: 1341 - Computer Hardware											
2	Qty 16 Promethean AB 178 MNT S	8/01/11	36,539.77		36,539.77	0.00	1,015.00	36,539.77	0.00	S/L	3.0
3	Qty 30 NEC NP-M300X LCD XGA	8/01/11	23,970.00		23,970.00	0.00	665.83	23,970.00	0.00	S/L	3.0
4	Qty9 HP LJ P4014DN 43PPM	8/01/11	9,180.00		9,180.00	0.00	255.00	9,180.00	0.00	S/L	3.0

RCSP Ren. Charter School at Plantation

11/10/2015 8:46 AM

Fixed Assets Excel

Page 2

FYE: 6/30/2015 Mth: 6/30/2015

Asset *	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 1341 - Computer Hardware (continued)											
5	Qty 1 HP LJ CP4525N 42PPM	8/01/11	1,845.00		1,845.00	0.00	51.25	1,845.00	0.00	S/L	3.0
6	Qty 35 LVO TS TP E520 500 GB	8/01/11	31,832.68		31,832.68	0.00	884.25	31,832.68	0.00	S/L	3.0
7	Qty 2 LVO TS TP E520 500GB w/	8/01/11	1,732.17		1,732.17	0.00	48.12	1,732.17	0.00	S/L	3.0
8	Qty 2 HP Procurve Switch	8/01/11	7,720.00		7,720.00	0.00	214.45	7,720.00	0.00	S/L	3.0
9	Qty 2 HP ProCurve Switch plus Ins	8/01/11	4,114.00		4,114.00	0.00	114.28	4,114.00	0.00	S/L	3.0
10	Qty 2 HP Procurve 2910AL Switch	8/01/11	4,300.00		4,300.00	0.00	119.45	4,300.00	0.00	S/L	3.0
11	Qty 2 HP E Switch	8/01/11	7,720.00		7,720.00	0.00	214.45	7,720.00	0.00	S/L	3.0
12	Qty 4 LVO TS TP E520 500 GB w/	8/01/11	3,543.59		3,543.59	0.00	98.43	3,543.59	0.00	S/L	3.0
13	Qty 2 HP DL380	8/01/11	6,012.00		6,012.00	0.00	167.00	6,012.00	0.00	S/L	3.0
14	Qty 1 Web Filter Appliance	8/01/11	2,635.94		2,635.94	0.00	73.21	2,635.94	0.00	S/L	3.0
21	Safari Montage with MPEG	9/01/11	13,131.00		13,131.00	0.00	729.50	13,131.00	0.00	S/L	3.0
33	CDW HP 146GB 6G	8/01/11	2,550.00		2,550.00	0.00	70.83	2,550.00	0.00	S/L	3.0
34	CDW APC Smart-UPS	8/01/11	3,561.43		3,561.43	0.00	98.94	3,561.43	0.00	S/L	3.0
35	CDW Cisco Fixed Auto	8/01/11	5,000.00		5,000.00	0.00	1,416.66	5,000.00	0.00	S/L	3.0
36	CDW LVO D186 18.5 wide	8/01/11	1,575.00		1,575.00	0.00	446.25	1,575.00	0.00	S/L	3.0
37	CW TVO TS TP X120E E-350	8/01/11	54,935.67		54,935.67	0.00	1,525.99	54,935.67	0.00	S/L	3.0
38	CDW EPSON DC-06 MAC	8/01/11	4,592.00		4,592.00	0.00	127.55	4,592.00	0.00	S/L	3.0
39	CDW HP LJ P2035N 30PPM	8/01/11	596.00		596.00	0.00	16.55	596.00	0.00	S/L	3.0
40	CDW HP LJ Pro Laser Printer	8/01/11	305.00		305.00	0.00	8.47	305.00	0.00	S/L	3.0
41	CDW HOPE 3YR NBD Exchange	8/01/11	110.00		110.00	0.00	3.05	110.00	0.00	S/L	3.0
42	CDW HPE 3YR NBD Excg-Print	8/01/11	75.00		75.00	0.00	2.08	75.00	0.00	S/L	3.0
43	CDW LVO 4yr Onsite 9X5XNBD	8/01/11	825.00		825.00	0.00	22.92	825.00	0.00	S/L	3.0
44	CSW LVO 2yr Onsite 9X5XNBD	8/01/11	6,750.00		6,750.00	0.00	187.50	6,750.00	0.00	S/L	3.0
46	CDW HP Procurve GBIC	7/13/11	1,475.00		1,475.00	0.00	0.00	1,475.00	0.00	S/L	3.0
47	CDW Startech Gigabit RJ45/SC	7/28/11	327.74		327.74	0.00	9.10	327.74	0.00	S/L	3.0
48	CDW Startech Gigabit RJ45/SC	7/27/11	322.69		322.69	0.00	8.97	322.69	0.00	S/L	3.0
49	CDW Startech RJ45 to SC FIB	7/27/11	215.38		215.38	0.00	5.99	215.38	0.00	S/L	3.0
50	CDW Acad Cisco Smartnet	7/15/11	480.00		480.00	0.00	0.00	480.00	0.00	S/L	3.0
51	Staples HP LaserJet Pro Qty 3	1/28/12	899.94		899.94	0.00	174.99	899.94	0.00	S/L	3.0
52	CDW Cisco WRLS Controllers	8/01/12	3,132.69		2,958.65	87.02	957.21	3,045.67	87.02	S/L	3.0
53	Applev - ATL 5 IPADS	8/08/12	2,490.00		2,351.66	69.17	760.83	2,420.83	69.17	S/L	3.0
55	Qty 11 LVO TS TP X131E	1/01/13	7,018.33		5,653.65	194.95	2,144.49	5,848.60	1,169.73	S/L	3.0
56	Qty 2 PROM AB 378PRO	1/01/13	5,558.18		4,477.43	154.39	1,698.34	4,631.82	926.36	S/L	3.0
57	Qty 5 LVO TS TP E530	1/01/13	3,977.31		3,203.95	110.48	1,215.29	3,314.43	662.88	S/L	3.0
58	Qty 4 CDW PROM AB 378PRO M	2/01/13	11,054.12		8,597.65	307.06	3,377.65	8,904.71	2,149.41	S/L	3.0
59	CDW Qty 6 PROJ INS PROM AB :	4/11/13	2,940.00		2,123.33	81.67	898.33	2,205.00	735.00	S/L	3.0
60	CDW (4) APC Smart-UPS	7/23/13	18,741.01		11,452.84	520.58	5,726.42	11,973.42	6,767.59	S/L	3.0
61	CDW (15) Cisco Aironet	7/23/13	16,674.03		10,189.68	463.17	5,094.84	10,652.85	6,021.18	S/L	3.0
62	CDW (84) LVO TP E531	7/31/13	18,773.80		11,472.88	521.49	5,736.44	11,994.37	6,779.43	S/L	3.0
63	CDW (2) Cisco Direct	7/23/13	1,642.00		1,003.44	45.61	501.72	1,049.05	592.95	S/L	3.0
67	CDW (84) LVO Onsite TP E531	8/23/13	3,780.00		2,205.00	105.00	1,155.00	2,310.00	1,470.00	S/L	3.0
68	CDW (60) Onsite TS TC M72z	8/31/13	3,300.00		1,925.00	91.67	1,008.33	2,016.67	1,283.33	S/L	3.0
71	CDW (60) LVO TS TC M72Z	9/19/13	52,445.49		29,136.38	1,456.82	16,025.01	30,593.20	21,852.29	S/L	3.0
74	Computer Data Drops	11/30/13	13,500.00		6,750.00	375.00	4,125.00	7,125.00	6,375.00	S/L	3.0
83	CDW-LVO STF EDU TP E440 50C	8/13/14	3,290.52	c	914.04	91.40	914.04	1,005.44	2,285.08	S/L	3.0
84	CDW-LVO Tposeller 4 yr onsite	8/16/14	990.00	c	250.00	25.00	250.00	275.00	715.00	S/L	3.0
88	CDW LVO (140) 4yr Onsite	8/26/14	18,200.00	c	4,595.96	459.60	4,595.96	5,055.56	13,144.44	S/L	3.0
89	CDW LVO (60) 4yr Onsite	8/26/14	11,880.00	c	3,000.00	300.00	3,000.00	3,300.00	8,580.00	S/L	3.0
91	CDW LVO (140) STF TP 500GB	8/21/14	69,860.00	c	17,641.42	1,764.14	17,641.42	19,405.56	50,454.44	S/L	3.0

RCSP Ren. Charter School at Plantation

11/10/2015 8:46 AM

Fixed Assets Excel

Page 3

FYE: 6/30/2015 Mth: 6/30/2015

Asset *	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 1341 - Computer Hardware (continued)											
92	CDW LVO (60) STF EDU TP E44C	8/21/14	37,740.00	c	9,530.30	953.03	9,530.30	10,483.33	27,256.67	S/L	3.0
94	CDW Misc. Items	8/21/14	18,731.29	c	4,730.13	473.01	4,730.13	5,203.14	13,528.15	S/L	3.0
98	iBoss Web Filter	12/03/14	6,194.20	c	1,032.37	172.06	1,032.37	1,204.43	4,989.77	S/L	3.0
1341 - Computer Hardware			<u>570,784.97</u>	c	<u>384,067.76</u>	<u>8,822.32</u>	<u>100,895.18</u>	<u>392,890.08</u>	<u>177,894.89</u>		
Group: 13810 - Audio Visual											
72	AudioEnhancement Projectors	10/23/13	3,120.00		1,265.33	52.00	572.00	1,317.33	1,802.67	S/L	5.0
78	Audio Enhancement (14) Projectors	12/26/13	10,920.00		3,822.00	182.00	2,002.00	4,004.00	6,916.00	S/L	5.0
96	CSI Lumen Projector	9/26/14	3,134.17	c	423.12	47.01	423.12	470.13	2,664.04	S/L	5.0
13810 - Audio Visual			<u>17,174.17</u>	c	<u>5,510.45</u>	<u>281.01</u>	<u>2,997.12</u>	<u>5,791.46</u>	<u>11,382.71</u>		
Group: 13820 - Computer Software											
22	Microcheck Manual Cash Drawer	11/01/11	2,250.27		2,250.27	0.00	250.03	2,250.27	0.00	S/L	3.0
100	Barracuda Backup Server	2/12/15	3,449.25	c	383.25	95.81	383.25	479.06	2,970.19	S/L	3.0
13820 - Computer Software			<u>5,699.52</u>	c	<u>2,633.52</u>	<u>95.81</u>	<u>633.28</u>	<u>2,729.33</u>	<u>2,970.19</u>		
Grand Total			<u>1,140,708.90</u>	c	<u>681,998.97</u>	<u>17,797.97</u>	<u>202,192.72</u>	<u>699,796.94</u>	<u>440,911.96</u>		

Appendix S

Projected 5-Year Budget

Renaissance Charter School at Plantation
FORECASTED STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2017, 2018, 2019, 2020 and 2021

	2016-17	2017-18	2018-19	2019-20	2020-21
UNRESTRICTED NET ASSETS:					
Support and revenues:					
Governmental	\$ 7,993,801	\$ 8,150,522	\$ 8,310,378	\$ 8,473,431	\$ 8,627,361
Other	493,593	503,464	513,534	523,804	529,474
Total support and revenues	8,487,394	8,653,987	8,823,912	8,997,235	9,156,835
Expenses:					
Program:					
Compensation and benefits	4,074,267	4,153,545	4,234,390	4,316,832	4,400,903
Professional services	530,367	540,543	550,884	561,394	570,176
Vendor services	811,056	827,277	843,823	860,699	869,792
Other operating expenses	60,306	61,512	62,743	63,997	65,277
Instruction expense	403,479	398,977	405,256	411,661	396,388
Fixed expenses	86,795	88,531	90,302	92,108	93,950
Interest expense	-	-	-	-	-
Provision for depreciation	433,893	469,267	273,553	295,441	212,232
Provision for amortization	-	-	-	-	-
Total program expenses	6,400,163	6,539,651	6,460,949	6,602,133	6,608,719
Supporting:					
Administrative	461,970	471,160	480,534	490,095	499,847
Fees for Support Center Services	676,879	689,051	701,444	715,223	727,914
Rent - incremental	-	-	-	-	-
Rent - existing facility	1,188,338	1,209,707	1,231,464	1,255,654	1,277,934
Total supporting expenses	2,327,187	2,369,918	2,413,441	2,460,971	2,505,695
Total expenses	8,727,351	8,909,569	8,874,390	9,063,103	9,114,414
Change in net assets	(239,957)	(255,582)	(50,478)	(65,868)	42,420
NET ASSETS, July 1	1,072,585	832,628	577,045	526,567	460,699
NET ASSETS, June 30	\$ 832,628	\$ 577,045	\$ 526,567	\$ 460,699	\$ 503,119

**Renaissance Charter School at Plantation
Consolidated 5-Year Income Statement**

Renaissance Charter School at Plantation	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled	1,100	1,100	1,100	1,100	1,100
Forcasted Average FTE per Student	\$ 6,639	\$ 6,772	\$ 6,907	\$ 7,045	\$ 7,186
REVENUE:					
Government					
Per Pupil Allocation	6,559,337	6,690,524	6,824,334	6,960,821	7,265,322
Special Needs	743,569	758,440	773,609	789,081	639,578
Other Government	-	-	-	-	-
Total Government:	7,302,906	7,448,964	7,597,943	7,749,902	7,904,900
Capital Outlay:	157,739	157,739	157,739	157,739	157,739
Board Refund over 250 Students:	314,143	320,426	326,835	333,371	332,303
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	267,136	272,479	277,928	283,487	289,157
Food Services	226,456	230,986	235,605	240,317	240,317
Free and Reduced Lunch (DOE reimbursement)	219,014	223,394	227,862	232,419	232,419
Miscellaneous Revenue	48,278	35,174	21,527	21,957	22,396
TOTAL REVENUE	8,535,672	8,689,161	8,845,438	9,019,192	9,179,231
EXPENSES:					
Administration Staff					
Principal	88,409	90,177	91,980	93,820	95,696
Assistant Principal	57,794	58,950	60,129	61,332	62,558
Dean of Students	56,661	57,794	58,950	60,129	61,332
Business Operations Manager	43,258	44,123	45,006	45,906	46,824
Administrative Assistant	60,515	61,725	62,959	64,219	65,503
Receptionist	21,216	21,640	22,073	22,515	22,965
Enrollment Management	33,092	33,753	34,428	35,117	35,819
Student Services Coordinator	85,257	86,962	88,701	90,475	92,285
Plant Operations	18,491	18,860	19,238	19,622	20,015
Food Service - Director	18,605	18,977	19,356	19,744	20,138
Food Service	44,064	44,945	45,844	46,761	47,696
Before/Aftercare - Director	18,605	18,977	19,356	19,744	20,138
Before/Aftercare	44,186	45,070	45,972	46,891	47,829
	590,152	601,955	613,994	626,273	638,799
Instruction Staff					
Teachers (K-5)	1,249,109	1,274,091	1,299,573	1,325,564	1,352,075
Teachers (6-8) (Math, Sci, SS, LA, Reading)	604,407	616,496	628,825	641,402	654,230
General Music / Chorus Teacher	40,294	41,100	41,922	42,760	43,615
Art Teacher	40,294	41,100	41,922	42,760	43,615
PE Teacher	40,294	41,100	41,922	42,760	43,615
Foreign Language Teacher	40,294	41,100	41,922	42,760	43,615
Technology Teacher	40,294	41,100	41,922	42,760	43,615
Instructional Aide	18,605	18,977	19,356	19,744	20,138
ESE	81,222	82,847	84,503	86,194	87,917
Reading Specialist	40,294	41,100	41,922	42,760	43,615
Co-Teacher	362,644	369,897	377,295	384,841	392,538
Curriculum Resource Teacher	79,979	81,578	83,210	84,874	86,572
Daily Subs	99,200	99,200	99,200	99,200	99,200
	2,736,929	2,789,684	2,843,493	2,898,379	2,954,363
Tutoring	44,798	45,677	46,555	47,434	48,312
Stipends	32,385	33,033	33,694	34,368	35,055
Performance Assessment Pool	73,029	74,490	75,979	77,499	79,049

**Renaissance Charter School at Plantation
Consolidated 5-Year Income Statement**

Renaissance Charter School at Plantation	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled	1,100	1,100	1,100	1,100	1,100
Forcasted Average FTE per Student	\$ 6,639	\$ 6,772	\$ 6,907	\$ 7,045	\$ 7,186
Benefits (Health, Dental, etc)					
Instructional Staff	198,054	202,015	206,055	210,176	214,379
Pupil Personnel Services Staff	6,002	6,122	6,244	6,369	6,496
Instructional Media Services Staff	3,001	3,061	3,122	3,184	3,248
School Administration Staff	27,007	27,547	28,098	28,660	29,234
Food Services Staff	3,001	3,061	3,122	3,184	3,248
Before & Aftercare Staff	3,001	3,061	3,122	3,184	3,248
	240,065	244,866	249,763	254,759	259,854
Workers Compensation					
Instructional Staff	36,493	37,197	37,916	38,648	39,395
Pupil Personnel Services Staff	1,078	1,099	1,121	1,144	1,166
Instructional Media Services Staff	234	238	243	248	253
School Administration Staff	4,562	4,653	4,747	4,841	4,938
Food Services Staff	792	808	824	841	857
Before & Aftercare Staff	794	810	826	842	859
	43,952	44,806	45,676	46,564	47,469
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	259,843	264,859	269,975	275,191	280,510
Pupil Personnel Services Staff	7,673	7,827	7,983	8,143	8,306
Instructional Media Services Staff	1,664	1,697	1,731	1,766	1,801
School Administration Staff	32,485	33,135	33,797	34,473	35,163
Food Services Staff	5,640	5,753	5,868	5,985	6,105
Before & Aftercare Staff	5,651	5,764	5,880	5,997	6,117
	312,956	319,035	325,234	331,556	338,002
Cost of Compensation	4,074,267	4,153,545	4,234,390	4,316,832	4,400,903
	48%	48%	48%	48%	48%
Professional Services	3,703.88	3,775.95	3,849.45	3,924.39	4,000.82
Legal Fees	5,000	5,100	5,202	5,306	5,412
Accounting Services - Independent Audit	15,000	15,300	15,606	15,918	16,236
Fee for Support Center Services	676,879	689,051	701,444	715,223	727,914
Outside Staff Development Consulting Fees	24,071	24,553	25,044	25,545	26,056
Temporary Agency Fees	1,000	1,020	1,040	1,061	1,082
Computer Service Fees	104,080	105,980	107,880	109,780	109,780
Fee to County School Board	365,145	372,448	379,897	387,495	395,245
Professional Fees - Other	2,754	2,809	2,865	2,923	2,981
Marketing & Enrollment	12,500	12,500	12,500	12,500	12,500
Staff Recruitment	816	832	849	866	883
	1,207,246	1,229,594	1,252,328	1,276,616	1,298,090
Vendor Services					
Contracted Pupil Transportation	215,557	219,868	224,266	228,751	233,326
Extra-Curricular Activity Events & Transportation	8,234	8,399	8,567	8,738	8,913
Contracted Food Service	382,631	390,284	398,090	406,051	406,051
Background / Finger Printing	459	468	478	487	497
Drug Testing Fees	500	510	520	531	541
Licenses & Permits	765	780	796	812	828
Bank Service Fees	5,801	5,917	6,035	6,156	6,279
Contracted Special ED non-instruction	3,000	3,060	3,121	3,184	3,247
Contracted Custodial Services	178,366	181,934	185,572	189,284	193,070
Contracted Security	15,742	16,057	16,378	16,706	17,040
	811,056	827,277	843,823	860,699	869,792
Administrative Expenses					
Travel/Auto	3,468	3,537	3,608	3,680	3,754
Airfare	500	510	520	531	541
Meals	510	520	531	541	552
Lodging	153	156	159	162	166
Business Expense - Other	643	655	669	682	696
Dues & Subscriptions	2,244	2,289	2,335	2,381	2,429
Printing	6,630	6,763	6,898	7,036	7,177
Office Supplies	22,768	23,224	23,688	24,162	24,645
Medical Supplies	751	766	782	797	813
In-house Food Service - Cost of Food	22,067	22,508	22,958	23,418	23,886
Food Service - Paper and Small wares	572	584	595	607	619
Bad Debt Expense	-	-	-	-	-
	60,306	61,512	62,743	63,997	65,277

Renaissance Charter School at Plantation
Consolidated 5-Year Income Statement

Renaissance Charter School at Plantation	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled	1,100	1,100	1,100	1,100	1,100
Forecasted Average FTE per Student	\$ 6,639	\$ 6,772	\$ 6,907	\$ 7,045	\$ 7,186
Instruction Expense					
Textbooks & Reference Books	103,224	94,416	96,305	98,231	100,195
Consumable Instructional (Student)	84,520	86,211	87,935	89,693	91,487
Consumable Instructional (Teacher)	17,115	17,458	17,807	18,163	18,526
Instructional Licenses	80,000	80,000	80,000	80,000	80,000
Library Books	5,000	5,000	5,000	5,000	5,000
Testing Materials	15,520	15,830	16,147	16,470	16,799
Contracted SPED Instruction	98,100	100,062	102,063	104,104	84,380
	403,479	398,977	405,256	411,661	396,388
Other Operating Expenses					
Telephone & Internet	68,969	70,348	71,755	73,191	74,654
Postage	572	584	595	607	619
Electricity	107,223	109,368	111,555	113,786	116,062
Water & Sewer	3,497	3,567	3,638	3,711	3,785
Waste Disposal	53,213	54,278	55,363	56,470	57,600
Pest Control	2,550	2,601	2,653	2,706	2,760
Maintenance & Cleaning Supplies	20,400	20,808	21,224	21,648	22,081
Building Repairs & Maintenance	199,269	203,254	207,319	211,465	215,695
Equipment Repairs & Maintenance	3,797	3,873	3,951	4,030	4,110
Software Licensing Fees	-	-	-	-	-
Miscellaneous Expenses	2,480	2,480	2,480	2,480	2,480
	461,970	471,160	480,534	490,095	499,847
Fixed Expense					
Rent	1,188,338	1,209,707	1,231,464	1,255,654	1,277,934
Office Equipment - Leasing Expense	24,333	24,819	25,316	25,822	26,339
Professional Liability & Property Insurance	62,462	63,712	64,986	66,286	67,611
	1,275,133	1,298,238	1,321,765	1,347,761	1,371,884
EXPENSES less Payroll	4,219,191	4,286,758	4,366,448	4,450,830	4,501,279
TOTAL OPERATING EXPENSES	8,293,458	8,440,303	8,600,838	8,767,662	8,902,182
Net Income/(Loss) before Financing and Depreciation	242,214	248,859	244,601	251,530	277,049
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	107,300	70,521	164,077	163,967	163,967
FF&E	79,318	40,000	20,000	15,000	15,000
Computers Software	11,600	11,600	11,600	11,600	11,600
Land /Building	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	198,218	122,121	195,677	190,567	190,567
Proceeds from Long Term Debt	-	-	-		
Debt Repayments					
Repayment of Long-Term Debt (Princ)	-	-	-	-	-
Repayment of Long-Term Debt (Interest)	-	-	-	-	-
Depreciation and Amortization	433,893	469,267	273,553	295,441	212,232
Net Income/(Loss) after Financing and Depreciation	(389,897)	(342,529)	(224,628)	(234,478)	(125,750)
NET CHANGE IN FUND BALANCE (Deprec add back)	43,996	126,738	48,924	60,964	86,482
RESTRICTED FUND BALANCE					
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	43,996	126,738	48,924	60,964	86,482
CUMULATIVE FUND BALANCE	802,844	929,582	978,506	1,039,469	1,125,952
CUMULATIVE FUND BALANCE - total	802,844	929,582	978,506	1,039,469	1,125,952
% Cumm Fund Balance to FTE Revenue	11%	12%	13%	13%	14%

Appendix V

Student Enrollment Reports

PANEL: ____

L03. ENROLLMENT COUNTS

YEAR: 16

SCHL/TYP 5023 _ RENAISSANCE CHRT OF PLANTATION AREA: __ Curr/Next: C 12/07/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	14	104	0	0	1	4	50	73	123	10
01	22	92	0	1	4	7	65	61	126	19
02	20	94	0	0	3	1	59	59	118	18
03	20	80	0	1	1	3	47	58	105	16
04	19	96	0	0	0	3	61	57	118	17
05	11	96	0	0	1	1	47	62	109	10
06	17	95	0	1	2	2	61	56	117	13
07	28	95	0	2	5	6	71	65	136	23
08	24	86	0	0	1	3	70	44	114	20
TOTAL	175	838	0	5	18	30	531	535	1066	146

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

Appendix W

Copy of Registration Forms in Parent's Primary Language



Registration Checklist

Today's Date

Grade Entering

Student Last Name (print clearly)

Student First Name (print clearly)

The following registration documents must be completed and physically submitted to complete your applicant's registration. A completed registration packet must be return within 14 days of accepting an offered seat.

_____ PARENT CONTRACT

_____ INTERNET USE AND PROMOTION FORM

_____ DRESS CODE AGREEMENT

_____ PHOTOGRAPH AND VIDEO RELEASE PERMISSION FORM

_____ PARENT VOLUNTEER AGREEMENT

_____ PROOF OF RESIDENCE (Copy of Legal Guardian's Photo ID, Copy of a Utilities Bill, Copy of Lease Agreement, etc.)

_____ PROOF OF IMMUNIZATION

_____ PROOF OF PHYSICAL EXAM (Within the last 12 months)

_____ COPY OF SOCIAL SECURITY CARD (Optional)

_____ COPY OF BIRTH CERTIFICATE

_____ PROOF OF GUARDIANSHIP (If student is not living with parents)

_____ REQUEST FOR TRANSCRIPTS/CUMULATIVE FOLDER

_____ HOME LANGUAGE SURVEY

_____ SPECIAL PROGRAMS INFORMATION (Copy of IEP, 504, or gifted plan)(If applicable)

_____ CONTACT & EMERGENCY INFORMATION CARD

_____ COPY OF MOST RECENT REPORT CARD (If applicable)

_____ COPY OF ANY STANDARDIZED TESTING (If applicable)

_____ ESOL/ELL, LITERACY FOLDER, AND ANY CONDUCT/DISCIPLINE ACTIONS (If applicable)



CONTACT & EMERGENCY INFORMATION CARD

In case of an emergency, it is imperative that the school be able to reach the student’s Parent (as defined below). Please fill in the information on both sides of this card carefully and accurately. Please use ink and print clearly.

*“Parent” includes any adult exercising supervisory authority over a student {section 1000.21(5) Fla. Stat.}

Student:

Last Name _____ First Name _____ M.I. _____ Male/Female _____
 Grade _____ Teacher/Advisor _____ Social Security # _____ - _____ - _____
 Date of Birth _____ Birth Place _____ HomePhone _____
 Home Address _____ City _____ Zip _____
 Mailing Address (if different from above) _____ City _____ Zip _____
 Student Lives With: Both Parents _____ Father _____ Mother _____ Other _____
 Address/Custody Change: No _____ Yes _____ If yes, please contact the School Office.

Legal Guardian:

Last Name _____ First Name _____
 Employer _____ Work Phone _____
 Home Phone () _____ Cell Phone () _____ Email _____
 Home Address _____ City _____ Zip _____

Other Parent / Secondary Guardian:

Last Name _____ First Name _____
 Employer _____ WorkPhone _____
 Home Phone () _____ Cell Phone () _____ Email _____
 Home Address _____ City _____ Zip _____

Other Children at Home:

Name	Relationship	Grade	School

Authorized Release Contact:

Please list the names of persons to whom we may release your child or who we may contact if we cannot reach you. THE STUDENT WILL NOT BE RELEASED TO ANYONE OTHER THAN THE PERSONS LISTED BELOW. In selecting someone to whom you authorize the release of your child, consider: Is this person prepared to handle any special needs required by your child?

I hereby authorize contact with, release of emergency related information, or release of the student to the following person(s) in the event of illness, injury, evacuation or other emergency that may occur while the student is in school.

Name	Relationship	Address

**I declare that the information on this form is true and correct. I will notify the school office immediately of any changes.*

IN CASE OF ILLNESS OR ACCIDENT, Renaissance Charter School at Plantation HAS MY PERMISSION TO TAKE MY CHILD TO THE HOSPITAL. THE SCHOOL ALSO HAS MY PERMISSION TO PERMIT MY CHILD TO LEAVE THE BUILDING WITH ONE OF THE LISTED EMERGENCY CONTACTS, IF I CANNOT BE LOCATED.

Legal Guardian’s Signature _____ / _____

Date _____ Relationship _____

Office Use Only School# _____
 FSI# _____
 Date Enrolled _____

Medical _____
 Restraining Order _____
 Special Needs _____

Other _____



Student Last Name _____ Student First Name _____ Middle _____
Family Physician _____ Phone (____) _____
Name of last school attended: _____ Date Withdrawn: _____
Is this a private or public school? _____ Located _____ (County) _____ (State) _____

DEAR PARENT: FOR YOUR CHILD'S WELFARE AND SAFETY, IT IS IMPERATIVE THAT YOU PROVIDE US WITH THE FOLLOWING INFORMATION: INDICATE BELOW ANY HEALTH PROBLEMS REGARDING YOUR CHILD

NO HEALTH PROBLEMS _____ CAN YOUR CHILD PARTICIPATE IN ALL SCHOOL ACTIVITIES? _____

ALLERGIES _____ IF YES, LIST ALLERGIES: _____

ASTHMATIC _____ BRONCHITIS _____ DIABETIC _____ HEART PROBLEM (SPECIFY) _____

EPILEPSY _____ KIDNEY OR BLADDER PROBLEM (SPECIFY) _____

SEVERE REACTIONS TO BEE STINGS OR INSECT BITES (SPECIFY) _____

SERIOUS REACTION(S) TO ANY MEDICATION(S) _____

OTHER (ANYTHING YOU FEEL WE SHOULD KNOW FOR YOUR CHILD'S WELFARE AND SAFETY) _____

IS YOUR CHILD PRESENTLY ON MEDICATION? _____ (IF YES, SPECIFY) _____

EMERGENCY TREATMENT AUTHORIZATION

I/We, the undersigned parent(s)/guardian(s) of _____, do hereby give authorization and consent of the school to obtain emergency medical care and necessary emergency transportation to a health care facility.

Legal Guardian's Signature _____ / _____

Date _____ Relationship _____

RELEASE OF MEDICAL INFORMATION

I hereby understand and authorize that my child's medical records or other medical information that was furnished to the school will be shared with the school officials and emergency personnel who have a legitimate medical/educational purpose for accessing such medical records and information.

Legal Guardian's Signature _____ / _____

Date _____ Relationship _____

EMERGENCY DISMISSAL

In the event of a severe storm or other unscheduled emergency dismissal your child is instructed to:

- Walk Home _____
- Ride Public Transportation _____
- Ride School Bus As Usual _____
- Ride Home with Parent ONLY _____
- Ride Home with Friend Identified On Authorized Contact List _____

Legal Guardian's Signature _____ / _____

Date _____ Relationship _____



SPECIAL PROGRAMS INFORMATION

Student's Name: _____ **Grade** _____

Date of Birth _____ **S.S.N.** _____

1. Does your child have an Individual Education Plan (IEP) requiring services through the Exceptional Student Education (ESE) program? YES _____ NO _____
2. Is your child eligible for English Speakers of Other Languages (ESOL) services? YES _____ NO _____
3. Does your child have a 504 plan? YES _____ NO _____
4. Is your Child in the process of being evaluated for ESE services? YES _____ NO _____

List any other special programs in which your child has participated.

Id you answered "YES" to any of the above questions, please plan to schedule a time to speak with our school to provide additional information.

Parent/Guardian Acknowledgement _____ **Date** _____



PARENT 2015-2016 Contract

I (We) the parent(s)/guardian(s) of _____, grade _____ agree that:
 (please print)

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
 WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School Plantation is a decision of my (our) personal choice and not a privilege;
 WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School Plantation is premised upon my (our) desire to become an active partner in the education of my (our) child;
 NOW THEREFORE, in consideration of the foregoing:

1. As a parent of a student at the Renaissance Charter School Plantation my (our) commitment is to abide by the following resolutions:
 - A. To recognize and embrace my role as the primary educator of my child.
 - B. To participate in the parenting workshops as provided by the school.
 - C. To attend all conferences scheduled with any member of the Renaissance Charter School Plantation staff.
 - D. To participate in the Parent Volunteer Program for 20 hours for the first child and 10 hours for each additional child. Recording of volunteer hours will be done on SIS by the parent for credit. ½ of the hours must be completed before Winter Break and the second ½ by May 1st.
 - E. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School Plantation is not responsible for my child’s safety. If my child is continually tardy, I understand that for the benefit of my child’s education, he/she may be required to transfer to a school that is more accessible for my child.
 - F. To purchase uniforms for my child from the Renaissance Charter School Plantation approved supplier and ensure that my child is wearing the approved uniform daily.
 - G. To supply a lunch, either brown bagged or purchased from the Renaissance Charter School Plantation approved vendor, each school day for my child.
 - H. To be responsible for timely payment of any fees accrued to my account at the school.
 - I. To participate in at least one of the many parent groups i.e. PTO, School’s Improvement Committee, Fundraising Committee, etc.
 - J. To purchase an Agenda Book and Weekly Folder from the approved supplier and sign book nightly.

2. To do the following things to enhance my (our) child’s academic growth I (we) agree to do the following:
 - A. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
 - B. To provide a suitable time and place within the home for homework.
 - C. To assist my child in obtaining and regularly using a library card at the Public Library and allow for at least 60 minutes of homework daily.
 - D. To limit television and video games and phone usage during the week and allow more time for reading, studying and family time.
 - E. To check my child’s homework nightly.

I (we) understand that my child can be dismissed from the school if the information provided on the application or registration materials is false.

I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child requested to stay after school, be suspended, lose the opportunity to recommit for placement for the following school year or withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School Plantation Governing Board.

Parent/Guardian Acknowledgement _____ **Date** _____
Acknowledged by _____ **Date** _____

School Official

Renaissance Charter School at Plantation
 Phone: 954-556-9700 • Fax: 954-556-9701

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DRESS CODE

A higher standard of dress encourages greater respect for individual students and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. The school administration reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines and every student shall wear a school uniform.

- Hair:** Hair must be neat and clean with no “unnatural” colors, i.e. florescent, bright green, mohawks. No hats, bandanas or headbands may be worn. Essentially, no headwear except hair bows, hair bands, etc. for girls. If there is a question, please ask.
- Shoes:** Students must wear closed heel and closed toe shoes at all times. No sandals, flip-flops, heavy military type boots or shoes with metal tips with non-marking soles, may be worn.
- Socks:** White socks only
- Shirts:** Uniform shirts must be tucked in. Polo shirts are purchased through the uniform company in the school colors (Red for K-5 and White or Navy for 6-12) with the school emblem embroidered on the front. **These are the only shirts permitted to be worn in school.**
- Bottoms:** All **uniform** slacks/shorts must be **worn with a belt** through the belt loops, worn at the waist and be in good repair. Girls are also permitted to wear skorts. **NO: cargo pants, capris, zip off style pants or jeans of any color or style. Shorts must be one arms length long.** Colors: Navy and Khaki
- In General:** Boys and girls may not wear body piercing other than earrings or studs in their ear lobes for safety purposes. At no time are students to wear anything offensive, immodest, or deemed inappropriate by the faculty.
- Uniforms:** Students out of uniform will be given notices. After the third notice for uniform violations in a semester, parents will be called and required to bring the correct uniform to school before the child can return to class. Uniform compliance is necessary in order for students to be invited for continuing attendance.
- PE Attire:** Students in middle school taking PE classes will be required to wear a school T-shirt, uniform gym shorts, socks and sneakers. Elementary students have the option of a school t-shirt and sweat pants on PE days only.

Parent/Guardian Acknowledgement _____ **Date** _____

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INTERNET USE AND PROMOTION

Please Print

Student Name _____
(Last) (First) (MI)

Parent/Guardian Name _____

Student/Parent Agreement

As the parent or guardian for the aforementioned student, I do understand and agree to abide by the terms and conditions for use of the school based computers, all network and internet systems. I further understand that violation of these terms or conditions may cause my child to forfeit further use of the technology provided by the school.

I understand that this access is designed solely for educational purposes and the school has taken reasonable precautions to supervise usage. I also recognize it is possible for the school to restrict unsupervised access to all information or materials and I will not hold them responsible for materials acquired on the network. I also accept full responsibility for supervision of my child or ward who may access the resources of the school from outside of the school setting.

I also give the school permission to publish pictures and/or print work of or by my child that promote the best interest of the school and its accomplishments in or on:

- a. Dedicated web page
- b. Newsletters
- c. Brochures
- d. Newspaper
- e. Cable television
- f. Other media resources

_____ I GIVE PERMISSION

_____ I DO NOT GIVE PERMISSION

Please indicate any exceptions:

Parent/Guardian Acknowledgement _____ **Date** _____

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SCHOOL VOLUNTEER INFORMATION FORM

Student:

Last Name _____ First Name _____ M.I. _____ Grade _____

Legal Guardian:

Last Name _____ First Name _____ M.I. _____

Home Address _____

City _____ State _____ Zip _____

Home Phone (____) _____ Cell Phone (____) _____ Email _____

Employer _____ Work Phone (____) _____

Who should we contact in case of an emergency?

Name _____ Phone Number (____) _____

Relationship _____

It is understood that I am offering my services to the school without compensation and without any rights to health benefits in case of injury.

Parent/Guardian Signature _____ **Date** _____



**RENAISSANCE
CHARTER SCHOOL**
at Plantation

Home Language Survey

STUDENT NAME: _____ SS#: _____ GRADE _____

ETHNICITY (please circle one):

African American or Black **American Indian or Alaskan Native** **Asian**
Caucasian or White **Hispanic** **Latino** **Multi** **Native Hawaiian or Pacific Islander**

1. Is a language other than English used in the home? Yes No
 If yes, language used _____
2. Did the student have a first language other than English? Yes No
3. Does the student most frequently speak a language other than English? Yes No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement _____ **Date** _____

*** French ***

1. Est une langue autre que l'anglais utilisé dans la maison? Oui Non
 Si oui, la langue utilisée ? _____
2. Ce que l'élève ont une langue maternelle autre que l'anglais? Oui Non
3. L'élève le plus fréquemment parlent une autre langue que l'anglais Oui Non

Relation avec la personne remplissant le questionnaire à des étudiants? Maman Papa Gardien Soi-même

Signature de la personne remplissant ce questionnaire _____ **Jour** _____

*** Creole ***

1. Èske gen yon lòt lang pase angle itilize nan kay la? Wi Non
 Si se wi, lang yo te itilize? _____
2. Èske elèv la gen yon premye lang ki pase angle? Wi Non
3. Èske elèv-la pi souvan pale yon lòt lang pase angle? Wi Non

Lyen parante li ak moun ranpli sondaj la yo bay elèv? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fòm-sa ak el'ev-la _____ **Dat** _____

*** Portuguese ***

1. É uma língua diferente do Inglês utilizados em casa? Sim Não
 Se sim, a linguagem utilizada? _____
2. O aluno tem uma primeira língua diferente do Inglês? Sim Não
3. O estudante mais frequentemente falam uma língua diferente do Inglês? Sim Não

Relação com a pessoa completar a pesquisa para o aluno? Mãe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento _____ **Data** _____

*** Spanish ***

1. Es un idioma distinto del Inglés utilizados en el hogar? Sí No
 Si es así, el lenguaje utilizado? _____
2. ¿Tiene el estudiante una lengua materna distinta del Inglés? Sí No
3. ¿El estudiante habla con más frecuencia un idioma distinto del Inglés? Sí No

Relación con la persona que completa la encuesta a los estudiantes? Madre Padre Guardián Yo mismo

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Firma de la persona que completo esta encuesta _____ Fecha _____

TRANSCRIPT REQUEST FORM

Date: _____ Prior School: _____ Public _____ Private

To: _____
Name of last school attended

Complete address required

City State Zip

School Phone Number School Fax Number

STUDENT Name	Grade	Date of Birth	Withdrawal Date

Parent Signature: _____

Please send the above student’s following information to Renaissance Charter School at Plantation #5023 as soon as possible.

1. Cumulative Folder of all records
2. Transcript of grades - Including grades to date of withdrawal and attendance records
3. Explanation of grading system
4. Results of testing
5. Length of class periods and number of days per week courses met - especially P.E.
6. Certificate of Immunization and health records
7. Special program enrollment (such as mentally handicapped, physically handicapped, specific learning disability, gifted, etc.) and psychological evaluation records.

Please send records to: Renaissance Charter School at Plantation
Attn: Enrollment Manager
6701 West Sunrise Blvd
Plantation, FL 33313

Renaissance Charter School at Plantation
Phone: 954-556-9700 • Fax: 954-556-9701
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Dear Parent/Guardian,

All Charter Schools USA schools participate in the National School Lunch and Breakfast Programs. Through these programs we offer free and reduced-price meals to students from families who meet certain income requirements determined by the United States Department of Agriculture. A new lunch application must be completed every school year. The meal application will be available to you the first week of school.

Please note: Even if the student qualified for free or reduced lunches while attending a non-CSUSA school, all students attending a CSUSA school must submit a new meal application every year.

The application approval process can take up to 10 school days. Once the free or reduced meal application has been approved the benefits begin immediately. **However, parents are responsible to provide their child with lunch money or a lunch from home until they have received verification of meal benefits.** If you are approved for reduced price meals, each breakfast costs \$0.30 and each lunch costs \$0.40.

Thank you.

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Lista de Comprobación de Matrícula

Nombre del estudiante _____ Grado _____
 (Apellido) (Nombre)

Los siguientes documentos de registro deben ser completados y entregados físicamente para completar el registro de su candidato. Un paquete de inscripción completo debe ser de vuelta dentro de 14 días a partir de la aceptación de un asiento ofrecido.

- _____ ACUERDO DE LOS PADRES
- _____ FORMULARIO PARA EL USO DE LA INTERNET Y PUBLICIDAD
- _____ ACUERDO DEL CÓDIGO DE VESTIR
- _____ FORMULARIO DE AUTORIZACIÓN PARA PUBLICAR FOTOGRAFÍAS Y VIDEO
- _____ ACUERDO PARA LOS PADRES VOLUNTARIOS
- _____ PRUEBA DE RESIDENCIA (copia del documento de identificación con fotografía del tutor legal, copia de un recibo de pago de uno de los servicios públicos, copia del contrato de arrendamiento, etc.)
- _____ PRUEBA DE INMUNIZACIÓN
- _____ PRUEBA DEL EXAMEN FÍSICO (dentro de los 12 meses)
- _____ COPIA DE LA TARJETA DEL SEGURO SOCIAL
- _____ COPIA DEL CERTIFICADO DE NACIMIENTO
- _____ PRUEBA DE LA CUSTODIA (si el estudiante no está viviendo con los padres)
- _____ SOLICITUD PARA LA RELACIÓN DE NOTAS O EL EXPEDIENTE ACUMULATIVO
- _____ ENCUESTA DEL IDIOMA QUE SE HABLA EN CASA
- _____ INFORMACIÓN DE PROGRAMAS ESPECIALES (copia del Plan Individual de Educación, IEP, 504 o el de estudiantes superdotados) (si es pertinente).
- _____ TARJETA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA
- _____ COPIA DE LA TARJETA DE CALIFICACIONES MÁS RECIENTE (si es pertinente)
- _____ COPIA DE CUALQUIER EXAMEN ESTANDARIZADO (si es pertinente)
- _____ LOS EXPEDIENTES DE *ESOL* O *ELL*, Y EL DE ALFABETIZACIÓN Y CUALQUIER MEDIDA DISCIPLINARIA RELACIONADA CON LA CONDUCTA (si es pertinente)



TARJETA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA

En caso de una emergencia es imprescindible que la escuela pueda comunicarse con uno de los padres del estudiante (como se define a continuación). Por favor, llenen la información en ambos lados de esta tarjeta cuidadosa y correctamente. Por favor, usen tinta y escriban claro en letra de molde.

*"Padres" incluye a cualquier adulto que ejerce autoridad de supervisión sobre el estudiante

Estudiante:

Apellido _____ Primer nombre _____ Inicial del 2do. nombre _____ Masculino/Femenino _____
 Grado _____ Profesor o consejero _____ Número del Seguro Social - - _____
 Fecha de nacimiento _____ Lugar de nacimiento _____ Teléfono de la casa () _____
 Dirección _____ Ciudad _____ Código postal _____
 Dirección de correo (si es diferente a la anterior) _____ Ciudad _____ Código postal _____
 El estudiante vive con: Ambos padres _____ Padre _____ Madre _____ Otro _____
 Cambio de dirección o custodia: No _____ Sí _____ De ser así, comuníquense con la oficina de la escuela.

Tutor Legal:

Apellido _____ Primer nombre _____
 Empleador _____ Teléfono del trabajo () _____
 Teléfono de la casa () _____ Celular () _____ Dirección electrónica _____
 Dirección _____ Ciudad _____ Código postal _____

Otros padres o tutores secundarios:

Apellido _____ Primer nombre _____
 Empleador _____ Número de teléfono del trabajo () _____
 Teléfono de la casa () _____ Celular () _____ Dirección electrónica _____
 Dirección _____ Ciudad _____ Código postal _____

Otros niños en casa:

Nombre	Parentesco	Grado	Escuela

Personas que están autorizadas para recoger el estudiante:

Por favor, mencionen los nombres de las personas a quienes les podemos entregar su hijo si no podemos comunicarnos con ustedes. NO SE LE ENTREGARÁ EL ESTUDIANTE A NADIE QUE NO SEAN LAS PERSONAS MENCIONADAS A CONTINUACIÓN. Al seleccionar a alguien que autoriza para sacar a su hijo de la escuela, tengan en cuenta si esta persona está preparada para atender cualquier necesidad especial que su hijo tenga.

Por la presente, autorizo contacto con, divulgación de la información relacionada con alguna emergencia o que se le entregue mi hijo a las siguientes personas en caso de enfermedad, lesiones, evacuación u otra emergencia que pueda ocurrir mientras mi hijo esté en la escuela.

Nombre	Parentesco	Dirección	Teléfono

*Declaro que la información en este formulario es verdadera y correcta. Notificaré a la oficina de la escuela de inmediato sobre cualquier cambio.

EN CASO DE ENFERMEDAD O ACCIDENTE, RENAISSANCE CHARTER SCHOOL AT PLANTATION TIENE MI PERSOMISO PARA LLEVAR A MI HIJO AL HOSPITAL. LA ESCUELA TAMBIÉN TIENE MI PERMISO PARA PERMITIRLE A MI HIJO SALIR DEL PLANTEL CON UNA DE LAS PERSONAS MENCIONADAS EN LA LISTA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA, SI NO ME PUDIERAN LOCALIZAR.

Firma del tutor legal _____ / _____

Fecha _____ Parentesco _____

Office Use Only

School# _____	Medical _____	Other Notes _____
FSI# _____	Restraining Order _____	_____
Date Enrolled _____	Special Needs _____	_____



Apellido del estudiante _____ Nombre del estudiante _____ Segundo nombre _____

Médico de la familia _____ Teléfono (____) _____

Nombre de la última escuela a la que asistió: _____ Fecha de retiro _____

¿Es una escuela privada o pública? _____ Ubicada en: Condado _____ Estado _____

ESTIMADOS PADRES: PARA EL BIENESTAR Y LA SEGURIDAD DE SU HIJO(A), ES IMPRESCINDIBLE QUE NOS PROVEAN LA SIGUIENTE INFORMACIÓN: INDIQUEN A CONTINUACIÓN CUALQUIER PROBLEMA DE SALUD RELACIONADO CON SU HIJO

NO TIENE PROBLEMAS DE SALUD _____ ¿SU HIJO PUEDE PARTICIPAR EN TODAS LAS ACTIVIDADES DE LA ESCUELA? _____

ALERGIAS _____ DE TENERLAS, MENCÍONELAS: _____

ASMÁTICO _____ BRONQUITIS _____ DIABÉTICO _____ PROBLEMAS DEL CORAZÓN (ESPECIFIQUE) _____

EPILEPSIA _____ PROBLEMAS DE LOS RIÑONES O DE LA VEJIGA (ESPECIFIQUE) _____

REACIONES ALÉRGICAS GRAVES A PICADURAS DE ABEJAS O INSECTOS (ESPECIFIQUE) _____

REACIONES ALÉRGICAS GRAVES A CUALQUIER MEDICAMENTO (ESPECIFIQUE) _____

OTRO (CUALQUIER COSA QUE PIENSE DEBERÍAMOS SABER SOBRE LA SEGURIDAD Y BIENESTAR DE SU HIJO) _____

¿ESTÁ SU HIJO TOMANDO MEDICAMENTOS ACTUALMENTE? _____ (DE SER ASÍ, ESPECIFIQUE) _____

AUTORIZACIÓN PARA TRATAMIENTO EN CASO DE EMERGENCIA

Yo/nosotros, el suscrito padres o tutores de _____, por la presente damos autorización y consentimiento para que la escuela obtenga cuidado médico de emergencia y el transporte de emergencia necesario a una institución del cuidado de la salud.

Firma del tutor legal _____ / _____

Fecha _____ Parentesco _____

DIVULGACIÓN DE INFORMACIÓN MÉDICA

Por la presente entiendo y autorizo que los récords médicos u otra información médica que le fue provista a la escuela se comparta con los administradores de la escuela y el personal de emergencia que tengan un propósito legítimo ya sea educacional o médico para obtener acceso a dichos récords e información.

Firma del tutor legal _____ / _____

Fecha _____ Parentesco _____

SALIDA EN CASO DE EMERGENCIA

En caso de una tormenta fuerte u otra salida de emergencia inesperada su hijo tiene instrucciones de:

Caminar hasta la casa _____

Usar el transporte público _____

Usar el ómnibus escolar como siempre _____

Regresar a casa con uno de sus padres SOLAMENTE _____

Regresar a casa con amigo identificado en la lista de personas autorizadas _____

Firma del tutor legal _____ / _____

Fecha _____ Parentesco _____



RESPONSABILIDAD DE LOS PADRES

Yo (nosotros) el padre(s) o tutor(es) de _____, grado _____ estoy de acuerdo en que:
(Por favor escriba en letra de molde)

CONSIDERANDO QUE, para proporcionarle a mi (nuestro) hijo una oportunidad educativa única;

CONSIDERANDO QUE, al escoger matricular a mi (nuestro) hijo en Renaissance Charter School at Plantation es mi (nuestra) decisión personal y no un privilegio;

CONSIDERANDO QUE, mi (nuestro) deseo de matricular a mi (nuestro) hijo en Renaissance Charter School at Plantation se basa en mi (nuestro) deseo de ser parte activa en la educación de mi (nuestro) hijo;

POR LO TANTO AHORA, en consideración a lo anterior:

1. Como padre de un estudiante de Renaissance Charter School at Plantation, mi (nuestro) compromiso es cumplir las siguientes resoluciones :
 - A. Reconocer y aceptar mi papel como el educador principal de mi hijo.
 - B. Participar en los seminarios para los padres sobre la crianza de los hijos cuando la escuela los ofrezca.
 - C. Asistir a todas las reuniones programadas con cualquier miembro del personal de Renaissance Charter School at Plantation.
 - D. Participar en el Programa de Padres Voluntarios de 20 horas para el primer hijo y 10 horas por cada hijo adicional. El registro de las horas de voluntariado se realizará en SIS por los padres como un crédito. La mitad de las horas tiene que completarse antes de las vacaciones de invierno y la segunda mitad para el 1ro. de mayo.
 - E. Proporcionar transporte desde la escuela y hacia la misma para mi hijo. Comprendo que si llego tarde para recoger a mi hijo, Renaissance Charter School at Plantation no es responsable por su seguridad. Si mi hijo llega tarde continuamente, comprendo que, por el beneficio de su educación, es posible que se requiera sea transferido a una escuela que es más accesible para mi hijo.
 - F. Comprar los uniformes de mi hijo del proveedor aprobado por Renaissance Charter School at Plantation y asegurarme de que mi hijo use diariamente el uniforme aprobado.
 - G. Proporcionar almuerzo cada día escolar para mi hijo, ya sea que lo lleve o el que se compra del vendedor aprobado por Renaissance Charter School at Plantation.
 - H. Ser responsable del pago oportuno de cualquier cuota cargada a mi cuenta en la escuela.
 - I. Participar al menos en uno de los tantos grupos de padres, por ejemplo, PTO, Comité de Mejoramiento Escolar, Comité para recolectar fondos, etc.
 - J. Comprar, del proveedor aprobado, una agenda y una carpeta para el trabajo realizado durante la semana y firmarlos todas las noches.

2. Para realizar las siguientes cosas que mejoran el progreso académico de mi (nuestro) hijo, yo (nosotros) estoy de acuerdo en:
 - A. Leer y utilizar la información que la escuela envía a casa para mantener informados a los padres sobre los temas académicos que se van a ver y estudiar en el aula.
 - B. Proporcionar en la casa un tiempo y lugar apropiado para las tareas.
 - C. Ayudar a mi hijo a obtener y utilizar regularmente la tarjeta de la biblioteca en la biblioteca pública y dejar que dedique al menos 60 minutos para las tareas diariamente.
 - D. Limitar la televisión y los videojuegos y el uso del teléfono durante la semana y dedicar más tiempo a la lectura, el estudio y a compartir con la familia.
 - E. Revisar las tareas de mi hijo cada noche.

Yo (nosotros) comprendo que mi hijo pueda ser retirado de la escuela si la información que proporcionamos en la solicitud o los formularios de matrícula es falsa.

Yo (nosotros) comprendo que si no cumplo mi obligación contractual con la escuela y con mi (nuestro) hijo, esto puede resultar en que a mi (nuestro) hijo se le solicite permanecer en la escuela después de clases, que sea suspendido, pierda la oportunidad de comprometerse nuevamente para la ubicación en el siguiente año escolar o que se retire y se envíe a una escuela pública regular a discreción del director, según lo aprobado por la Junta Directiva de Renaissance Charter School at Plantation.

Firma del padre o tutor _____

Fecha _____

Firmado por _____ **Fecha** _____

Funcionario escolar

SE REQUIERE ESTE FORMULARIO PARA COMPLETAR LA MATRÍCULA.
UN PAQUETE DE MATRÍCULA INCOMPLETO RESULTARÁ EN LA PÉRDIDA DEL CUPO DE SU HIJO.



USO DE LA INTERNET Y PUBLICIDAD

Por favor, escriban con letra de molde

Nombre del estudiante _____
 (Apellido) (Primer nombre) (Segundo nombre)

Nombre de uno de los padres o tutores _____

Acuerdo para los padres y estudiantes

Como padre o tutor del estudiante antes mencionado, entiendo y estoy de acuerdo en cumplir los términos y condiciones para el uso de las computadoras de la escuela, todos los sistemas de la red y de Internet. Además, entiendo que una violación de dichos términos y condiciones puede causar que mi hijo(a) pierda el derecho a usar la tecnología que ofrece la escuela.

Entiendo que este acceso está diseñado exclusivamente para propósitos educacionales y que la escuela ha tomado precauciones razonable para supervisar su uso. También reconozco que es posible que la escuela restrinja el acceso no supervisado a toda información y materiales y no los responsabilizaré por los materiales adquiridos en la red. También acepto toda responsabilidad por la supervisión de mi hijo o pupilo quien puede tener acceso a los recursos de la escuela desde afuera del ambiente escolar.

También doy permiso a la escuela para publicar fotos y/o trabajos impresos hechos de mi hijo o hechos por él para promover el mejor interés de la escuela y sus logros en :

- a. Una página de Internet específica
- b. Boletines informativos
- c. Folletos
- d. Periódicos
- e. Televisión por cable
- f. Otros recursos de comunicación

_____ DOY PERMISO
 _____ NO DOY PERMISO

Por favor, indique cualquier excepción:

Aceptación de uno de los padres o tutores _____ **Fecha** _____



**FORMULARIO DE AUTORIZACIÓN PARA
PUBLICAR FOTOGRAFÍAS Y VIDEOS**

Autorizo a la escuela Renaissance Charter School at Plantation o cualquier medio de comunicación aprobado por la escuela para tomar fotografías y/o videos de mi hijo(a). Las fotos o videos serán usados por organizaciones de noticias y de carácter promocional con el fin de apoyar a la escuela. Las copias de cualquier video o fotografía que se hayan tomado, estarán disponibles cuando se soliciten.

_____ DOY PERMISO

_____ NO DOY PERMISO

Nombre del estudiante _____ Inicial del 2do. nombre _____
(Apellido) (Nombre)

Firma del padre o tutor _____ Fecha _____



Home Language Survey

STUDENT NAME: _____ SS#: _____ GRADE _____

ETHNICITY (please circle one):

African American or Black
 American Indian or Alaskan Native
 Asian
 Caucasian or White
 Hispanic
 Latino
 Multi
 Native Hawaiian or Pacific Islander

1. Is a language other than English used in the home? Yes No
If yes, language used _____
2. Did the student have a first language other than English? Yes No
3. Does the student most frequently speak a language other than English? Yes No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement _____ Date _____

* French *

1. Est-ce qu'il y a une langue autre que l'anglais parlée a la maison? Oui Non
Si oui, quelle langue? _____
2. Est-ce que la langue maternelle de l'étudiant est autre que l'anglais? Oui Non
3. Est-ce que l'étudiant parle souvent une langue autre que l'anglais? Oui Non

Ille de parenté de la personne remplissant ce questionnaire avec l'étudiant? Maman Papa Gardien Soi-même

Signature de la personne remplissant ce questionnaire _____ Jour _____

* Creole *

1. Eske ou pale yon l'ot lang ki pa angle lakay-ou? Wi Non
Si ki wi lang? _____
2. Eske el'ev-la pale yon l'ot lang ki pa angle? Wi Non
3. Eske el'ev-la pale yon l'ot lang ki pa angle tour tan? Wi Non

Relasyon ant moun ki ranpli fòm-sa ak el'ev-la? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fòm-sa ak el'ev-la _____ Dat _____

* Portuguese *

1. Outro idioma que não seja inglês é falado em casa? Sim Não
Caso sim, idioma falado _____
2. O estudante tem como primeiro idioma outro além do inglês? Sim Não
3. O estudante fala mais frequentemente um idioma que não seja inglês? Sim Não

Qual é o parentesco da pessoa, em relação ao estudante, completando este levantamento? Mãe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento _____ Data _____

* Español *

1. ¿Se habla en la casa otro idioma que no sea el inglés? Sí No
Si es así, ¿qué idioma se habla? _____
2. ¿Es el primer idioma del estudiante otro que no sea el inglés? Sí No
3. ¿Habla el estudiante con frecuencia otro idioma que no sea el inglés? Sí No

¿Cuál es el parentesco de la persona que llena esta encuesta para el estudiante? Madre Padre Tutor El mismo estudiante

Firma del padre o tutor que completó esta encuesta _____ Fecha _____



INFORMACIÓN SOBRE PROGRAMAS ESPECIALES

Nombre del estudiante: _____ Grado _____

Fecha de nacimiento _____ Número del seguro social. _____

1. ¿Es su hijo elegible para recibir servicios a través de un Programa de Educación para Estudiantes Excepcionales (Plan Individual de Educación, *IEP*)? SÍ _____ NO _____
2. ¿Es elegible para servicios del habla? SÍ _____ NO _____
3. ¿Es elegible para servicios de lenguaje? SÍ _____ NO _____
4. ¿Es elegible para servicios del Programa *ESOL*? SÍ _____ NO _____
5. ¿Tiene su hijo un Plan 504? SÍ _____ NO _____
6. ¿Está su hijo en el proceso de ser evaluado para un *IEP*? SÍ _____ NO _____
7. ¿Ha sido su hijo evaluado para un Plan 504? SÍ _____ NO _____

8. Nombren otros programas especiales en los que su hijo haya participado.

Por favor, planifiquen una cita con nuestros profesores del Programa *ESE* una vez que se les ha notificado que discutan sobre la ubicación de su hijo

Aceptación del padre o tutor _____ Fecha _____



**FORMULARIO PARA SOLICITAR EL REPORTE DE
NOTAS DEL ESTUDIANTE**

Fecha: _____ **Tipo de escuela anterior:** ___ Pública ___ Privada

Para: _____
Nombre de la última escuela a la que asistió

Dirección completa requerida

Ciudad Estado Código postal

Por favor, envíen la siguiente información a Renaissance Charter School at Plantation, lo más pronto posible.

1. Expediente acumulativo de todos los archivos
2. Relación de las calificaciones - Incluyendo aquellas hasta la fecha de retiro y los registros de asistencia
3. Explicación del sistema de calificación
4. Resultados de los exámenes
5. Duración de los períodos de clase y número de días por semana en que se daban los cursos - especialmente Educación Física (P.E.)
6. Certificado de inmunización y récords de salud
7. Inscripción en programas especiales (tales como programas de discapacidad mental, física, dificultad específica de aprendizaje, superdotados, etc.) y registros de evaluación psicológica

Nombre del estudiante	Grado	Fecha de nacimiento	Fecha en que se retiró

Por medio de la presente, doy mi permiso para que envíen los récords del estudiante mencionado anteriormente a Renaissance Charter School at Plantation.

Firma de uno de los padres o tutores _____ **Fecha** _____



FORMULARIO DE INFORMACIÓN SOBRE EL VOLUNTARIO ESCOLAR

Estudiante:

Apellido _____ Nombre _____ Inicial del 2do. nombre ____ Grado _____

Tutor Legal:

Apellido _____ Nombre _____ Inicial del 2do. Nombre _____

Dirección del domicilio _____

Ciudad

Estado

Código postal

Teléfono de casa (____) _____ Teléfono celular (____) _____ Dirección electrónica _____

Empleador _____ Teléfono del trabajo (____) _____

¿Con quién debemos comunicarnos en caso de emergencia?

Nombre _____ Número de teléfono (____) _____

Parentesco _____

Entiendo que estoy ofreciendo mis servicios a la escuela sin ninguna compensación y sin ningún derecho a beneficios de salud en caso de alguna lesión.

Firma del padre o tutor _____ Fecha _____



CÓDIGO DE VESTIMENTA

Un mayor nivel de vestido alienta un mayor respeto por los estudiantes y los resultados en un mayor nivel de comportamiento. Nuestras directrices del código de vestimenta indican vestimenta escolar apropiada para días normales de la escuela. La administración de la escuela se reserva el derecho de interpretar estas pautas y / o hacer cambios durante el año escolar. Los estudiantes deben seguir las siguientes pautas y E muy estudiante deberá llevar un uniforme escolar.

- Cabello:** El cabello debe estar limpio y ordenado sin colores "no naturales", es decir, fluorescentes, de color verde brillante, mohawks. No hay sombreros, pañuelos o cintas para la cabeza pueden ser usados. Esencialmente, hay sombreros excepto diademas para el pelo, cintas para el pelo, etc., para las niñas. Si hay alguna pregunta, por favor pregunte.
- Zapatos:** Los estudiantes deben usar el talón cerrado y zapatos cerrados en todo momento. No hay sandalias, chanclas, botas tipo militar pesados o zapatos con puntas de metal con suela no deja huella, pueden ser usados.
- Calcetines:** Sólo calcetines blancos
- Camisetas:** ONU camisas IFORM deben meterse en. Polos se compran a través de la compañía de uniformes en los colores de la escuela (Red para K-5 y negro o la marina de guerra de 6-12) con el emblema de la escuela bordado en la parte delantera. **Estas son las únicas camisetas permitidos para ser usados en la escuela.**
- Bottoms:** Todos los pantalones **uniformes** / shorts deben **ser** usados **con un cinturón** a través de los lazos de la correa, usado en la cintura y estar en buen estado. Las niñas también se les permite usar faldas pantalón **NO.:** **Pantalones cargo, capris, zip fuera de los pantalones o jeans de cualquier color o el estilo de estilo deben ser un solo pantalón corto de longitud brazos largos.** Colores: Navy y caqui
- En general:** Los niños y las niñas no pueden usar la perforación del cuerpo que no sean pendientes o espárragos en sus lóbulos de las orejas por motivos de seguridad. En ningún momento son estudiantes a llevar nada ofensivo, inmodesta, o considerados inapropiados por la facultad.
- Uniformes:** Estudiantes sin uniforme se darán avisos. Después del tercer aviso y por violaciones uniformes en un semestre, los padres serán llamados y obligados a llevar el uniforme correcto a la escuela antes de que el niño pueda regresar a clase. Cumplimiento uniforme es necesaria para que los estudiantes serán invitados por la asistencia continua.
- PE Vestimenta:** Se requiere que los estudiantes en la escuela secundaria tomando clases de educación física de llevar una escuela camiseta, uniformes de gimnasia pantalones cortos, calcetines y zapatillas de deporte. Los alumnos de primaria tienen la opción de una escuela de la camiseta y pantalones de deporte en sólo días de educación física.

Tutor Acknowledgement _____ **Date** _____



KAT ENFÒMASYON POU IJANS AK KONTAK

Nan yon ka dijans, li enpòtan pou lekòl la kontakte Paran elèv la (jan sa defini anba a). Tanpri ranpli enfòmasyon sou de bò kat sa a avèk anpil swen ak presizyon. Itilize plim ak lank epi ekri klèman an lèt detache.

*"Paran" ansanm avèk nenpòt adilt ki egzèse otorite sipèvizyon sou yon elèv

Elèv:

Siyati _____ Non _____ M.I. _____ gason/fi _____
 Klas _____ Pwofesè/konsye _____ Sekirite Sosyal _____ - _____
 Dat nesans _____ kote li fèt _____ telefòn lakay (_____) _____
 Adrès _____ vil _____ Zip _____
 Adrès postal (si l pa menm ak sa anlè a) _____ vil _____ Zip _____
 Elèv la abite avèk: toude paran l yo _____ Papa _____ Manman _____ Lòt _____
 Adrès/responsab la chanje: Non _____ Wi _____ Si wi, tanpri kontakte direksyon lekòl la.

Responsab:

Siyati _____ Non _____
 Anplwayè _____ Telefòn travay (_____) _____
 Telefòn lakay (_____) _____ Telefòn pòtab (_____) _____ Imèl _____
 Adrès _____ Vil _____ Zip _____

Lòt Paran / dezyèm responsab:

Siyati _____ Non _____
 Anplwayè _____ Telefòn travay (_____) _____
 Telefòn lakay (_____) _____ Telefòn pòtab (_____) _____ Imèl _____
 Adrès _____ Vil _____ Zip _____

Lòt timoun nan kay la:

Non	Relasyon	Klas	Lekòl

Moun ki otorize pou vin chèche elèv:

Tanpri bay lis non moun nou kapab remèt pitit ou a oswa nou kapab kontakte si nou pa kapab jwenn ou. NOU P AP REMÈT ELÈV LA BAY OKENN LÒT MOUN KI PA SOU LIS ANBA A. Lè w ap seleksyone moun ou otorize pou nou vin chèche pitit ou a, panse: èske moun sa a prepare pou l pran swen nenpòt bezwen espesyal pitit ou a genyen?

Nan fòm sa a, mwen otorize pou m kontakte, bay enfòmasyon pou ijans oswa remèt elèv mwen an bay moun ki sou lis anba a (yo) nan ka maladi, domaj, evakyasyon oswa lòt ijans ki kapab rive pandan elèv la nan klas.

Non	Relasyon	Adrès	Telefòn

*Mwen deklare enfòmasyon sou fòm sa a vrè epi kòrèk. M ap enfòmè direksyon lekòl la imedyatman si gen kèk chanjman.

NAN KA MALADI OSWA AKSIDAN, LEKÒLRENAISSANCE CHARTER SCHOOL AT PLANTATION GENYEN PÈMISYON M POU L MENNEN PITIT MWEN AN LOPITAL. MWEN BAY LEKÒL LA PÈMISYON TOU POU L PÈMÈT PITIT MWEN AN KITE BILDING LAN AVÈK YOUN NAN MOUN KI SOU LIS KONTAK IJANS LA, SI YO PA KAPAB JWENN MWEN.

Siyati responsab legal _____ / _____
 dat _____ Relasyon _____



Siyati elèv _____ Non elèv la _____ Dezyèm non _____

Medsen fanmi an _____ Telefòn () _____

Non dènye lekòl li frekante: _____ Dat li kite _____

Èske se yon lekòl prive oswa piblik? _____ Lokalize nan: rejon _____ eta _____

CHÈ PARAN: POU BYENÈT AK SEKIRITE PITIT OU A, LI ENPÒTAN POU BA NOU ENFÒMASYON KI MANSYONE ANBA A: FÈ NOU KONNEN TOUT PWOBLÈM SANTE PITIT OU A GENYEN

PA GENYEN PWOBLÈM SANTE _____ ÈSKE PITIT OU A KAPAB PATISIPE NAN TOUT AKTIVITE LEKÒL LA? _____

ALÈJI _____ SI WI, BAY LIS ALÈJI YO: _____

OPRESYON _____ BWONCHIT _____ DYABÈT _____ PWOBLÈM KÈ (PRESIZE) _____

MALKADI _____ PWOBLÈM REN OSWA VESI (PRESIZE) _____

REYAKSYON SEVÈ LÈ MYÈL OSWA ENSÈK MÒDE L (PRESIZE) _____

REYAKSYON GRAV LÈ PRAN NENPÒT MEDIKAMAN _____

LÒT (NENPÒT BAGAY OU PANSE NOU DWE KONNEN POU BYENNÈT AK SEKIRITE PITIT OU A) _____

ÈSKE PITIT OU A AP PRAN MEDIKAMAN KOUNYE A? (SI WI, PRESIZE) _____

OTORIZASYON POU TRETMAN AN IJANS

Mwen/Nou, paran/responsab SOUSIYE (yo) _____, nan fòm sa a bay lekòl la otorizasyon ak konsantman m pou l resevwa swen medikal ak transpò nesèsè nan yon etablisman santé an ijans pou pitit mwen an.

Siyati responsab _____ / _____
 Dat _____ Relasyon _____

ENFÒMASYON MEDIKAL

Mwen konprann epi otorize nan fòm sa a pou pataje dosye medikal pitit mwen an oswa lòt enfòmasyon medikal mwen te bay lekòl la, k ap pèmèt ofisyèl lekòl ak pèsonel ijans ki genyen yon objektif edikati medical/lejitim pou aksede dosye medikal ak enfòmasyon pitit mwen an.

Siyati responsab _____ / _____
 Dat _____ Relasyon _____

RANVWA AN IJANS

Nan ka yon tanpèt menasan oswa lòt ranvwa ijan enprevi y ap mande pitit ou a pou l:

Mache ale lakay _____

Pran transpò piblik _____

Monte bis lekòl yo kòm dabitid _____

Retounen lakay avèk Paran SÈLMAN _____

Retounen lakay avèk zanmi ki idanfye soul lis kontak lekòl la _____

Siyati responsab _____ / _____
 Dat _____ Relasyon _____



FÒM PÈMISYON
POU FÈ FOTO AK VIDEYO

Mwen bay Renaissance Charter School at Plantation oswa nenpòt medya lekòl la apwouve pèmisyon pou fè foto/vidayo pitit mwen. Y ap itilize foto oswa vidayo yo nan ajans nouvèl ak pwomosyon ki sèvi ak imaj pou sipòte lekòl la. Kopi nenpòt vidayo oswa fotograf yo pran ap disponib sou demand.

_____ MWEN BAY PÈMISYON

_____ MWEN PA BAY PÈMISYON

Non Elèv la _____ Inisyal Dezyèm non _____
(Siyati) (Prenon)

Siyati Paran/Responsab _____ Dat _____



OBLIGASYON PARAN AN

Mwen (Nou) paran(yo)/responsab(yo) _____, klas _____ dakò:
(ekri non ou an lèt detache)

KONSIDERAN, pou m (nou) bay pitit mwen (nou) an yon opòtinite edikatif inik;
KONSIDERAN, pou m (nou) enskri pitit mwen (nou) an nan Renaissance Charter School at Plantation se yon desizyon sou chwa pèsònèl mwen se pa yon privilèj;
KONSIDERAN, volonte m (nou) pou enskri pitit mwen (nou) an nan Renaissance Charter School at Plantation repoze sou volonte m (nou) pou vin yon patnè aktif nan edikasyon pitit mwen (nou) an;
AN KONSEKANS, dapre sa k te di oparavan:

1. Kòm paran yon elèv nan Renaissance Charter School at Plantation, angajman mwen (nou) se pou m respekte prensip anba yo:
 - A. Pou m rekonèt epi anbrase wòl mwen kòm premye edikatè pitit mwen.
 - B. Pou m patisipe nan seminè pou paran lekòl la òganize.
 - C. Patisipe nan tout reyinyon manm estaf ap fè nan Renaissance Charter School at Plantation.
 - D. Patisipe nan Pwogram Paran Volontè 20 èdtan pou premye timoun nan ak 10 èdtan pou chak timoun adisyonèl. Paran an ap fè enskripsyon lè volontè yo sou SIS pou jwenn kredi. ½ (mwatye) nan lè yo dwe konplete avan vakans prentan epi dezièm ½ (mwatye a avan 1^{re} Me.
 - E. Bay pitit mwen an transpò ale vini lekòl. Mwen konnen tou si m vin chèche pitit mwen an an reta, Renaissance Charter School at Plantation pa responsab pou sekirite pitit mwen an. Si pitit mwen an kontinye ap anreta toutan, mwen konnen pou enterè edikasyon pitit mwen an, yo kapab mande pou l transfere nan yon lekòl ki pi aksesib pou li.
 - F. Achte inifòm pou pitit mwen an nan magazen Renaissance Charter School at Plantation apwouve epi fè sèten pitit mwen an mete inifòm ki apwouve a chak jou.
 - G. Pote manje lekòl, swa yon sache mawon oswa achte chak jou lekòl pou pitit mwen an nan men vandè Renaissance Charter School at Plantation apwouve.
 - H. Responsab pou peye alè nenpòt frè ki akimile sou kont mwen nan lekòl la.
 - I. Pou m patisipe omwen nan youn nan reyinyon paran yo tankou “PTO, School’s Improvement Committee, Fundraising Committee”, etc.
 - J. Achte yon Ajanda (Agenda Book) ak kaye orè pou semèn (Weekly Folder) nan men founisè ki apwouve a epi siyen liv la chak swa.
2. Pou amelyore devlopman akademik pitit mwen (nou) an; mwen (nou) dakò pou m (n) fè sa ki anba yo:
 - A. Li epi itilize enfòmasyon lekòl la voye lakay pou kenbe paran enfòm sou sijè yo entwodui ak devlope nan klas la.
 - B. Bay yon lè ak plas apwopriye nan kay la pou fè devwa lakay.
 - C. Ede pitit mwen an pou l jwenn ak itilize regilyèman yon kat bibliyotèk nan bibliyotèk piblik epi akòde omwen 60 minit pou fè devwa lakay chak swa.
 - D. Limite izaj televizyon jwèt videyo ak telefòn pandan semen nan epi bay plis tan pou fè lekti, etidye ak pase tan ak fanmi an.
 - E. Tcheke devwa lakay pou pitit mwen chak jou.

Mwen (nou) konprann yo kapab ekspilse pitit mwen an nan lekòl la si enfòmasyon mwen te mete sou aplikasyon an oswa enkripsyon an te fo.

Mwen (nou) konprann si m pa respekte obligasyon kontra ak lekòl la ansanm ak pitit mwen (nou) an, sa kapab lakoz yo sispann demand ki te fèt pou pitit mwen (nou) an rete nan pwogram apre lekòl, pèdi opòtinite pou reangaje pou plasman pou ane eskolè k ap vini an oswa anile epi voye nan yon Lekòl Piblik sou diskresyon Direktè/tris la sèlman jan Komite Konsèy Renaissance Charter School at Plantation apwouve li.

Siyati Paran/Responsab _____ **Dat** _____

Moun ki rekonèt li _____ **Dat** _____

Ofisyèl Lekòl la

**FÒM SA A NESESÈ POU KONPLÈTE ENSKRIPSYON AN.
YON PAKE ENSKRIPSYON KI PA KONPLÈ KAPAB LAKOZ PITIT OU A PÈDI PLAS LI.**



ABIYE KÒD

Yon estanda ki pi wo nan rad ankouraje pi gwo respè pou elèv endividyèl ak rezilta nan yon estanda ki pi wo nan konpòtman. Direktiv kòd abiman nou endike abiman lekòl la ki apwopriye pou jou nòmal lekòl la. Administrasyon lekòl la rezève dwa pou ka esplike nou rèv direktiv sa yo ak / oswa fè chanjman pandan ane lekòl la. Elèv yo dwe swiv direktiv sa yo ak e trè elèv va mete yon inifòm lekòl la.

- Cheve:** Cheve yo dwe pwòp, epi li pwòp ki pa gen okenn "anòm" koulè, sa vle di florescent, vèt klere, Mohawks. Pa gen chapo, foula oswa bando ka chire. Esansyèlman, pa gen chapo eksepte banza cheve, Gwoup Mizik cheve, elatriye pou ti fi. Si gen yon kesyon, tanpri mande.
- Soulye:** Elèv yo dwe mete fèmèn talon pye ak soulye zòtèy fèmèn nan tout tan. Pa gen soulye, baskile-flops, lou bòt di ki militè oswa soulye ak konsèy metal ak plant ki pa regilye nèf semenn klas, yo ka chire.
- Chosèt:** Chosèt Blan sèlman
- Chemiz:** Un chemiz iform dwe rantrè nan. Chemiz Polo yo achte nan konpayi an inifòm nan koulè yo lekòl la (Red para K-5 ak blan oswa ble maren pou 6-12) ak anblèm la lekòl bwode sou devan an. Sa yo se chemiz yo sèlman pèmèt yo dwe chire nan lekòl la.
- Pla:** Tout pantalon inifòm / bout pantalon yo dwe chire ak yon sentiwon nan pasan yo senti, chire nan senti a yo epi yo dwe nan bon reparasyon. Ti fi yo tou pèmèt yo mete skorts non... Pantalon kago yo, kapri, zip la pantalon style oswa Jeans nan nenpòt ki koulè oswa style Bout pantalon dwe fè yon sèl longè bra long Koulè: Marin ak kaki.
- Nan Jeneral:** Ti gason ak ti fi pa ka mete kò w pèsè kò w lòt pase zanno oswa poto an tete zòrèy yo pou rezon sekirite. Nan pa gen tan se elèv yo abiye anyen ofansif, arrogant, oswa jije apwopriye pa fakilte a.
- Inifòm:** Elèv soti nan inifòm yo pral ba avi. Apre avi a twazyèm pou vyolasyon inifòm nan yon semès, paran yo pral rele ak oblije pote inifòm ki kòrèk la lekòl anvan pitit la ka retounen nan klas la. Inifòm konfòmite se nesèsè yo nan lòd pou elèv yo dwe envite pou kontinye lekòl.
- PE Vètman:** Elèv ki nan lekòl mwayen pran klas PE pral oblije mete yon lekòl T-shirt, inifòm jimnastik bout pantalon, chosèt ak tenis. Elèv yo Elementary gen chwa pou yon lekòl T-chemiz ak pantalon swe nan jou PE sèlman.

Paran / Gadyen

Acknowledgement _____ **Date** _____



Sondaj sou Lang ki Pale Lakay

STUDENT NAME: _____ SS#: _____ GRADE _____

ETHNICITY (please circle one):

African American or Black
 American Indian or Alaskan Native
 Asian
 Caucasian or White
 Hispanic
 Latino
 Multi
 Native Hawaiian or Pacific Islander

1. Is a language other than English used in the home? Yes No
 If yes, language used _____
2. Did the student have a first language other than English? Yes No
3. Does the student most frequently speak a language other than English? Yes No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement _____ Date _____

* French *

1. Autre que l'Anglais, vous parlez une autre langue à la maison? Oui Non
 Si oui, Quelle langue? _____
2. Est-ce que l'élève a une langue maternelle autre que l'anglais? Oui Non
3. Est-ce que l'élève parle plus souvent une langue autre que l'anglais? Oui Non

Relation de l'élève avec la personne remplissant le questionnaire? Maman Papa Gardien Soi-même

Signature de la personne remplissant ce questionnaire _____ Jour _____

* Kreyòl *

1. Lòt pase angle, ou pale yon lòt lang nan kay la? Wi Non
 Si wi, ki lang? : _____
2. Èske elèv la gen yon lang matènèl ki pa Angle? Wi Non
3. Èske elèv la pale pi souvan yon lòt lang ki pa Angle? Wi Non

Relasyon elèv la genyen avèk moun ki ranpli sondaj la pou li? (sèl youn) Manman Papa responsab Elèv-la menm

Siyati Paran/responsab ki ateste li siyen _____ Dat _____

* Portuguese *

1. É uma língua diferente do Inglês utilizados em casa? Sim Não
 Se sim, a linguagem utiliza da? _____
2. O aluno tem uma primeira língua diferente do Inglês? Sim Não
3. O estudante mais frequentemente falam uma língua diferente do Inglês? Sim Não

Relação com a pessoa completar a pesquisa para o aluno? Mãe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento _____ Data _____

* Spanish *

1. Es un idioma distinto del Inglés utilizados en el hogar? Sí No
 Si es así, el lenguaje utilizado? _____
2. ¿Tiene el estudiante una lengua materna distinta del Inglés? Sí No
3. ¿El estudiante habla con más frecuencia un idioma distinto del Inglés? Sí No

Relación con la persona que completa la encuesta a los estudiantes? Madre Padre Guardián Yo mismo

Firma de la persona que completo esta encuesta _____ Fecha _____



ENFÒMASYON SOU PWOGRAM ESPESYAL

Non Elèv la: _____ **Klas** _____

Dat nesans _____ **# Sosyal** _____

1. Èske pitit ou a kalifye pou l resevwa sèvis nan yon Pwogram Edikasyon Espesyal pou Elèv (IEP)? WI _____ NON _____
2. Èske pitit ou a kalifye pou sèvis atikilasyon? WI _____ NON _____
3. Èske pitit ou a kalifye pou sèvis langaj? WI _____ NON _____
4. Èske pitit ou a kalifye pou sèvis ESOL? WI _____ NON _____
5. Èske pitit ou a gen yon Plan 504? WI _____ NON _____
6. Èske yo kòmanse evalye pitit ou a pou IEP? WI _____ NON _____
7. Èske yo deja evalye pitit ou a pou yon Plan 504? WI _____ NON _____
8. Ekri non tout lòt pwogram espesyal kote pitit ou a te patisispe.

Tanpri fè plan pou rankontre avèk pwofesè ESE nou yo osito yo fè konnen pou diskite sou plasman pitit ou a.

Siyati Paran/Responsab _____ **Dat** _____



FÒM ENFÒMASYON VOLONTÈ LEKÒL

Elèv:

 Siyati _____ Prenon _____ Inisyal 2^{yèm} non _____ Klas _____

Responsab legal:

 Siyati _____ Prenon _____ Inisyal 2^{yèm} non _____

Adrès lakay _____

Vil

Eta

kod postal

Telefòn lakay (____) _____ Telefòn selilè (____) _____ Imèl _____

Anplwayè _____ Telefòn travay (____) _____

Kilès pou nou kontakte nan ka ijans?

Non _____ Nimewo telefòn (____) _____

Relasyon _____

Mwen konprann mwen ofri sèvis mwen bay lekòl la san konpansasyon ak san okenn dwa benefis medikal nan ka domaj.

Siyati paran/responsab _____ Dat _____



UNIFORME

Uma roupa clássica e simples incentiva o maior respeito individual do aluno, resultando em melhor padrão de comportamento. Nossas diretrizes relativas ao uniforme indicam a vestimenta mais apropriada ao uso diário na escola. A administração se reserva o direito de interpretar as diretrizes e/ou fazer alterações durante o ano letivo. Os alunos deverão seguir estas instruções e usar o uniforme escolar.

- Cabelo:** O cabelo deverá estar penteado e limpo, sem cores “extravagantes”, ou seja, fluorescente, verde brilhante, corte estilo “Mohawk”. Não são permitidos, boné, chapéu, bandanas ou tiaras. Essencialmente, não são permitidos adereços de cabeça, exceto laços ou tiaras, etc., para as meninas. Em caso de dúvida, favor perguntar.
- Calçados:** Os alunos deverão usar sapatos fechados sempre. Não serão permitidas sandálias, chinelos de dedo, botas pesadas estilo militar, sapatos com pontas de metal, ou solas que deixem marcas no piso.
- Meias:** Apenas meias brancas são permitidas
- Camisas:** As camisas do uniforme deverão estar dentro da calça. As camisetas polo deverão ser compradas no fornecedor do uniforme, nas cores da escola (Vermelha para o K-5 e Branca ou Azul-marinho para 6-12), com o emblema da escola na parte da frente.
São os únicos tipos de camisa permitidos na escola.

Fundo

da calça: A calça/bermuda do **uniforme** deverá ser **usada com cinto**, presa através da presilha do cinto, na cintura, em bom estado. As meninas poderão usar shorts. **NÃO SÃO PERMITIDAS: calças tipo cargo, pescador, com zíper removível, calças de grife ou jeans, de nenhuma cor ou modelo. Os shorts deverá ter o comprimento de um braço.** Cores: Marinho e cáqui

Generalidades:

Meninos e meninas não poderão usar piercing no corpo, exceto brincos no lóbulo da orelha, por questões de segurança. Os alunos jamais poderão usar trajes ofensivos, vulgares ou considerados inadequados pelos professores .

Uniformes: Alunos sem uniforme receberão advertência; na terceira advertência do semestre, os pais serão chamados e solicitados a trazer o uniforme correto à escola antes que o aluno possa retornar à aula. O uso do uniforme é necessário para que o alunos possam frequentar a escola.

Uniforme de PE (educação

Física): Os alunos do ensino médio, que tenham aula de PE deverão usar a camiseta da escola, shorts do uniforme de ginástica, meias e tênis. Os alunos do primário terão a opção de usar a camiseta da escola e calça do agasalho, apenas nos dias de PE.

Ciente (Pai ou Responsável) _____ Data _____



OBRIGAÇÕES DOS PAIS

Os pais ou responsáveis de _____, série _____ estão de acordo que:
(favor imprimir)

CONSIDERANDO QUE, para prover uma oportunidade educacional inigualável;
CONSIDERANDO QUE, a escolha em matricular o aluno na Renaissance Charter School at Plantation é uma decisão de escolha pessoal e não um privilégio;
CONSIDERANDO QUE, ao matricular o aluno na Renaissance Charter School at Plantation, estamos realizando o nosso desejo de nos tornar parceiros ativos em sua educação;
PORTANTO, considerando o acima mencionado:

1. Na qualidade de pais de aluno da Renaissance Charter School at Plantation, é nosso compromisso cumprir com as seguintes resoluções:
 - A. Reconhecer e cumprir o papel de principal educador do aluno.
 - B. Participar dos seminários de educação familiar organizados pela escola.
 - C. Participar das conferências agendadas pelos membros da equipe da Renaissance Charter School at Plantation.
 - D. Participar do Programa de Pais Voluntários de 20 horas para o primeiro filho e 10 horas para cada criança adicional. O registro das horas de serviço voluntário deverá ser feito em SIS para o respectivo crédito do pai ou da mãe. Metade das horas deverá ser concluída antes das férias de Inverno e o restante até 1º de Maio.
 - E. Buscar o aluno ao término das aulas, pois estou ciente de que a Renaissance Charter School at Plantation não será responsável pela segurança do aluno, caso haja atraso dos pais. Se o aluno chegar constantemente atrasado às aulas, estou ciente de que, para o seu bem estar educacional, poderá ser necessário solicitar que o aluno seja transferido para uma escola mais acessível.
 - F. Adquirir os uniformes do fornecedor autorizado pela Renaissance Charter School at Plantation, assegurando que o aluno use diariamente o uniforme aprovado.
 - G. Providenciar diariamente para que o aluno traga o seu lanche de casa, ou o compre do fornecedor aprovado pela Renaissance Charter School at Plantation.
 - H. Responsabilizar-se pelo pagamento dentro do prazo das taxas debitadas em conta pela escola.
 - I. Participar de pelo menos um dos diversos grupos de pais, por exemplo, PTO (Associação de Pais e Mestres), Comitê de Melhoria da Escola, Comitê de Arrecadação de Fundos, etc.
 - J. Adquirir um Livro-Agenda e uma Pasta Semanal através do fornecedor aprovado, sendo que este livro deverá ser assinado todas as noites.

2. Providenciar os itens a seguir visando à melhoria do crescimento acadêmico do aluno:
 - A. Leitura e uso das informações enviadas para casa pela escola para que os pais possam se manter informados dos tópicos acadêmicos sendo introduzidos ao aluno e estudados em classe.
 - B. Providenciar tempo e local adequados para o aluno fazer a lição de casa.
 - C. Ajudar o aluno na obtenção do cartão para uso habitual da Biblioteca Pública, além de alocar pelo menos 60 minutos diários para a lição de casa.
 - D. Limitar televisão, vídeo games e uso de telefone durante a semana para que o aluno tenha mais tempo para leitura, estudo e tempo com a família.
 - E. Verificar todas as noites a lição de casa do aluno.

Estou ciente de que o aluno poderá ser solicitado a se retirar da escola se as informações prestadas na solicitação ou matrícula forem falsas.

Estou ciente de que o não cumprimento de minhas obrigações contratuais para com a Escola e para com o aluno poderá fazer com que o aluno tenha de ficar na escola depois da aula, seja suspenso, perca a oportunidade de colocação para o ano letivo subsequente, ou seja solicitado a se retirar e enviado para uma escola pública normal, a critério exclusivo do Diretor, conforme aprovado pelo Conselho de Administração da Renaissance Charter School at Plantation.

Ciente – Pai ou Responsável _____ **Data** _____

Ciente _____ **Data** _____



AUTORIZAÇÃO PARA USO DE FOTOGRAFIA
E IMAGEM EM VÍDEO

AUTORIZO a Renaissance Charter School at Plantation a fotografar/filmar o aluno em vídeo ou outro tipo de mídia aprovado pela escola. As fotografias ou vídeos serão usados em notícias e filmagens promocionais de interesse da escola. Cópias de vídeos ou fotos estarão disponíveis a pedido.

_____ AUTORIZO

_____ NÃO AUTORIZO

Nome do Aluno _____
(Sobrenome) (Nome) (Nome do Meio)

Assinatura do Pai ou Responsável _____ Data _____



FORMULÁRIO DE INFORMAÇÕES DO SERVIÇO VOLUNTÁRIO ESCOLAR

Aluno:

Sobrenome _____ Nome _____ Nome do Meio _____ Série _____

Responsável Legal:

Sobrenome _____ Nome _____ Nome do Meio _____

Endereço Residencial _____

Cidade

Estado

CEP

Telefone Residencial (____) _____ Telefone Celular (____) _____ E-mail _____

Empregador _____ Telefone do Trabalho (____) _____

Quem deverá ser contatado em caso de emergência?

Nome _____ Número do Telefone (____) _____

Parentesco _____

Estou ciente de que estou oferecendo o meu trabalho não remunerado à escola, sem direito a benefício médico em caso de acidente.

Assinatura do Pai ou Responsável _____ Data _____



Levantamento do Idioma Nativo

NOME DO ALUNO: _____

Número do Seguro Social _____ **SÉRIE** _____

RAÇA (indicar com um círculo):

Negra ou Afro-americana Índio-Americana ou Nativa do Alasca Asiática
 Caucasiana ou Branca Hispânica Latina Multirracial Nativa do Havai ou das Ilhas do Pacífico

1. Outro idioma que não seja o inglês é falado em casa?
Se afirmativo, qual é o idioma falado _____ Sim Não
2. O aluno tem como primeiro idioma outro além do inglês? Sim Não
3. O aluno fala mais frequentemente um idioma que não seja o inglês? Sim Não

Parentesco da pessoa que preencheu este levantamento em relação ao aluno:
(Indicar com um círculo): Mãe Pai Responsável O próprio aluno

Ciente: Pai ou Responsável _____ **Data** _____

* French *

1. Est-ce qu'il y a une langue autre que l'anglais parlée a la maison?
Si oui, quelle langue? _____ Oui Non
2. Est-ce que la langue maternelle de l'étudiant est autre que l'anglais? Oui Non
3. Est-ce que l'étudiant parle souvent une langue autre que l'anglais? Oui Non

Ille de parenté de la personne remplissant ce questionnaire avec l'étudiant? Maman Papa Gardien Soi-même

Signature de la personne remplissant ce questionnaire _____ **Jour** _____

* Creole *

1. Eske ou pale yon l'ot lang ki pa angle lakay-ou?
Si ki wi lang? _____ Wi Non
2. Eske el'ev-la pale yon l'ot lang ki pa angle? Wi Non
3. Eske el'ev-la pale yon l'ot lang ki pa angle tour tan? Wi Non

Relasyon ant moun ki ranpli fòm-sa ak el'ev-la? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fòm-sa ak el'ev-la _____ **Dat** _____

* Portuguese *

1. Outro idioma que não seja inglês é falado em casa?
Se afirmativo, qual é o idioma falado _____ Sim Não
2. O aluno tem como primeiro idioma outro além do inglês? Sim Não
3. O aluno fala mais frequentemente um idioma que não seja o inglês? Sim Não

Parentesco da pessoa que preencheu este levantamento em relação ao aluno:
(Indicar com um círculo): Mãe Pai Responsável O próprio aluno

Assinatura da pessoa que completou este levantamento _____ **Data** _____

* Spanish *

1. ¿Se habla en la casa otro idioma que no sea el inglés?
Si es así. ¿Cuál idioma es hablado? _____ Sí No
2. ¿Es el primer idioma del estudiante otra lengua que no sea el inglés? Sí No
3. ¿Habla el estudiante con más frecuencia otro idioma que no sea el inglés? Sí No

¿Cuál es el parentesco de la persona que completa esta encuesta con el estudiante? Madre Padre Guardián Yo mismo

Firma de la persona que completo esta encuesta _____ **Fecha** _____



INFORMAÇÕES SOBRE PROGRAMAS ESPECIAIS

Nome do Aluno: _____ Série _____

Data de Nascimento _____ Número do Seguro Social. _____

1. O aluno qualifica-se para o Programa de Educação para Aluno excepcional (IEP)? SIM _____ NÃO _____
2. O aluno necessita fonoaudióloga? SIM _____ NÃO _____
3. O aluno tem problemas de linguagem? SIM _____ NÃO _____
4. O aluno qualifica-se para o ESOL (Inglês como Segundo Idioma)? SIM _____ NÃO _____
5. O aluno faz parte do Programa 504? SIM _____ NÃO _____
6. O aluno está em processo de avaliação para o IEP? SIM _____ NÃO _____
7. O aluno está sendo avaliada para o Programa 504? SIM _____ NÃO _____
8. Relacionar abaixo demais programas especiais dos quais a criança já participou.

Favor agendar uma reunião com os seus professores de ESE (professor de educação especial) para falar a respeito da vaga do aluno.

Ciente do Pai ou

Responsável _____ Data _____

FORMULÁRIO EXIGIDO PARA MATRÍCULA.
SE O PACOTE DE MATRÍCULA ESTIVER INCOMPLETO, O ALUNO PODERÁ PERDER A VAGA.

Versão: 11/11



FORMULÁRIO DE PEDIDO DE HISTÓRICO ESCOLAR

Data: _____ **Tipo da Escola Anterior:** _____ Publica _____ Particular

Para: _____
Nome da Última Escola

Endereço Completo

Cidade Estado CEP

Favor enviar a informação abaixo à Renaissance Charter School at Plantation, o mais breve possível.

1. Pasta cumulativa com todos os registros
2. Histórico das séries – Incluindo as séries até a data dos registros de retirada e frequência
3. Explicação do sistema de notas
4. Resultados de exames
5. A extensão dos períodos de aula e número de dias da semana por curso deverá ser atendida - especialmente P.E. (educação física)
6. Certificado de Vacinação e registros de saúde
7. Matrícula em algum programa especial (deficiência mental ou física, deficiência específica de aprendizado, superdotado, etc.), além de registros de avaliação psicológica.

Nome do ALUNO	Série	Data de Nascimento	Data da Saída

Através do presente, autorizo encaminhar os registros do aluno acima mencionado para a **Renaissance Charter School at Plantation.**

Assinatura do Pai ou Responsável _____ Data _____

Appendix X

Discipline Reporting

DISTRICT SUSPENSIONS REPORT

Options Selected = School Year=2012, Action School=5023, Suspensions=All, Action Dates=All.

SCHOOL YEAR: 2012

* Duplicated Count

<u>Total AES Suspensions</u>	<u>Percent AES</u>	<u>Total External Suspensions</u>	<u>Percent External Suspensions</u>	<u>Total Internal Suspensions</u>	<u>Percent Internal Suspensions</u>	<u>Total Suspensions</u>
0	0.00%	100	51.55%	94	48.45%	194

DISTRICT SUSPENSIONS REPORT

Options Selected = School Year=2013, Action School=5023, Suspensions=All, Action Dates=All.

SCHOOL YEAR: 2013

* Duplicated Count

<u>Total AES Suspensions</u>	<u>Percent AES</u>	<u>Total External Suspensions</u>	<u>Percent External Suspensions</u>	<u>Total Internal Suspensions</u>	<u>Percent Internal Suspensions</u>	<u>Total Suspensions</u>
7	4.83%	70	48.28%	68	46.90%	145

DISTRICT SUSPENSIONS REPORT

Options Selected = School Year=2014, Action School=5023, Suspensions=All, Action Dates=All.

SCHOOL YEAR: 2014

* Duplicated Count

<u>Total AES Suspensions</u>	<u>Percent AES</u>	<u>Total External Suspensions</u>	<u>Percent External Suspensions</u>	<u>Total Internal Suspensions</u>	<u>Percent Internal Suspensions</u>	<u>Total Suspensions</u>
0	0.00%	3	60.00%	2	40.00%	5

DISTRICT SUSPENSIONS REPORT

Options Selected = School Year=2015, Action School=5023, Suspensions=All, Action Dates=All.

SCHOOL YEAR: 2015

* Duplicated Count

<u>Total AES Suspensions</u>	<u>Percent AES</u>	<u>Total External Suspensions</u>	<u>Percent External Suspensions</u>	<u>Total Internal Suspensions</u>	<u>Percent Internal Suspensions</u>	<u>Total Suspensions</u>
0	0.00%	110	83.97%	21	16.03%	131

Appendix Y
Comprehensive
Emergency/Evacuation Plans

Renaissance Charter
School
at
Plantation

Emergency/Evacuation
Plans

2015-2016
School Year



This guide is intended as a reference for staff and students and should not replace sound judgment and common sense.

Emergency Procedures Guideline

Emergency Phone Numbers

Emergency:	911
Local Police (Non-Emergency)	(954) 797-2100
Crisis Intervention	
Henderson Mental Health Center.	954-677-3113
Victim Assistance	
Child Abuse/Neglect Reporting Line	1-800-96-ABUSE
Hazardous Materials	
To report hazardous material leaks or spills	1-800- 222-1222

Table of Contents

- Matrix Codes for Emergencies
- Response to any Emergency
- Tornado
- Fire
- Hazardous Materials
- Radiological Incident
- Assaults / Fights
- Bomb/Threat:
- Intruder / Hostage
- Serious Injury / Death
- Suicide /Attempt
- Weapons

Emergency Matrix

Code Red (No Movement)	Threat/Incident outside the facility when the best course of action is to keep everyone in place to include the School SAFE Team. Cover windows and lock doors, move away from doors/windows, and wait for Code Green. <ul style="list-style-type: none"> • Drive-By-Shooter, • Outside Disruption, • Terrorist Threat that does not warrant a code.) Lockdown.
Code Yellow (Safe Team React/Limited Movement)	Threat/Incidents inside the facility , when the best course of action is to keep everyone in place but requires the School SAFE Team to react, Students stay in current classroom, administrators/SAFE Team move to needed area, and wait for Code Green. <ul style="list-style-type: none"> • Gang Confrontation, • Homicide, • Kidnapping • Mass Casualties, • Riot (Large Groups/Trespassing)
Code Brown (Lock-down or Evacuate)	Threat/incidents within the facility, when the best course of action is to implement a Shelter-In Place. <ul style="list-style-type: none"> • Accidental Chemical or Toxin Release, • Chemical, Biological, Radiological, Nuclear and High Yield Explosive
Code Blue	Incident when the best course of action is to notify the SAFE Team of a medical emergency. Follow normal procedures.
Code Black (Evacuate)	Evacuate facility. Follow emergency evacuation/fire drill route and wait for a Code Green. <ul style="list-style-type: none"> • Bomb Threat • Bomb is detected or exploded, • Gas Leak • Fire
Code Green "All Clear"	Return to classroom and resume normal activities
Code Orange (Evacuate)	When situation warrants beyond previous codes.

Response to any Emergency

- Notify 911 (if necessary) and the Principal. (The Principal notifies Charter Schools USA and Broward County School District for all incidents and emergencies.)
- Notify CPR / First Aid certified person on site (if necessary).
- Seal-off High Risk Area(s).
- Always keep students safe.
- Take charge of area until incident is contained or Administrator intervenes.
- Assemble *SAFE Team*.
- Preserve evidence and keep detailed notes of incident
Refer media to CSUSA (954-202-3500).

1.

Principal or Designee:

- Verify Information.
- Call 911 (if necessary).
Seal-off High Risk area.
- Convene *SAFE Team* and implement crisis response procedures.
- Notify Staff and Students (depending on emergency, students may be notified by teacher).
- Evacuate Staff and Students (if necessary).
Notify community agencies (if necessary).
Implement post-crisis procedures.
- Keep detailed notes of crisis incident

Teacher:

- Verify Information.
- Lock doors, unless evacuation orders are given.
- Warn students, if advised.
- Account for all students.
- Stay with students during crisis and keep class roster
- Refer media to CSUSA (School Operations).
- Keep detailed notes of crisis incident

Tornado

2.

Tornado Watch has been issued in an area near our school:

- Monitor Emergency Alert Stations (see EAS attachment) or NOAA Weather Stations (National Weather Service or Weather Channel).
- Bring all person(s) inside of building(s).

Code Yellow- limited movement-announced.

- Close windows and blinds (if available), move away from windows.
- Review Tornado Drill Procedures and safe area locations. Tornado safe areas are under student desks and in (indoor) hallways away from windows and large rooms.
- Review "drop and tuck" procedures with students (sit on ground with knees up and their head resting on them- knees with their hands and arms covering their heads).
- Wait for **Code Green**.

Tornado Warning has been issued or to tornado spotted near our school:

- Shut off gas lines.
- Move students and staff from any unsafe areas.
- **CODE RED** no movement- announced.
- Remind teachers to take class rosters.
- Ensure that all students are in "drop and tuck" positions.
- Account for all students.
- Remain in designated spots and positions until Code Green.

Fire

In the event of a fire (smoke or odor has been detected)

- Pull Fire Alarm. Code Black
- Evacuate students and staff to a safe distance outside of the building. Do not lock doors.
- Follow normal Fire Drill Route. Follow alternate route if other is danger us.
- Teachers take class rosters with them.
- Principal notifies 911 (Fire alarm automatically notifies the fire department).
- Teachers take roll after being evacuated.
- Principal may move staff and students to alternate location if building is unsafe or if inclement weather occurs.
- No one may re-enter building(s) until the building(s) is declared safe fire/police personnel.
- Principal announces Code Green.

Hazardous Materials

Incident occurs inside of school:

- Call 911
- Notify Principal.
- Seal off area of leak/spill.
- Take charge of area until fire personnel contain incident.
- The fire official in charge will recommend shelter or evacuation actions.
- Code Brown announced.
- Notify parents (if students are evacuated).
- Fire Officials will announce

Code Green-Incident occurs near the school

- Fire or Police will notify school
- The fire official in charge will recommend shelter or evacuation actions.
- Code Brown announced.
- Notify parents (if students are evacuated).
- Fire Officials will announce Code Green.

Radiological Incident

Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and

Sheltering Notification: Code Brown

- Bring all persons inside of building(s).
Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation: Code Black

- State and/or local officials will notify all affected schools of a nuclear power plant emergency.
- All precautionary actions will be announced by state and/or local officials.

Radiological Incident/Accident: Code Brown

An incident or accident involving radiological materials at or near school is quite possible. Consequently, certain precautionary actions should take place. The three basic actions are:

- TIME: Minimize the amount of time and exposure to the source
- DISTANCE: Maximize the distance away from the source.
- SHIELDING: Maximize the amount of material (wood, concrete, earth, etc.) between the individual and the source.

Assaults/Fights

- Staff member on-hand shall immediately respond as needed. (Send for help, stay on scene, loudly give order to "Clear the area" for those not involved separate and protect violators if possible-use best judgment, defuse situation, and determine if weapons are involved and can be confiscated.
- Ensure the safety of students and staff first.
- Notify Principal.
 - **Code Yellow-** limited movement/SAFE Team- announced (if necessary)
 - Principal calls 911 (if necessary).
 - Seal off area where assault took place.
 - Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of private areas of another person without consent).
 - Principal notifies parents of students involved in the assault.
 - Document all activities. Ask victim(s)/witness(es) for their account of the assault.
 - Assess counseling needs of victim(s)/witness(es). Implement post-crisis procedures.

Bomb Threat

Upon receiving a message that a bomb has been planted in **school**:

- Use bomb threat checklist. (See inside back cover).
 - Ask where the bomb is located, when will bomb go off, what materials are in the bomb, who is calling, and why they are doing this. Write this down!
 - Listen closely to caller's voice, speech patterns, and to noises in the background.
- Call 911.
- Notify Principal or designee.
 - Code Black- evacuate facility- announced.
 - Evacuate the school immediately.
 - Do not touch suspicious items.
 - Do NOT use cellular phones or two-way radios.
 - Fire or police personnel will determine when situation is Code Green.

Intruder/Hostage

Intruder:

- Call 911, notify Principal.
- **Code Red**- no movement/lockdown- announced over P A.
- Obtain info @ intruder for police.
- Wait for police.
- Account for all students.
- Police personnel will announce Code Green.

Hostage:

- Call 911, give details.
- Seal off area.
- Notify Principal.
- Code RED - no movement/lockdown- announced over P A.
- Police authorities will take over.
- Keep detailed notes.
- Account for all students.
- Police personnel will announce **Code Green**.

NOTE: If taken hostage, follow hostage takers directions, stay calm/keep students calm, treat hostage taker as normal as possible with respect, and ask permission to speak.

Serious Injury/Death

- Notify the front office/Principal immediately
- Stay with the student(s).
- Call 911 (if appropriate),
- Secure/isolate the area, do not move student/staff member.

- Code Yellow-limited movement SAFE Team- announced (if necessary)
- Wait for medical authorities and assistance from office,
- Obtain all names of witnesses, write detailed report
- Front Office sends student info with medical personnel,
- Principal calls parents,
- School SAFE Team meets and disperses plan,
- Maintain secured area for evidence,
- Photograph scene,
- **Code Green** will be announced by administration,

NOTE: If incident occurred off campus; wait for the Principal to verify information, activate crisis team, Principal will notify staff before school if possible (not in front of students), the crisis team's plan will be announced, and counseling will be available.

Suicide/Attempt

Suicide Attempt made in school:

- Verify information,
- Call 911 (if person requires medical attention, has a weapon, or needs to be restrained),
- Notify Principal/front office,
- **Code Yellow/Code Blue**-limited movement SAFE Team- announced (if necessary)
- Calm suicidal person. Look for evidence of weapon and confiscate it if found,
- Isolate suicidal person from students,
- Stay with suicidal person at all times until help arrives,
- Suicidal student will be brought to office to meet with threat assessment team.,
- Principal calls parents,
- Student is released to parents (if minor threat assessment) or is taken to medical facility for assistance (staff person accompanies if no parent),
- Document incident and witnesses,
- **Code Green** announced by administration (if necessary),

NOTE: Staff members are required by law to report students who they have reason/evidence leading to potential/past suicide attempts.

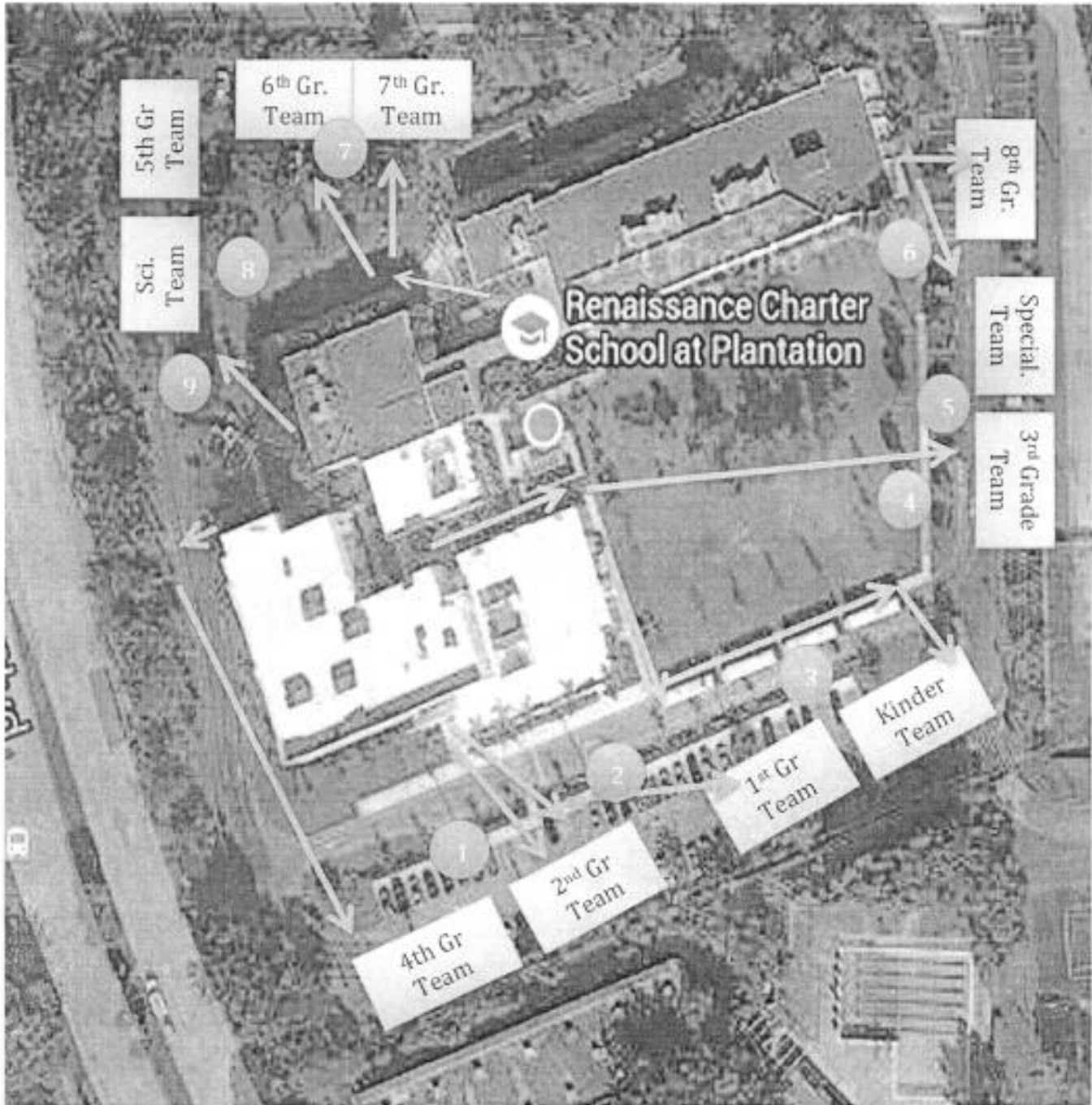
Post Suicide Attempt:

- Prior to re-entry, student parents guidance will meet
- Provide assistance to student for needs and ways to help,
- Monitor student,
- Assess stress level of students staff
- Provide counseling as needed,
- Refer Media to CSUSA, do not answer questions,

Weapons

- This is primarily a law enforcement action matter,
- Person who discovers weapon reports to an administrator immediately,
- If weapon is not in the hands of the person, secure the area, do not handle weapon.
- If person has weapon in hand:
 - Call 911

- Adult may act depending on circumstance.
- Give loud order to "Clear the Area" until they are safely away.
- Calmly ask person to "put the weapon down".
- Keep the person in-sight
- Do not touch the weapon, wait for administration.
- Person is escorted (by more than one adult) to secure location, if incident is controlled.
- Code Red-lock down- is announced (if necessary).
- Wait for police personnel if situation is hostile, keep other students safe!
- Determine if medical attention is needed.
- Wait for police to announce **Code Green**,
- Document incident and get testimonies from witnesses.



Duties

1. Louis
2. Johnson
3. Rodriguez
4. Allen
5. Exantus
6. Brown
7. Torrence
8. Azim
9. Cafeteria Staff

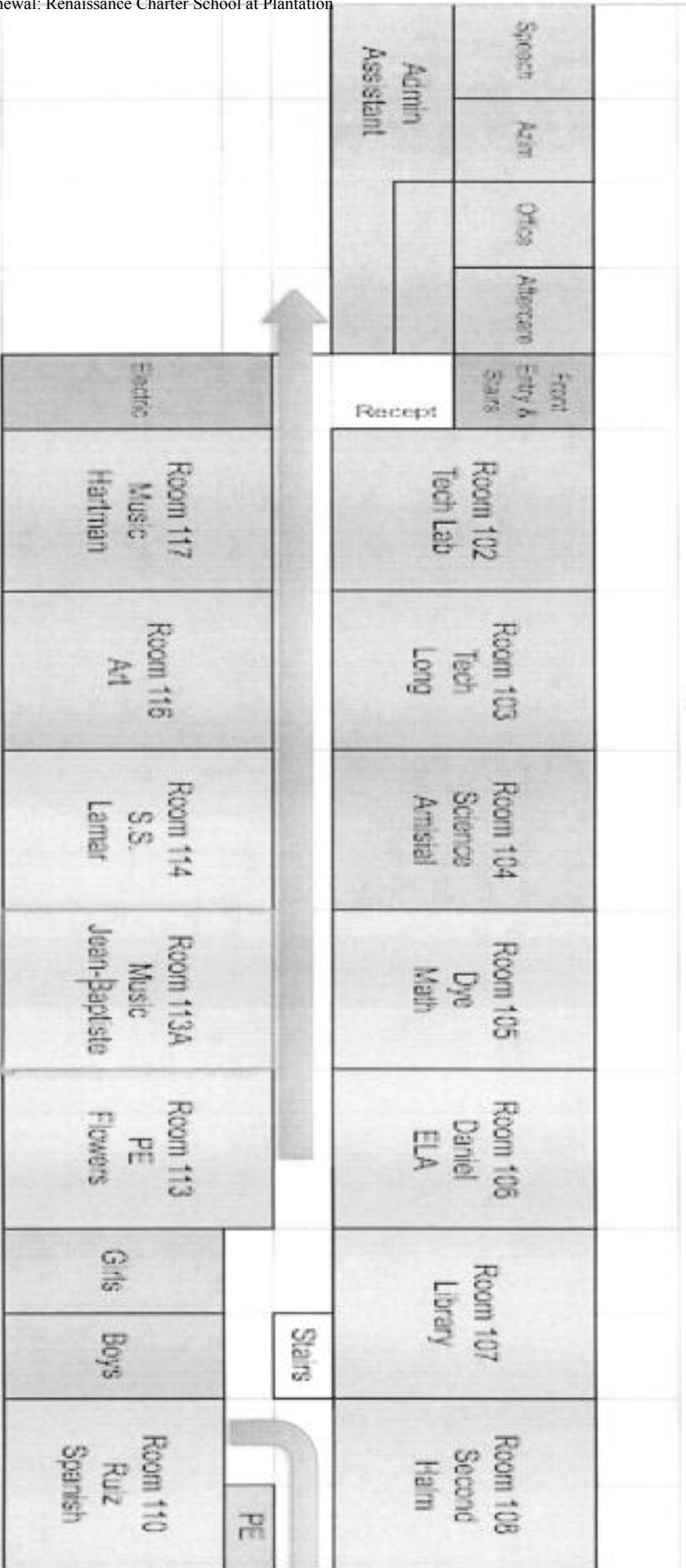
FIRE DRILL EXIT ROUTE
BUILDING 'A'
Kindergarten, 1st & 2nd Grade



FIRE DRILL EXIT ROUTE
BUILDING 'A'
3rd & 4th Grade

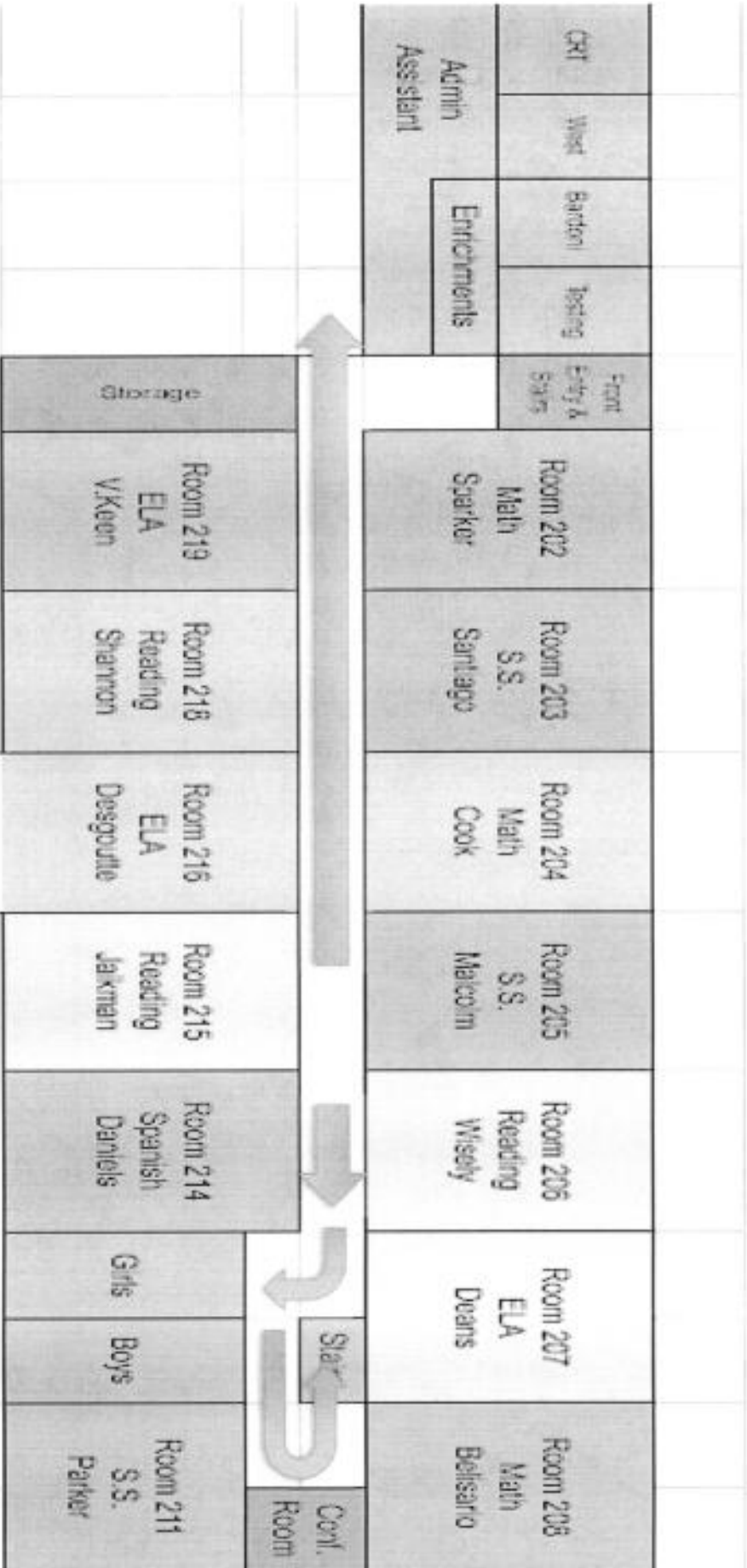


Renaissance Charter School at Plantation Building B First Floor



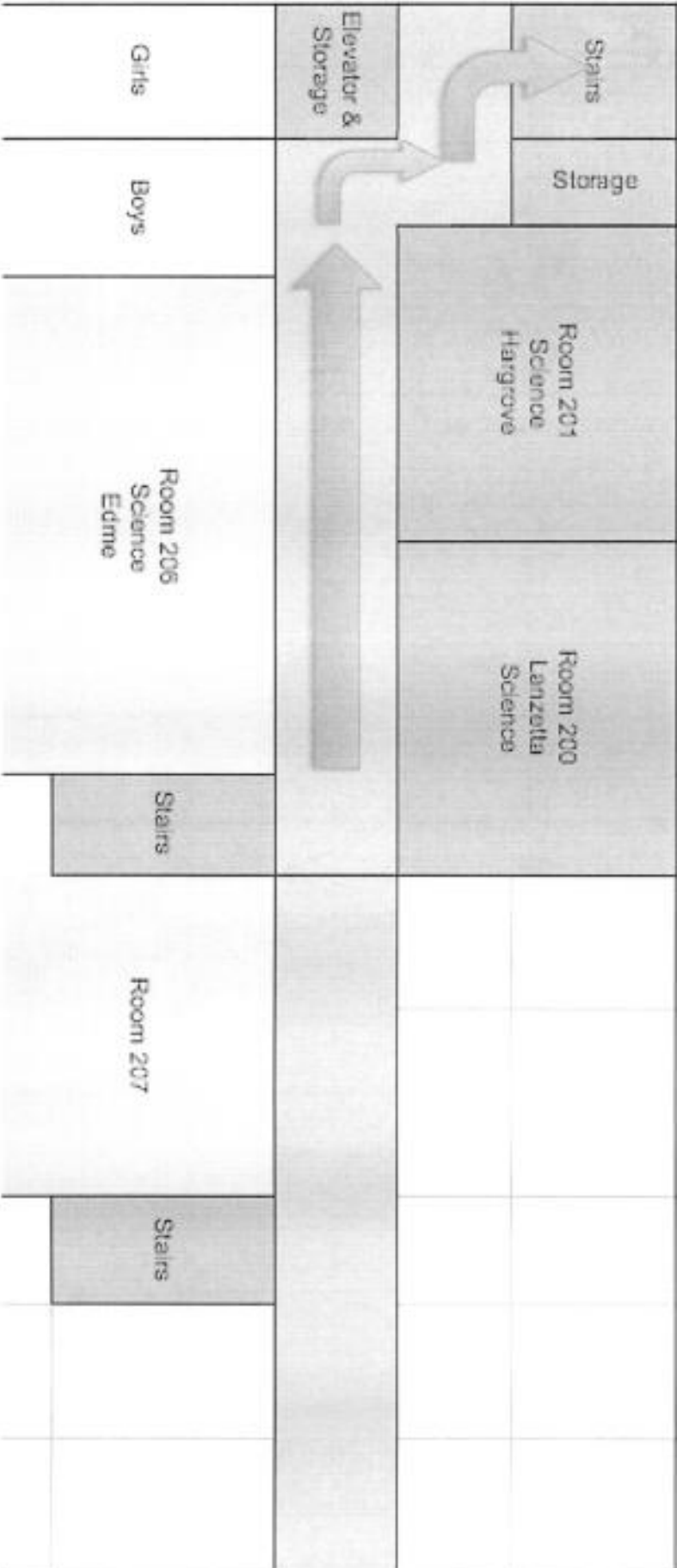
Renaissance Charter School at Plantation

Building B Second Floor



Renaissance Charter School at Plantation

Building C Second Floor



Appendix Z

Certificates of Governing Board Training for Current Governing Board Members

Certificate of Completion

Be it known that

Ken Haiko

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: April 15, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles



Certificate of Completion

Be it known that

Dennis Clark

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: May 4, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles



Certificate of Completion

Be it known that

John O'Brien

has successfully completed two hours of refresher charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: August 6, 2013



Clarion Council for Educational Greatness
David Alba, Executive Director



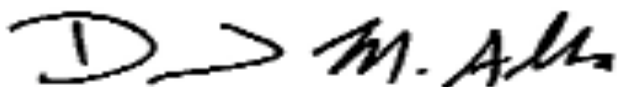
Certificate of Completion

Be it known that

Shane Strum

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: June 27, 2012



Clarion Council for Educational Greatness
David Alba, Executive Director



Certificate of Completion

Be it known that

Margaret Wells

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: June 9, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles



Certificate of Completion

Be it known that

Thomas Wheeler

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: April 23, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles



Certificate of Completion

Be it known that

Preston Jones

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: July 16, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles



Appendix AA

Screen Shots of Website

Academic Performance

http://www.plantationcharter.org/governance/ | plantationcharter.org

Submissions list | Select Organization | ADP TimeSaver | Charter Schools USA Help... | Business Development - ... | Charter School FAQs | Home - Charter Schools U...

RCSP Academic Performance

[Academic Performance](#)

Renaissance Charter School of Plantation Board Facilitator

Lori Butler
6701 W. Sunrise Boulevard
Plantation, FL 33313
954-556-9700

Parent Grievance Process

If a parent has a grievance or complaint, please follow the process below:

1. Seek to resolve the problem with the teacher, if applicable.
2. If problem is not resolved, meet with school administration via an appointment.
3. If still unresolved, please contact School Support, CSUSA at 954-202-3500.
4. If still unresolved, you may contact the Board of Directors at recsboard@gmail.com

For more information, or if you have any questions, please [click here](#).

EXPECT MORE	LEARN MORE	CONTACT US
About Us Mission	Curriculum Photo Gallery	6701 West Sunrise Blvd. Plantation, Florida 33313 954-556-9700

Taskbar: [Icons for Windows, File Explorer, Internet Explorer, Outlook, Lock, Word, Skype] | [2:23] | 8:10 PM 12/16/2015

Website from Academic Performance Link

RENAISSANCE CHARTER SCHOOL OF PLANTATION **GRADES: K-8**

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

- [OCTOBER MEMBERSHIP](#)
- [READINESS TO START SCHOOL](#)
- [GRADUATION RATE AND DROPOUT RATE](#)
- [POSTSECONDARY FOLLOW-UP DATA](#)
- [STUDENT PERFORMANCE](#)
- [NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS \(NAEP\)](#)
- [INTERNATIONAL SURVEYS](#)
- [TEACHERS AND STAFF](#)
- [FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES \(AMOs\)](#)

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	63	71	15.2	20.4	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	256	261	58.6	49.8	39.7	39.5	22.9	23.0

Names of Governing Board Members

The screenshot shows a web browser window with the address bar displaying <http://www.plantationcharter.org/governance/>. The page content includes:

- Renaissance Charter School, Inc. Board of Directors**
 - July 23, 2015
 - June 30, 2015
 - June 2, 2015
 - April 8, 2015
 - March 13, 2015
 - February 19, 2015
 - January 16, 2015
- RCSP Annual Budget**
 - [Annual Budget 2014](#)
- RCSP Annual Audit**
 - [Annual Audit 2015](#)
- RCSP Academic Performance**
 - [Academic Performance](#)
- Renaissance Charter School of Plantation Board Facilitator**

Lori Butler
6701 W. Sunrise Boulevard
Plantation, FL 33313
954-556-9700
- Parent Grievance Process**

If a parent has a grievance or complaint, please follow the process below:

The browser's taskbar at the bottom shows the Windows Start button, icons for Internet Explorer, Outlook, a lock icon, Word, and Skype. The system tray on the right indicates a battery level of 2:21, signal strength, and the date and time: 8:14 PM, 12/16/2015.

Programs at the School

The screenshot shows a web browser window with the URL <http://www.plantationcharter.org/sports-activities/>. The page title is "Sports & Activities - Renais...". The browser's address bar shows several tabs: "Submissions list", "Select Organization", "ADP TimeSaver", "Charter Schools USA Help...", "Business Development - ...", "Charter School FAQs", and "Home - Charter Schools U...".

The main content area is titled "Sports & Activities" and includes a sub-section for "Middle School Athletics". The text states: "RCSP is a proud member of the Broward County Schools Middle School Athletic Association, where we will compete against neighboring public middle schools. For the 2014-2015 season we will compete in the following sports: Boys and Girls Soccer, Boys and Girls Basketball, Boys and Girls Flag Football, and Boys and Girls Track & Field. Students will also have the opportunity to be a part of the cheerleading and stepping teams. If your child would like to participate in the Middle School Athletics program for the 2014-2015 school year, please be aware that you must fill out an athletic registration packet in its entirety. The packet consists of a permission form that needs to be notarized and a physical form that needs to be fill out by a doctor. If the packet is not completed by the time tryouts begin, your child can not participate."

Below the text are two bullet points:

- [Parental Permission and Insurance](#)
- [Athletic Physical Form](#)

Further down, it says: "Middle school students must try-out to be a part of any team. Once a student makes a team, he/she is required to maintain good grades, exhibit good moral conduct, and cannot have behavior or disciplinary problems. Also please be aware that there will be a \$50 Sports Participation Fee for each team your child makes."

On the right side of the page, there is a dark blue button labeled "Apply Now!". Below it is a link: "Apply here for the 2015-2016 school year." Another dark blue button is labeled "Upcoming Events". Below this are three event listings:

- 04 Jan** Open Enrollment 2016-2017
- 19 Jan** Enrollment Information Session on January 19
- 21 Jan** Enrollment Information Session on January 21

Below the events is a "News & Announcements" section. It features a logo for "D.A.R. with ADING" and "A JOINT PROJECT jetBlue MIMIC TREE". The announcement is titled "Soar With Reading - City Challenge" and includes a link for "School News". At the bottom of the news section is a link for "2015-16 School Supplies Lists".

The Windows taskbar at the bottom shows the system tray with the time 8:15 PM and date 12/16/2015. The taskbar also contains icons for Internet Explorer, Outlook, and other applications.

http://www.plantationcharter.org/sports-activities/ Sports & Activities - Renais... x

Submissions list Select Organization ADP TimeSaver Charter Schools USA Help... Business Development - ... Charter School FAQs Home - Charter Schools U...

Soccer

Season starts August 18, 2014
Season ends October 29, 2014
Soccer Tryouts were on August 28th
Coaches-
Girls: Coach Ford – aford@plantationcharter.org
Boys: Coach Kahn- mkahn@plantationcharter.org

Basketball

Season starts October 11, 2014
Season ends January 8, 2015
Basketball tryouts will be held at RCSP in the Courtyard from 3:15pm-4:15pm.

- Boys Basketball tryouts will be Tuesday, September 30th
- Girls Basketball tryouts will be Thursday, October 2nd

Coaches
Boys: Coach Harriott- aharriott@plantationcharter.org
Girls: Coach Kahn- mkahn@plantationcharter.org

Flag Football

Season starts January 8, 2015
Season ends April 8, 2015
Flag Football Tryouts for Boys & Girls will be on December 9th at PAL Field (1000 NW 70th Ave. Plantation, FL) from 3:15pm-5pm.

2:21 8:16 PM 12/16/2015

http://www.plantationcharter.org/sports-activities/ Sports & Activities - Renais... x

Submissions list Select Organization ADP TimeSaver Charter Schools USA Help... Business Development - ... Charter School FAQs Home - Charter Schools U...

Track and Field

Season begins April 8, 2015
Season ends May 26, 2015
Tryouts- TBA
Coaches
Boys: Coach Curiel- pcuriel@plantationcharter.org
Girls: Coach Ford- aford@plantationcharter.org

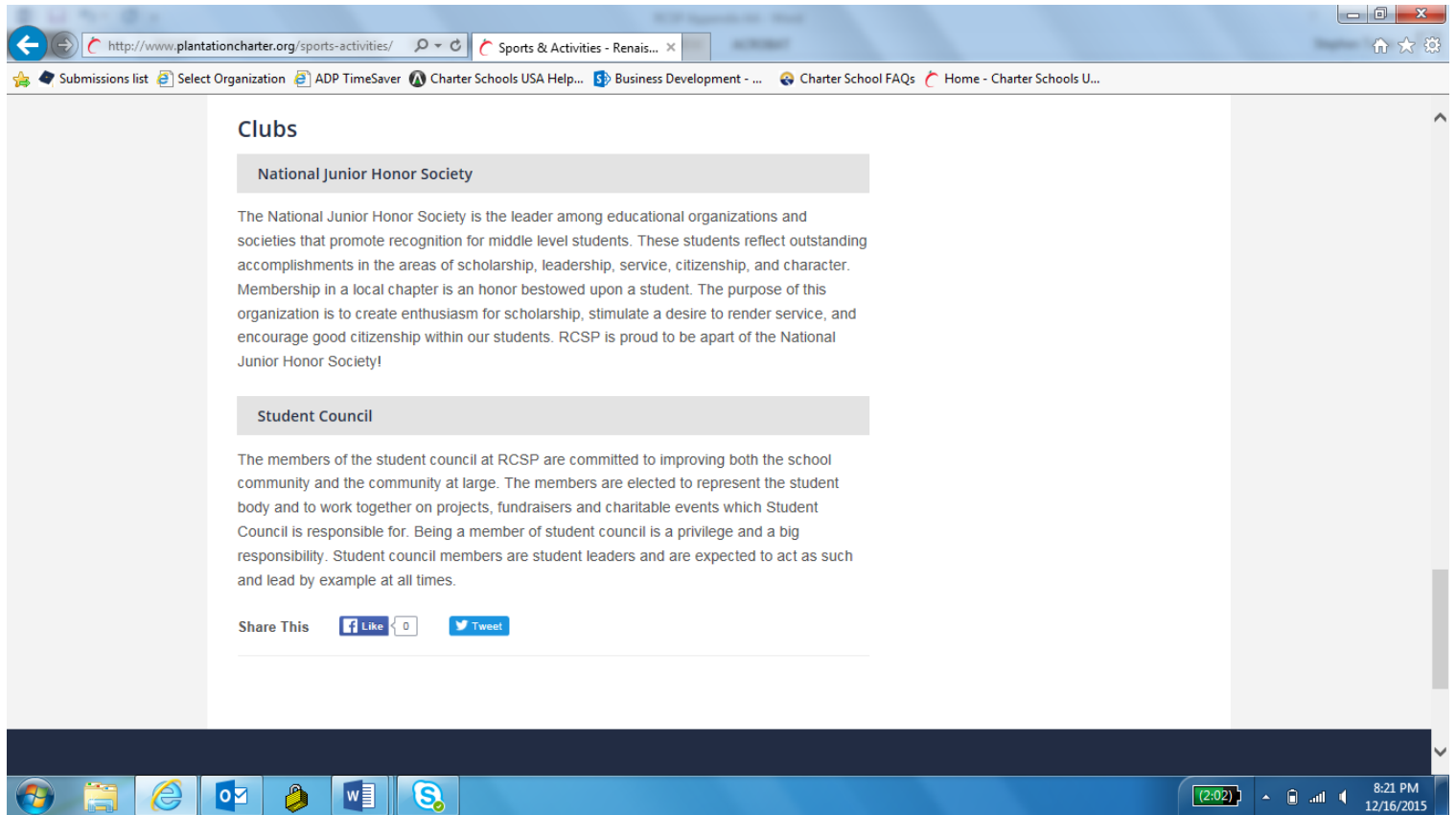
Cheerleading

We are proud to announce that RCSP is having cheerleading and pep squads for 2014-2015 school year. There will be two cheerleading squads. The varsity squad will be for grades 6-8, who will attend basketball games, flag football games, and pep rallies. The junior varsity squad (grades 4-5) and pep squad (grades 2-3) will be performing at pep rallies.
Practice dates and times coming soon!!!
For more information, contact Ms. Desmond or Ms. Robbins at d-desmond@plantationcharter.org or arobbins@plantationcharter.org

Step Team

The RCSP Step Team is an after school activity. The team combines dance and various step moves. Students in grades 5-8 have to try out to be a part of this diverse and dynamic team. Once a student becomes a Puma Stepper they must maintain exemplary grades, perfect attendance, show good moral conduct and have an ALL STAR attitude at all times. The Step Team performs at RCSP basketball games, cultural, and athletic assemblies and other events throughout the year.
Practice dates and times coming soon!!!

2:08 8:19 PM 12/16/2015



Management Company Associated with the School

The screenshot shows a web browser window displaying the curriculum page of the Plantation Charter School website. The browser's address bar shows the URL <http://www.plantationcharter.org/curriculum/>. The website's navigation menu includes links for HOME, SCHOOL INFORMATION, CURRICULUM (the active page), ENROLLMENT, GOVERNANCE, EMPLOYMENT, CONTACT US, and LOGIN. Below the navigation menu, the page title is "Curriculum". The main content area features a paragraph about Charter Schools USA's mission and a section titled "Guaranteed and Viable Curriculum" which describes the school's educational model. On the right side of the page, there is a dark blue "Apply Now!" button, a link to "Apply here for the 2015-2016 school year.", and a section for "Upcoming Events" listing three events: "Open Enrollment 2016-2017" on January 04, "Enrollment Information Session on January 19" on January 19, and "Enrollment Information Session on January 21" on January 21. Below the events is a "News & Announcements" section with a logo for "Soar With Reading - City Challenge". The Windows taskbar at the bottom shows the time as 8:22 PM on 12/16/2015.

HOME SCHOOL INFORMATION » CURRICULUM ENROLLMENT » GOVERNANCE EMPLOYMENT CONTACT US LOGIN »

Home / Curriculum

Curriculum

Charter Schools USA is one of nation's largest providers of charter school management services in the United States and a leader in the development and design of charter schools. As its mission states, "CSUSA creates and operates high quality schools with an unwavering dedication to student achievement, unyielding commitment to ethical and sound business practices, and providing a choice for communities, parents, students and professionals that fosters educational excellence in America."

Guaranteed and Viable Curriculum

With the CSUSA Guaranteed and Viable Curriculum at its core, the Charter Schools USA Educational Model provides the process for improving student learning and academic achievement. Our Guaranteed and Viable Curriculum includes the Common Core Standards grouped and mapped in a particular way to ensure they can be mastered within the time given. It is the framework of what is taught at each grade level and ensures high expectations with a focus on college and career readiness from primary grades through high school. Teachers have the ability to use various resources to deliver the curriculum in a way that best meets the needs of their students. Recognizing that each state may have state-specific standards, our curriculum maps have supporting crosswalks for teachers to make adjustments to instruction.

Apply Now!

[Apply here for the 2015-2016 school year.](#)

Upcoming Events

04 Jan	Open Enrollment 2016-2017
19 Jan	Enrollment Information Session on January 19
21 Jan	Enrollment Information Session on January 21

News & Announcements

Soar With Reading - City Challenge

Annual Budget and Annual Audit

http://www.plantationcharter.org/governance/ Governance - Renaissance ...

Submissions list Select Organization ADP TimeSaver Charter Schools USA Help... Business Development - ... Charter School FAQs Home - Charter Schools U...

Renaissance Charter School, Inc.

Renaissance Charter School at Plantation is governed by Renaissance Charter School, Inc. Renaissance Charter School, Inc. was founded by a diverse group of Florida based individuals, concerned with the option of quality school choice for families and students in Southern Florida. The intent was to provide a first rate academic school option for students and families in Southern Florida. Currently, the Board has evolved to the members listed below. Each member is a proud Florida based, business and/or community supporter with hopes and visions for a continued and evolving, academically successful Charter School. The Board is responsible for the legal and financial obligations, establishes policy consistent with the School's mission, and ensures that the programs and operations of the School are faithful to the terms of the charter.

Renaissance Charter School, Inc. Board of Directors

- Ken Haiko, Chairman
- Dennis P Clark, Vice Chair/Secretary
- Thomas P. Wheeler, Director
- Margaret Wells, Treasurer
- John O'Brien, Director
- Shane Strum, Director
- Preston Jones, Director

RCSP Annual Budget

[Annual Budget 2014](#)

RCSP Annual Audit

[Annual Audit 2015](#)

2015-2016 Board Meeting Calendar

"Public Notices"

Public Notice 12-11-15

"Board Meeting Minutes"

- October 5, 2015
- September 18, 2015
- August 26, 2015
- July 23, 2015
- June 30, 2015
- June 2, 2015
- April 8, 2015
- March 13, 2015
- February 19, 2015
- January 16, 2015

2:20 8:26 PM 12/16/2015

First Page of Budget Link

Renaissance Charter School at Plantation Comparative View 2012-2014	Actuals FY12	Budget FY13	Actuals FY14	Budget FY14	Budget vs Actual FY14/FY13	% Change	Actual vs Budget FY13/FY12	% Change
School Capacity	1,100	1,100	1,100	1,100			(16)	-1.72%
Enrollment	844	844	827	840	274	43.86%	140	2.50%
FTE Revenue per Student	5,957	6,097	6,262	6,262	195	2.71%		
Revenue								
FTE Revenue	3,980,030	3,938,372	3,916,651	3,895,953	1,816,302	47.58%	(19,721)	-0.49%
Fed/State Grants	387,271	-	14,861	-	(14,861)	-100.00%	14,861	
Fed Transportation Grant	-	-	-	-	-	-	-	-
State and Grants	45,286	41,833	108,254	53,738	(55,546)	-133.02%	47,211	100.89%
Other Program Revenue	208,888	211,728	184,288	128,271	163,563	99.81%	(47,442)	-22.41%
Capital Safety Revenue	104,812	117,355	112,430	203,521	81,090	81.02%	16,304	4.20%
Florida Teacher Lead Program	8,788	-	5,841	-	(5,841)	-100.00%	5,841	
Plant. Revenue - Grant	-	-	-	-	-	-	-	-
School Recognition Bonus Income	-	-	-	-	-	-	-	-
MSP Revenue Performance Pay	-	-	-	-	-	-	-	-
Total Revenue	4,156,284	4,267,288	4,233,116	4,228,883	1,686,607	41.71%	39,492	0.92%
Plant. Revenue	218,344	231,030	244,611	321,271	76,646	33.14%	13,261	5.89%
Plant. Revenue - Student	-	-	8,523	-	(8,523)	-100.00%	8,523	
Other Contributions	21,364	-	25,788	-	(25,788)	-100.00%	25,788	
Total Operating Revenue	4,394,983	4,498,318	4,542,415	4,549,154	2,017,458	48.21%	68,397	1.50%
Expenses								
Compensation and Benefits	1,462,244	1,739,985	1,484,794	2,238,094	746,270	49.52%	(278,291)	-15.79%
Salaries/Personnel	141,288	128,631	133,714	158,719	32,342	28.27%	(12,077)	-9.59%
Hourly Wage/Personnel	18,466	43,630	17,225	43,630	28,868	158.01%	(28,868)	-100.00%
Tuition	6,950	-	(6,950)	-	6,950	-100.00%	(6,950)	
Benefits	-	-	-	-	-	-	-	-
School Recognition Bonus	-	-	-	-	-	-	-	-
Performance Bonus	-	-	-	-	-	-	-	-
Others	17,275	17,280	16,869	25,000	1,131	5.96%	1,819	10.67%
Dues/Subscription/Teachers	24,438	40,000	66,264	41,473	(176,786)	-29.87%	16,264	40.86%
FTE Support	28,874	4,440	4,440	4,440	187,459	4,200%	-	-
Travel and Benefits	214,720	302,388	291,808	489,367	187,459	59.52%	(89,497)	-29.62%
Total Compensation and Benefits	1,699,492	2,166,292	1,874,724	2,892,488	1,178,403	51.86%	(311,495)	-14.62%
Professional Services	-	3,125	625	3,125	2,500	399.69%	(2,500)	-80.00%
Legal Fees - Independent Counsel	130	10,000	10,000	10,000	2,238	18.17%	(2,038)	-19.98%
Accounting Services - Audit	850	2,025	400	9,000	8,000	2150.00%	(1,825)	-89.29%
Outside Staff Development	202,964	274,840	230,027	314,642	84,645	38.42%	78	0.02%
CSUSA Management Fees	10,237	28,060	28,060	46,426	11,471	39.60%	-	-
Computer Services Fees	-	-	-	-	-	-	-	-
Temporary Agency Fees	179,020	191,818	191,218	281,736	90,560	47.37%	(801)	-0.39%
Plant. In County School Bond	-	-	-	-	-	-	-	-
Plant. Summer Session Fee (County)	-	-	-	-	-	-	-	-
Professional Fees - Fee	-	-	-	-	-	-	-	-
Professional Fees - NGLP	-	-	-	-	-	-	-	-
Professional Fees - Grants	-	-	-	-	-	-	-	-
Professional Fees - Other	2,251	-	1,100	800	(250)	-47.83%	1,100	
School Recognition Award Expenses	-	-	-	-	-	-	-	-
Grant Fee - Fiscal Service	-	-	-	-	-	-	-	-

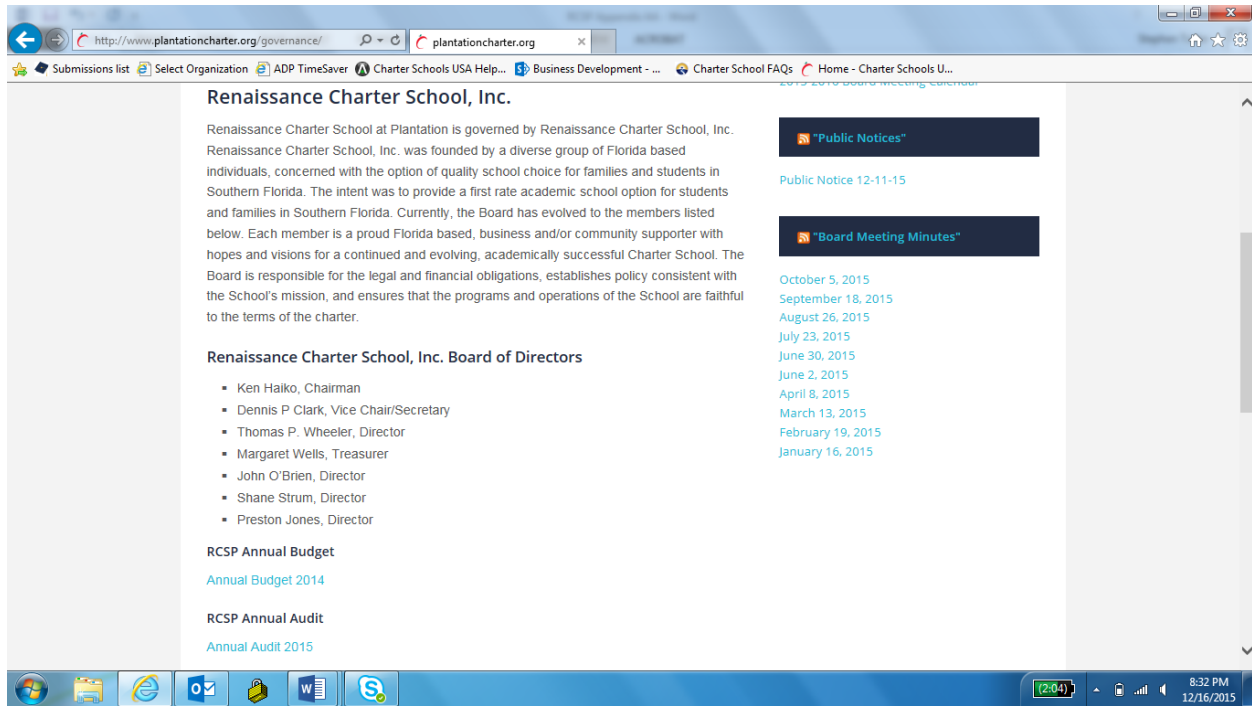
First Page of Audit Link

Renaissance Charter School at Plantation

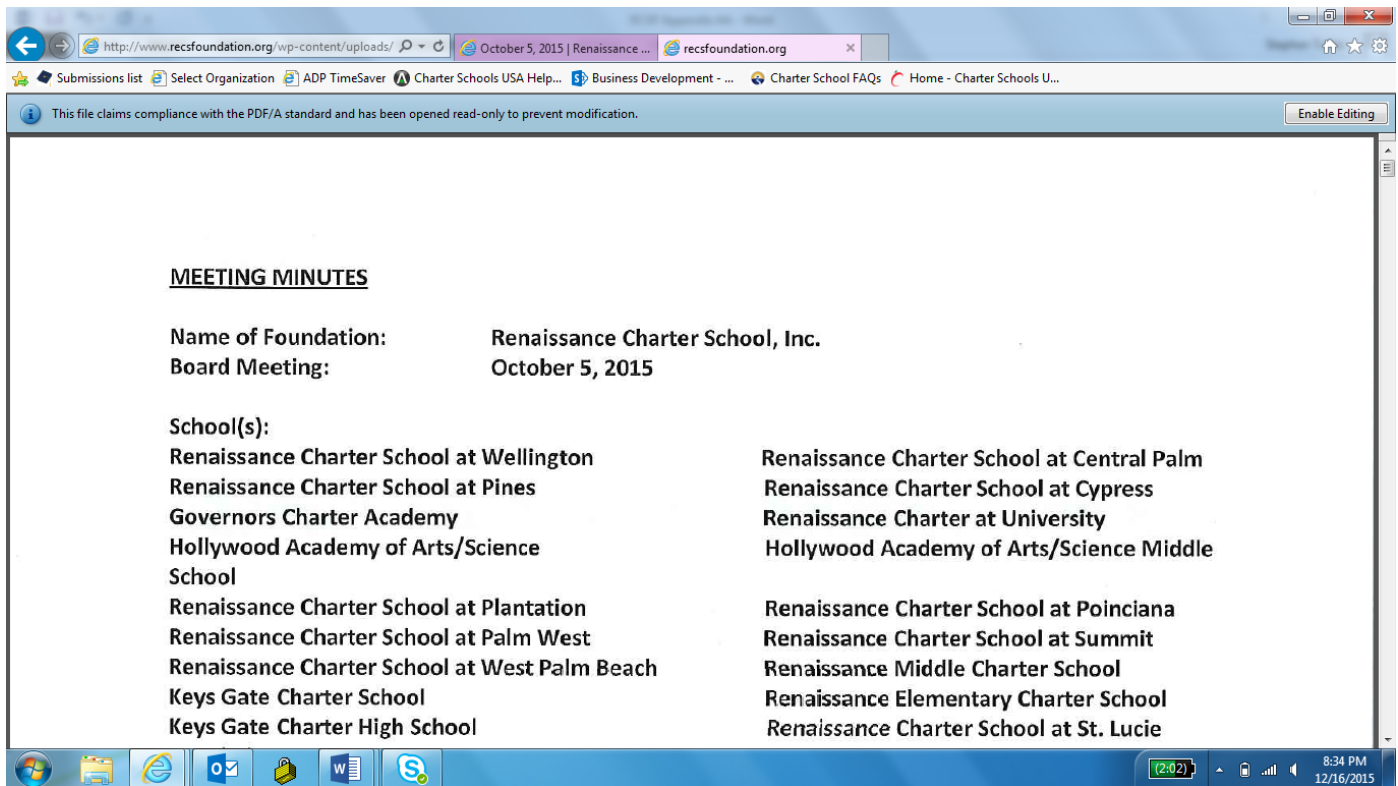
Table of Contents

Independent Auditor's Report	1-2
Management's Discussion and Analysis (not covered by Independent Auditor's Report)	3-6
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position	7
Statement of Activities	8
Fund Financial Statements:	
Balance Sheet - Governmental Funds	9

Minutes of Governing Board Meetings



Sample of Meeting Minutes



Appendix BB Staffing Reports

Renaissance Charter School at Plantation

Personnel Report

<u>Last Name</u>	<u>First Name</u>	<u>Sde Number</u>	<u>Personnel Number</u>	<u>Start Date</u>
Allen	Jacqueline	0000000000	xxxxxxxxxx	8/13/12
Arnow	Danielle	0001093515	P00005323	08/06/12
Azim	Sonja	0001108344	P00076056	8/15/11
Baptiste Florvil	Rose Marie	0000000000	xxxxxxxxxx	8/16/11
Bardoni	Nicolas	0000000000	P00098439	3/25/13
Brady	Latoya	0000000000	xxxxxxxxxx	3/18/15
Brown	Stacey	0001176467	P00095206	8/19/15
Burgess-Johnson	Jessica	0000000000	xxxxxxxxxx	8/11/14
Butler	Lori	0000000000	P00102539	9/3/13
Caceres	Marva	0000000000	xxxxxxxxxx	10/1/15
Carbonell	Priscilla	0001186241	P00074065	10/15/12
Carter	Tamara	0000000000	P00023088	10/15/15
Chaput	Ashley	0000000000	P00103627	8/4/14
Cook	Colethia	0000828998	P00018259	8/17/15
Daniels	Dilsia	0001169647	P00096869	8/10/15
Deans	Dara	0000000000	P00084800	8/5/13
Dieujuste	Renaud	0000000000	xxxxxxxxxx	8/25/14
Duke	Michelle	0001152828	P00074886	11/2/15
Dye	Danielle	0001283538	P00107702	5/4/15
Edme	Rebecca	0001289813	P00107808	8/10/15
Exantus	Roshonda	0000931980	P00059026	10/27/14
Flowers	Frederick	0001028169	P00053679	8/20/15
Gildharry	Vaarma	0001136257	P00077872	8/20/15
Girault	Regine	0000779771	P00100641	8/10/15
Goldman	Alyssa	0001265438	P00107703	8/10/15
Gonzalez	Luis	0000815868	P00107615	8/14/15
Grant	Brandi	0001231776	P00104252	8/10/15
Green Neil	Andrea	0000000000	xxxxxxxxxx	8/9/13
Guillaume	Jessika	9999999999	xxxxxxxxxx	11/2/15
Hamilton	Satashia	0000905198	P00052849	8/24/15
Hankerson	Tyler	0000000000	xxxxxxxxxx	10/5/15
Harriott	Andrae	0001113460	P00045017	8/1/11
Hartman	Veronica	0001170949	P00107630	8/13/15
Hawk	Teresa	0000733871	P00097906	8/10/15
Herring	April	0000000000	xxxxxxxxxx	11/9/15
Hill	Reewa	0001161775	P00001972	8/27/14
Holliday	Julia	0000000000	xxxxxxxxxx	9/22/15

Last Name	First Name	Sde Number	Personnel Number	Start Date
Howard	Devon	0000620339	P00108128	10/12/15
Jacobs	Michele	0000665669	P00082198	8/1/11
Jaikaran	Ayanna	0000882935	P00063230	8/10/15
James-Scott	Josephine	0000781067	P00101594	8/10/15
Jean-Baptiste	Daphenie	0001283685	P00107863	8/10/15
Jean-Louis	Josie	0000000000	xxxxxxxxxx	8/5/13
Lamar	Calvin	0000830146	P00040625	8/10/15
Lanzetta	Jessica	0001034612	P00073819	8/10/15
Latta	Cherise	0000000000	P00024167	8/5/13
Legros	Amanda	0000000000	P00107621	10/1/15
Leuthard	Lynne	0001268429	P00107819	8/10/15
Long	Kelly	0001218359	P00101089	8/1/13
Louison	Zackary	0000000000	xxxxxxxxxx	8/24/15
Malcolm	Glenford	0001008499	P00092780	8/10/15
Martinez	Gina	0001158829	P00107931	8/5/13
Mattson	Sarah	0001246643	P00102269	9/22/14
McDonald	Dawn	0001000871	P00084831	8/8/14
Mitsui	Lilyanne	0001028169	P00107807	8/27/15
Noel	Gilberte	0000000000	xxxxxxxxxx	9/21/15
O'Connell	Britini	0001156490	P00086759	8/5/13
Parker	Jeneil	0000832499	P00014894	8/10/15
Pokladowski	Mariah	9999999999	xxxxxxxxxx	11/16/15
Richards	Jacqueline	0000000000	xxxxxxxxxx	9/25/13
Robbins	Amy	0001199386	P00095679	8/5/13
Robbins	Amber	0001233685	P00107622	8/10/15
Rodriguez	Johanna	0001082581	P00071581	4/1/13
Rolle-Keen	Destiny	0001201998	P00094025	8/10/15
Ruiz	Edith	0001231605	P00999497	8/4/14
Sandilands	Reginald	0000000000	xxxxxxxxxx	9/3/15
Santiago	Chelsea	0001279423	P00097123	8/10/15
Shannon	Ja'Net	0000996100	P00090077	8/10/15
Shortsleeve	Aliyah	0001092066	P00086374	8/1/11
Soto	Randy	0000000000	xxxxxxxxxx	9/2/14
Stewart	Felicia	0000000000	xxxxxxxxxx	9/9/15
Sweeting	Joi	0000000000	xxxxxxxxxx	1/19/15
Taylor	Lashain	9999999999	xxxxxxxxxx	8/18/14
Thompson	Primrose	9999999999	xxxxxxxxxx	11/4/15
Torennce	Brandon	0000000000	xxxxxxxxxx	8/4/14
Townsend	Alexandria	0000000000	xxxxxxxxxx	9/28/15
Wesler	Laurie	0001100645	P00105375	10/16/14
West	Kalvaski	0000779026	P00051154	8/8/14

Last Name	First Name	Sde Number	Personnel Number	Start Date
White	Bianca	0000000000	xxxxxxxxxx	8/24/15
Whitfield	JaQuetta	0000000000	P00094113	8/10/15
Wiseley	Edward	0000735711	P00095303	8/10/15
Young	Gwendolyn	0001056302	P00092780	10/27/15
Zellers	James	0001176526	P000998681	8/5/13

Appendix CC

Certification Self-Audits

Renaissance Charter School at Plantation-Certification Audit

<u>Last Name</u>	<u>First Name</u>	<u>Certificate #</u>	<u>SOE, T, P</u>	<u>Cert Start Date</u>	<u>Cert End Date</u>	<u>Date Cert Issuance Request submitted to District</u>	<u>Subject(s) on Certificate</u>	<u>Current Position</u>	<u>Out of Field for Course?</u>	<u>Date Out-of-Field Agreement Approved by Board</u>
Arnow	Danielle	1093515	P	7/1/13	6/30/18		Elementary Education K-6 ESE K-6	ESE Teacher	Y-ESOL	pending
Azim	Sonja	1108344	P	7/1/13	6/30/18		Elementary Education K-6, ESE K-12	Student Services Coordinator	Y-ESOL	pending
Brown	Stacey	1176467	P	7/1/11	6/30/16		Elementary Education K- 6, ESOL Endorsment	3rd Grade Teacher		
Butler	Lori	1192182	P		6/30/18		ED LEAD All Levels	Principal		
Carbonell	Priscilla	1186241	P	7/1/12	6/30/17		Elementary Education K-6, World Language-Spanish K- 12 ESOL	1st Grade Teacher		
Chaput	Ashley	1197789	T	7/1/12	6/30/15		Elementary Education K-6, World Language-Spanish K- 12	1st Grade Teacher		
Cook	Colethia	828998	P	7/1/13	6/30/18		Mathematics 5-9	MS Math Teacher		
Daniels	Dilsia	1169647	P	7/1/11	6/30/16		Guidance and Couceling K- 12, World Language- Spanish K-12	MS Spanish Teacher		
Deans	Dara	1213849	T	7/1/13	6/30/16		English 5-9 & English 6-12	MS Language Arts Teacher	Y-ESOL	pending
Duke	Michelle	1152828	P	7/1/15	6/30/20		Elementary Education K- 6, ESOL, Gifted Endorsement	Kindergarten Teacher		
Dye	Danielle	1283538	SOE	7/15/15	7/15/18		Elementary Education K- 6, Physical Education K-12	5th Grade Teacher		
Edme	Rebecca	1289813	SOE	10/6/15	10/6/18	10/22/15	General Science 5-9	MS Science Teacher		
Exantus	Roshonda	931980	P	7/1/13	6/30/18		Health GK-G12, Math G5- G9	Dean of Students		
Flowers	Frederick	1028169	T	7/1/14	6/30/17		Physical Education K-12	MS Physical Education Teacher		

<u>Last Name</u>	<u>First Name</u>	<u>Certificate #</u>	<u>SOE, T, P</u>	<u>Cert Start Date</u>	<u>Cert End Date</u>	<u>Date Cert Issuance Request submitted to District</u>	<u>Subject(s) on Certificate</u>	<u>Current Position</u>	<u>Out of Field for Course?</u>	<u>Date Out-of-Field Agreement Approved by Board</u>
Gildharry	Vaarma	1136257	P	7/1/15	6/30/17		Elementary Education K-6, ESOL	3rd Grade Teacher		
Girault	Regine	779771	T	7/1/13	6/30/16		Elementary Education K-6, Social Science 6-12	4th Grade Teacher	Y-ESOL	pending
Goldman	Alyssa	1265438	T	7/1/15	6/30/18		Elementary Education K-6	Kindergarten Teacher	Y-ESOL	pending
Gonzalez	Luis	815868	SOE	1/17/13	1/17/16	10/9/15	English 6-12	MS Language Arts Teacher	Y-ESOL	pending
Grant	Brandi	1231776	SOE	10/30/14	10/30/17		Elementary Education K-6	4th Grade Teacher	Y-ESOL	pending
Hamilton	Satashia	905198	P	7/1/11	6/30/16		Elementary Education K-6	3rd Grade Teacher	Y-ESOL	pending
Harriott	Andrae	1113460	P	7/1/14	6/30/19		Elementary Education K-6	Elementary Physical Education Teacher		
Hartman	Veronica	1170949	P	7/1/14	7/30/19		Music K-12	Elementary Music Teacher		
Hawk	Teresa	733871	P	7/1/11	6/30/16		Elementary Education K-6, Educational Leadership, ESOL Endorsement, Specific Learning Disabilities K-12	4th Grade Teacher		
Herring	April	1081761	T	7/1/14	6/30/17		Prekindergarten/Primary Education Age3-3,ESE K-12	5th Grade Teacher	Y-Subj area, ESOL	pending
Hill	Reewa	1161775	P	7/10/15	6/30/20		ESE K-12, ESOL Endorsement	ESE Teacher		
Howard	Devon	620339	P	7/1/14	6/30/19		Education Leadership all grades, Emotionally Handicapped K-12, ESOL Endorsement	2nd Grade Teacher		
Jacobs	Michelle	665669	P	7/1/12	6/30/17		PreK-G, Primary Ed GK - G3, ESOL	Kindergarten Teacher		

<u>Last Name</u>	<u>First Name</u>	<u>Certificate #</u>	<u>SOE, T, P</u>	<u>Cert Start Date</u>	<u>Cert End Date</u>	<u>Date Cert Issuance Request submitted to District</u>	<u>Subject(s) on Certificate</u>	<u>Current Position</u>	<u>Out of Field for Course?</u>	<u>Date Out-of-Field Agreement Approved by Board</u>
Jaikaran	Ayanna	882935	P	7/1/15	6/30/20		Art K-12, Reading K-12, Reading Endorsement	1st Grade Teacher	Y-ESOL	pending
James-Scott	Josephine	781067	SOE	8/30/13	10/11/16		Elementary Education K-6	4th Grade Teacher	Y-ESOL	pending
Jean-Baptiste	Daphenie	1283685	SOE	7/29/15	7/29/18		Music K-12	MS Music Teacher		
Lamar	Calvin	830146	P	7/1/12	6/30/17		Elementary Education K-6, ESOL Endorsment	5th Grade Teacher		
Lanzetta	Jessica	1034612	P	7/1/10	6/30/15		General Science 5-9	MS Science Teacher		
Latta	Cherise	1211677	T	7/1/13	6/30/16		Elementary Education K-6	1st Grade Teacher	Y-ESOL	pending
Leuthard	Lynne	1268429	P	7/1/15	6/30/20		Education Leadership all grades, Elementary Education K-6	Co-Teacher	Y-ESOL	pending
Long	Kelly	1218359	P	7/1/13	6/30/18		Health K-12, Physical Education K-12	Elementary Technology Teacher		
Malcolm	Glenford	1008499	P	7/1/15	6/30/20		Reading/Endorsement, Social Science 6-12, Gifted/Endorsed	MS Social Studies Teacher		
Martinez	Gina	1158829	P	7/1/14	6/30/19		Prekindergarten/Primary Education Age3-3	Kindergarten Teacher	Y-ESOL	pending
Mattson	Sarah	1246643	SOE	4/10/14	4/10/17		Elementary Education K-6	Kindergarten Teacher	Y-ESOL	pending
McDonald	Dawn	1000871	P	7/1/15	6/30/20		Elementary Education K-6	2nd Grade Teacher	Y-ESOL	pending
Mitsui	Lilyanne	775335	P	7/1/11	6/30/16		Elementary Education K-6	Elementary Art Teacher	Y-Subj area	pending
O'Connell	Britini	1156490	P	7/1/12	6/30/17		Elementary Education K-6, ESOL	4th Grade Teacher		
Parker	Jeneil	832499	SOE	3/20/15	2/23/18		Social Science 6-12	MS Social Studies Teacher		
Robbins	Amy	1199386	P	7/1/12	6/30/17		Elementary Education K-6, ESOL	Kindergarten Teacher	Y-ESOL	pending

<u>Last Name</u>	<u>First Name</u>	<u>Certificate #</u>	<u>SOE, T, P</u>	<u>Cert Start Date</u>	<u>Cert End Date</u>	<u>Date Cert Issuance Request submitted to District</u>	<u>Subject(s) on Certificate</u>	<u>Current Position</u>	<u>Out of Field for Course?</u>	<u>Date Out-of-Field Agreement Approved by Board</u>
Robbins	Amber	1233685	P	7/1/14	6/30/19		Elementary Education K-6	1st Grade Teacher		
Rodriguez	Johanna	1082581	P	7/1/12	6/30/17		Elementary Education K-6, ESOL	Admin Exempt		
Rolle-Keen	Destiny	1201998	T	7/1/13	6/30/16		Social Science 6-12	Curriculum Resource Teacher		
Ruiz	Edith	1231605	SOE	9/30/13	9/30/16		World Language-Spanish K-12	Elementary Spanish Teacher		
Sandilands	Reginald	1208623	T	7/1/13	6/30/16		Physical Education K-12	Elementary Perm Sub		
Santiago	Chelsea	1279423	SOE	5/1/15	7/15/18		Social Science 6-12	MS Social Studies Teacher		
Shannon	Ja'Net	996100	P	7/1/13	6/30/18		Elementary Education K-6	MS Reading Teacher	Y-ESOL	pending
Shortsleeve	Aliyah	1092066	P	7/1/13	6/30/18		Prekinder/Primary Ed Age3-3, Reading Endorsement,	Curriculum Resouce Teacher		
Wesler	Laurie	1100645	P	7/1/13	6/30/18		Elementary Education K-6, Prekinder/Pimary Ed age3-3rd, ESOL & Gifted Endorsed	2nd Grade Teacher		
West	Kalvaski	779026	P	7/1/14	6/30/19		Elementary Education K-6, Guidance and Couceling K-12	GUIDANCE PUPIL SERVICES	Y-ESOL	pending
Whitfield	JaQuetta	1206143	T	7/1/15	6/30/18		Elementary Education K-6	2nd Grade Teacher		
Wiseley	Edward	735711	T	7/1/14	6/30/17		English 6-12	MS Language Arts Teacher	Y-Subj area, ESOL	Subj Area 08/26/15, ESOL pending
Zellers	James	1176526	P	7/1/13	6/30/18		Elementary Education K-6	3rd Grade Teacher	Y-ESOL	pending

Appendix DD

Employee Handbook

Faculty Handbook **2015-2016**



Lori Butler, Principal

Nicolas Bardoni, Assistant Principal

A member of the  *family of schools.*

Putting Students First!

TABLE OF CONTENTS

CONTENTS	PAGE(S)
Mission/Description/Vision	3
Attendance (Teacher)	4-6
Attendance Policy-Students	7
Audiovisual Materials	7
Child Abuse	8
Classroom Teacher Schedules	8
Classroom Visitors	8
Communication with Parents	8-9
Conflict of Interest	9
Copy Procedures	9
Discipline, Behavior	9
Data Folders	9
Dress Code	9-10
Drop Off & Pick Up Procedures	10-12
Drug & Alcohol Free Workplace	13
Duty Guidelines	13-15
Emergency Crisis Plan	15-18
Employee Computer & Internet Access Agreement	18
Field Trips	18
Grade Books	19
Grading	19
Homework	19-22
Illness (student)	22
Injury & Accidents	22
Journals	22-23
Keys	23
Lesson Plans	23
Logs	23
Lunch	23
Lost or Damaged Textbooks/School Materials	23
Lounge	24
Mail	24
Medication Procedures	24
Meetings	24
Money	24-25
Progress Reports	25
Response to Intervention	25
Staff Meetings	25
Teacher Binder	25
Teacher Duties	25
Work Hours	25
Summary of Teacher Responsibilities and Expectations	26
Employee Signature Page	27



MISSION

Be an ALL STAR! Accomplish Lifelong Learning, STRIVE Together, Achieve Results!

VISION

Renaissance Charter School at Plantation will provide engaging educational experiences in a nurturing environment that creates well rounded citizens for the 21st century.

VALUES

Students: We believe in putting students first

Learning: We believe in innovation and high standards

Integrity: We believe in honesty, loyalty, and accountability

Commitment: We believe in making a difference

Teamwork: We believe in creating collaborative relationships



TEACHER ATTENDANCE

At one point or another we get sick, have a family emergency or need a personal day. Charter Schools USA has developed a system to help make sure we have coverage for your class.

Policy and Procedures

1. If you know you will be absent for a future date, you must submit your request through the ADP Timesaver Portal. It must be approved and signed by the principal prior to your absence.
2. If you feel sick or an emergency comes up the night before and you don't think you will be able to report to work the next day, please call a substitute from the substitute list and find coverage. Call the sub coordinator before 10:00 pm to inform her that you have arranged for coverage. Provide her with the name of the substitute and their phone number. Leaving a message on the phone machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication.
3. If you wake-up and feel sick or an emergency comes up that morning, please contact a substitute and call administration no later than 6:30 am. Leaving a message on the phone machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication. Please submit your request through the ADP Timesaver Portal.
4. If you need an extended period of time off due to an illness, family emergency, jury duty or personal time, please submit your request through the ADP Timesaver Portal, discuss the situation with the principal to ensure proper coverage can be secured. Please schedule a substitute accordingly and include that information on your form. We would like to have the same substitute in the classroom if you are going to be absent for more than 1 day.
5. You must create emergency substitute lesson plans and submit them to your team leader no later than **September 2nd**. The team leader must submit all emergency substitute plans to the CRT or Sub Coordinator in the front office no later than **September 5th**.
6. If we cannot get a substitute for your class, teachers will have to split your class. To avoid this, please try to reserve a substitute as soon as you determine that you will be absent, as our school is not the only site where the substitutes have job assignments.
7. If you are going to be late due to an emergency, please call the sub coordinator or the front office to let them know. Leaving a message on the answering machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication. It is pertinent that we have coverage for your class.
8. Proper documentation might be needed for certain requests (i.e. doctor's note, jury duty served papers, etc.).

Substitute Coordinator

Contact Information

Mrs. Lashain Taylor (954) 552-1985 cell

Substitute Teacher Process

1. Teacher absentee request:

- Prior to submitting a request for a substitute you should access the RCSP calendar for important dates and events.
- Teachers must submit their PTO Request online, *with* secured Substitute teacher names is listed, to Mrs. Butler for approval.
- Absence will be approved by the principal if *and only* if “Personal Time” (PTO) is available and substitute name is listed.
- If PTO time is not available, request will be denied and noted in the teacher’s personnel file.
- If teacher takes time without PTO available, teacher’s pay will be docked with an email stating as such being sent by the business manager to the teacher with cc’s going to the principal, Corporate Payroll, and a copy into the teacher’s personnel file.
- All approved absences will be scheduled in the RCSP Global Calendar by the sub coordinator.

2. Substitute Coordinator will apprise substitute teacher of parking procedures:

- Park in Teacher Lot
- Sub is to check in at Reception Desk

3. Substitute Coordinator will also apprise sub of morning school procedures:

- Sign into ADP at the Reception Desk upon arrival.
- Check into main office
- Check in with team lead (name) of the grade level
- Time class starts (7:45am/8:00am door opens)
- How to take attendance via PowerSchools. A hard copy will be sent to the registrar.

4. The absent teacher will provide:

- Structured lesson plans
- Class seating chart
- Class rules
- Teacher manuals
- Discipline plan: i.e. rewards, consequences, what to do in case of severe disruptive behavior, etc.
- Important phone numbers
- Any supplies needed for the day

5. *The absent teacher will also provide the substitute with information about the following procedures:*

- Daily time schedule for the class(es)
- Bathroom breaks
- Cafeteria
- Recess
- Accident/Illness reporting
- Emergency Evacuation Procedures with a copy of the floor plan
- A list of each Specials class with the names of the students by each day
- A Specials Schedule (time and locations)
- Pick-up location and procedure

6. *Absent teacher will provide sub with:*

- Dismissal time and duties
- Packing up procedure
- Dismissal:
 - a) RCSP After Care
 - b) Outside Day Care Providers
 - c) Parent pick-up/carpool
 - d) Parent Walk-up
 - e) Walker/Bike Rider
 - f) RCSP Tutoring

7. *Absent teacher will provide sub with the names of:*

- Principal
- Team Lead
- Admin. Assistants

8. *Absent teacher will make sure School Rules are readily available.*

9. Emergency Absence ONLY :

- Teacher must call and *reach* the sub coordinator on her cell phone by 6:00 am. (*Messages will not be accepted*)
- Teacher is responsible for finding their own Sub from home. Only in extreme circumstances will Admin support staff assist.
- Teacher submits request online for principal approval.
- If teacher does not have PTO available, teacher's pay will be docked with an email stating as such being sent by the School Operations Admin to the teacher with cc's going to principal, Corporate Payroll, and a copy into the teacher's personnel file.
- Follow up with SOA (School Operations Administrator) with email.

ATTENDANCE POLICY STUDENTS

The following attendance policy has been adopted by the Renaissance Charter School at Plantation:

1. **Beliefs.** Students are expected to attend classes regularly and to be on time in order for them to receive the maximum benefits from the educational program, to develop habits of punctuality, self-discipline and responsibility, and to assist in minimizing disruptions to the educational environment.
2. **Responsibility.** It shall be the responsibility of the students and their parents/guardians to cause students to attend school regularly and in accordance with his policy and with administrative rules and regulations.
3. **Excused Absences.** Students may be excused from attendance for reasons of **personal illness, death or illness in the student's family, medical appointments which cannot be scheduled outside of school hours** and for other Broward County approved reasons which for which approval is given by the student's parents/guardians and by the administration. It shall be the policy of the school to request a written note or a telephone call to the teacher from a parent/guardian to verify parental consent to the absence.
4. **Unexcused Absence.** Any absences from school or class which are not approved by the administration shall be treated as unexcused absences and the student shall be subject to disciplinary action. See #3 for approved student absences.
5. **Make-up Work.** All work missed due to absences, excused or unexcused, shall be made up with credit. A reasonable date (minimum of 2 school days from the day of return) for make-up work will be determined by the teacher. If the work is not completed in a timely fashion, per Broward County policy, the student will receive a "0" for the work.
6. **Punctuality.** Students are expected to be in classes and activities on time or face disciplinary action.

Teachers must record attendance by 9:00 am daily.

MEDIA MATERIALS

Movies (Audiovisual materials) can enhance the learning process. When utilizing these materials in your lesson the following criteria must be met:

1. Administration approval prior to use with students;
2. Exhibit a clear educational purpose;
3. Be previewed in their entirety prior to being shown to students by the teacher with special attention paid to assuring that language, theme, violence and content are consistent with the maturity level of students who will be viewing the material;
4. Be a legally acquired copy; and

5. Be Rated G for elementary students & Rated G or PG (requires parent notification) for middle school students.

CHILD ABUSE

State law requires that teachers, administrators and other school personnel must report **suspected** cases of **abuse, abandonment, or neglect** to the **DCF Hotline at: 1. 800. 96. ABUSE**

1. Determine if the abuse is physical, emotional, sexual, or neglect. See indicator guide (Child Abuse and Neglect Form 4002B).
2. If further consultation is needed before you decide to make a report, you may refer to the following:
 - a. Child Abuse/Neglect Designee (Lori Butler)
 - b. Guidance Counselor
 - c. School Social Work and Attendance Office, Child Abuse Services (754 321-2492).
 - d. School Psychologist
 - e. Health Services
 - f. School Resource Officer
3. The report should be made by the person who has the most firsthand knowledge of the situation. After the call is made to the HOTLINE, the child abuse designee must be notified.
4. Make the oral report to the statewide toll-free hotline. In making this report, you should use the Child Abuse and Neglect Form (4002B) as a guide. Have the child's directory information available (name, address, DOB, etc.)
5. Do not wait until lunch time or a convenient time. Reports need to be made as soon as possible, so the responding agency can investigate before the end of the day.

CLASSROOM VISITORS

Guests must be cleared through administration by completing Guest Speaker Request Form. The form outlines the purpose of the visit, content of material discussed, representing organization, and general background clearance. This form can be found on the *One Drive* in the folder labeled *Forms*. Additionally, we like to post special events / guests on our website and to the press as a press release. A follow up thank you should be written, preferably by the students. As a result, please inform administration at least two weeks in advance about any special guests you invite as a resource to your classroom.

COMMUNICATION WITH PARENTS

Agenda

Teachers of grades K & 1 are required to complete and send daily agenda planners home with students with a courtesy/behavior grade and any homework assignments as well as any school notices. Teachers of grades 2-8 are required to have students write down their daily homework assignments and respond to any parent inquiries that are written in the student agenda. In addition, please indicate any good deeds or behavioral concerns that may occur. There should be a designated sign off space for parents so that teachers are aware that all information has been viewed.

Teachers are expected to communicate with each parent **a minimum of once a month** (via email or phone) and turn in their communication log to the Assistant Principal the first day of the following month.

Written Correspondence

All written correspondence intended to be disbursed to the entire class must be preapproved by the principal four days prior to distribution. Our student information system allows parents to access their student's grades at any time. A monthly RCSP Newsletter will be posted, sent out and available to keep parents informed of all school activities and events and included in a **bi-monthly communication folder**. Teachers are expected to distribute all communications to students/parents on the day they are sent to the teacher. Communication will be in the teachers' mailboxes.

Parent/Teacher Conferences

Teachers will be expected to have at least **two** conferences every year with the parent/guardian of **every** child. Please plan for one fall and one winter conference night. **All conferences must be documented on the parent teacher conference form.** Please document present level of performance (i.e. reading and mathematics) and recommendations (i.e. tutoring, refer for RtI, refer for evaluation, possible retention, retention, etc.). Communication with the parent for special needs or successes is highly encouraged. (Administration will be available to facilitate parent/ teacher conferences once initial attempt and communication through the teacher has been made and strategies for support have been discussed at the grade level child support team meeting.)

CONFLICT OF INTEREST

No employee shall engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities.

COPY PROCEDURES

Each faculty member will be issued, 2 cases of paper for the school year in August and January. Copying should be conducted before/after school or during your planning period. Office staff does not perform copying for teachers; teachers are responsible for their own copying.

DISCIPLINE, BEHAVIOR, AND RESPONSIBILITY OF STUDENTS

PUMAS R.I.S.E. / Broward County Code of Conduct

DATA FOLDERS

Teachers must fill out a student data portfolio for each of their students with specific testing and diagnostic data. In addition, each teacher must fill-out an intervention log, which should be kept

in the data folder, when meeting with students in academic jeopardy.

DRESS CODE

All RCSP staff is professional and is expected to dress accordingly. Please refer to the RCSP Staff Uniform Form for the detailed shirt list and guidance. All teachers should wear business/professional attire (no jeans, beach flip flops, midriffs, short shirts, short skirts, hip hugger pants, jogging suits, revealing or excessively tight clothes, leggings, etc.) Always remember to dress the part. Gentleman should consider wearing a tie and if not wear a professional shirt. On field trips, staff members are required to wear (blue/khaki colored) pants or shorts & a school shirt.

DROP OFF AND PICK UP PROCEDURES

MORNING DROP OFF PROCEDURES

Student supervision is **begins at 7:15 am** unless the child is enrolled in the Before Care program. Students participating in the breakfast program may arrive at 7:15 am. Breakfast is served until 7:40 am for grades 5-8 and 7:50 am for K-4. Instruction begins promptly at 7:45 am / 8:00 am. **Parents are not to talk on cell phones during drop off. It endangers the safety of our children.**

Student Drop-Off Traffic Pattern 7:20—8:00 am

As a predominant commuter school, it is essential that all parents follow the legally approved traffic flow pattern for RCSP to ensure the safest and most efficient drop-off for everyone. **Parents are not permitted to turn off Sunrise and onto NW 11th Place (which is the road directly in front of the school) from 7:20—8:00 am. TEACHERS MAY UTILIZE NW 11th PLACE TO ENTER CAMPUS.** The only exception is for parents who are parking in the parent lot to take care of school business (meetings, payments, or volunteering) or walking in a student with special needs/assistance. The traffic route begins 1 block past the school. Vehicles turn right (heading north) onto NW 14th Street. They go 1 block and turn right (heading west) onto NW 66th Avenue. They go 1 block to the corner of the school's property. Parents enter the back gate on NW 66th Avenue and follow the road around the property. **They cannot park in the back lot as this is designated for teachers.** Instead, they follow the road around to the front of RCSP. The car ride drop-off zone is directly in front of the school (for elementary students) and just behind the cafeteria (for middle school students). **Students must exit their vehicle on the right (sidewalk side) of the car.** Parents must have their child ready to exit the vehicle (back pack, food, papers, and good-byes) **before** reaching the drop-off zone so that traffic can continue to flow. Students must walk directly into the school and are not permitted to walk off campus or hang-out on the sidewalk area. Vehicles then exit the property through the same gate they entered, on NW 66th Avenue. **As they exit, they must continue driving straight (heading west) on 66th Avenue until they reach NW 14th Place.**

Bus Transportation

Renaissance Charter School at Plantation provides limited bus transportation. Therefore, parents are encouraged to car pool and observe the staggered drop off times.

Dismissal

Parents are not allowed in the building during dismissal. Parents are not to talk on cell phones during dismissal. Students are released from the dismissal rooms to staff members, not parents. These rules are for the safety of our children. The traffic pattern for dismissal is the same as the pattern for arrival. Early dismissal for appointments, etc. are not permitted after 1:30pm (Elementary K-4) or 1:45pm (Middle 5-8), as it interferes with dismissal procedures.

PLEASE OBSERVE THE PICK UP PROCEDURES:

Student Pick Up Traffic Patterns 2:20—2:45 PM

2:20 – 2:30	Kindergarten (Front of Elem Building)
2:30 – 2:45	1st-2nd (Front of Elem Building)
2:40 – 2:55	3rd-4th (Front of Elem Building)
2:45 – 3:00	5th-8th (Front of MS Building)

- All families with Elementary and MS students will dismiss at 2:45pm at the Front of the Elementary Building. Parents of multiple grade level students are asked to come at the dismissal time of their eldest child as we will only dismiss as a family group.

Parents, Car Pool Cars and Vans will place a placard provided by the school with the child's /children's names and grade(s) written in large, clear print, last name included. Placard should be placed on the driver's side window so that staff can clearly read the name.

RCSP After Care:

After Care students will be directed to the Cafeteria. If your student, who normally attends After Care, will not attend After Care and will be picked up, please make sure to remind parents to send a note to you.

Changes in Dismissal:

If there is a change a student's dismissal method for a day, parents are required to send a **written note** with the child to the main office. All changes in dismissal areas will be verified by the office with the parent and the teacher will be notified via e-mail. Teachers will be notified of any last minute dismissal changes via phone.

DRUG AND ALCOHOL-FREE WORKPLACE

No employee shall possess, use, be under the influence of, distribute, dispense or manufacture any alcoholic beverage or controlled substance or illegal substance on school property, during work time, or at any student activity, except that an employee may take a controlled substance lawfully prescribed by a physician. Any violation of this policy shall be grounds for discipline, including immediate discharge.

DUTY GUIDELINES

First, and foremost, thank you for your assistance in facilitating the duties for our school day. Please make sure that your duties are in your **sub plans**. If an emergency arises and you are unable to perform your duty it is your responsibility to find a replacement and notify administration of the change for that day. The following are some suggestions that we feel may assist you in carrying out your assigned duty. Please note that if you ever have difficulties in serving a duty; please inform the principal immediately.

General Overview

Though duties are not necessarily an exciting time of your day, it is a necessary component for a school to run efficiently and without incident. Supervision assists our student population in feeling supported, as the environment is a safe and structured one.

General Guidelines

1. Please be on time to your duty and stay throughout the duration of your scheduled duty.
2. You may want to utilize the disciplinary tools available while on your duty station to assist you with enforcement of rules (detention slips, referral forms, etc.) ***Please bring them with you to your duty assignment.***
3. Remember that any serious disciplinary concerns should be directed to the administration through the use of a referral.
4. Stay focused on your duty. Socializing with other faculty members or students can detract from your attention. While distracted, subtle, and/or serious violations could be occurring.
5. Treat students humanely. Smile. Let them know you are glad they are here. Welcome and greet every child and parent you see!

SPECIFIC AREA OR TIME DUTIES

Inside Building Duties

1. Keep students moving as blocked hallways create safety issues.
2. Hallways should remain **SILENT** before school.
3. Do not allow the students to congregate in large groups as this can lead to escalation of events.
4. Reinforce to students the importance of being on time to class/dismissal post.
5. Be cognizant of bullying behavior, particularly around stairwells.
6. Stand outside your classroom door during class change.
7. All visitors must register at the front desk and must have a visitor's badge to be inside our school and walk in the halls. (Please direct parent's to the front desk; if they do not have

a visitor pass, they have not followed this procedure!) **Please stop all individuals not wearing a visitor's pass and direct them to the main office or front desk.**

Outside Building Duties

1. Always attempt to ensure the safe passage of students entering or exiting the building.
2. If you witness a student leaving the campus unauthorized, get the student's name and report the incident to the office.
3. Students are not allowed to ride their bike or utilize skateboards while on school grounds.
4. Observe traffic patterns in the drop off and pick up area. Do not be afraid to inform a driver of inappropriate driving patterns so that we may ensure the safety of all students. Please inform administration when violations occur.
5. **Ask parents politely not to talk on their cell phones while dropping off or picking up students.**

Morning Duties

1. Middle school students should not enter the building prior to 7:40 am. Students may begin entering the Cafeteria for breakfast at 7:15 am.
2. Keep the students moving in the hallways.
3. Greet all parents and students and welcome them to RCSP. (Red Carpet Treatment)

Afternoon Duties

1. Facilitate students exiting the building in a polite, effective manner. Look for congregating behavior that is not inclusive of after school activity.
2. Escort your classroom to the carloop.
3. Monitor students for escalating behaviors. Typically, this is the time of day when students vent frustrations, anger, etc, which may lead to confrontations with students and/or authority figures. In dismissal rooms, all students must be quietly seated so they can hear their name called.
4. As you become more familiar with our student population, watch for individuals who may not belong on our campus. Report those who trespass to administration.
5. Parents must register at the front desk and must have a visitor's pass to walk in the halls. Please kindly direct parents that have not followed this procedure to the Reception Desk.
6. Students are **never to be released to a parent from a classroom**. All dismissals come from the office. If a parent comes to your classroom door, please direct them to the office.

7. Parent volunteers or field trip chaperones may not dismiss their children early.

Lunch and Cafeteria Duties

1. It is extremely important to drop your students off and pick them up **on time!**
2. Monitor student behavior in the cafeteria. Make sure students stay in the same seat throughout the lunch period and remain seated after getting their lunch. Also, monitor the lunch lines for inappropriate behavior. If you witness small infractions remind students of the rules. More severe infractions may require time out, detentions, or referrals. Walk around the cafeteria and make sure students are throwing away their trash in the appropriate receptacle. Administration will make every effort to be visible in the cafeteria. Students may not get up from the table, once seated.
3. Students may **not** use the bathroom when at lunch unless it is an extreme emergency.
4. Look out for bullying behavior in the dining room. Please inform administration if bullying occurs. No hitting, cutting in the lines or throwing of food will be tolerated.
5. Near the end of the period, it is essential that all students quiet down in order to be dismissed in an orderly fashion. Students are dismissed by table by the lunch monitor; they are to line up and wait to be dismissed.
6. If the table is not clean **do not** dismiss the table and move on to the next table. Teachers should assign two table washers each week. Please notify the lunch monitor of your weekly table washers.
7. If you wish, bring your lunch and eat with the students. Building rapport is a great way to gain their respect.

EMERGENCY CRISIS PLAN

You should have the following items readily available in your mailbox attached to a clipboard near the main door in your classroom:

- The most current class roster
- Evacuation stations
- Code Definitions
- Emergency Procedure Guide

Emergency Codes and Definitions

Code Red: Full Lockdown

Absolutely **NO** movement in the building other than police/fire officials and persons designated.

Code Yellow: Lockdown, SAFE Response Team

No movement in the building other than SAFE team members and others specifically authorized.

In the event of a crisis, it may be extremely difficult to communicate with school staff during the incident. It is very important to keep the hallways clear and students confined until the **all-clear** is given.

STEP 1: Principal calls 911, Assistant Principal as back-up.
SOA is second back-up.

STEP 2: Using the intercom the Principal or Assistant Principal announces:

“CODE RED” or “CODE YELLOW”

All staff with student responsibility will:

- Keep calm
- Keep the students calm
- Gather everyone for whom you are responsible inside an enclosed area and take attendance (if applicable/possible). Maintain the attendance list on your person.
- Quickly check halls for unsupervised students-gather them into your class.
- Lock all doors.
- Keep students away from doors and windows.
- Do NOT attempt to communicate with the office. Allow the administration or law enforcement to communicate with you.
- Do NOT allow anyone to enter or leave the room until an all-clear (**CODE GREEN**) is issued by the Principal, Assistant Principal or Law Enforcement. If evacuation is necessary, you will be notified.

If your students are in the Cafeteria and you are in the teacher’s lounge:

- Report to the Cafeteria and get students to move towards the interior walls.

If you are outside and a crisis occurs:

- Consider alternative safe haven or get all students into an enclosed area in the school building as quickly as possible (i.e., Dining Hall)

Other Important information:

- All members of the administrative/secretarial/nurse/guidance staff should immediately report to the Principal in the main office/conference room if possible.
- Food Service Supervisor is responsible for all food service workers.

Once Law Enforcement Officers have arrived in our buildings, everyone will take instructions from them. Remember to keep calm and follow directions at all times. When the area is secure an announcement will be made giving the all clear signal: **“CODE GREEN”**

Code Orange: Evacuation

All persons leave the building according to established routes or according to specific instructions by command post coordinators.

If you are outside and a Code Orange occurs:

- Consider alternative safe haven or get all students into an enclosed area outside of the school

Other Important information:

- All members of the administrative/secretarial/volunteer/support staff should take posts and evacuate the building with the students.
- Food Service Supervisor is responsible for all food service workers.

Once Law Enforcement Officers have arrived in our buildings, everyone will take instructions from them. Remember to keep calm and follow directions at all times. When the area is secure an announcement will be made giving the all clear signal: **“CODE GREEN”**

CODE BLACK: BOMB THREAT

Key Issue: Electrical devices may trigger explosive devices

- Turn off all Walkie Talkies
- Turn off all cell phones, radios, and pagers immediately
- Leave all lights, fans, etc. as they are, on or off.

Depending on the situation, CODE BLACK: BOMB THREAT will be followed by one or more of the following:

- Code Red: Full Lockdown
- Code Yellow: Lockdown, Crisis Response Team
- Code Orange: Evacuation

SCHOOL TORNADO EMERGENCY CRISIS PROCEDURE

When a tornado has been sighted or weather conditions indicate that a tornado is eminent, a warning will be given and teachers and students are to take immediate steps to protect their lives.

PROCEDURES FOR ALL ROOMS:

- Teachers should immediately take students into the hallways in front of their classrooms.
- Students and teachers should take shelter against the wall in the hallway.
- Move as far away from windows, and outside doors as possible.
- All individuals should take a safe position referred to below as the “Tornado Position” (See below)
- If outside take steps to get all students into the school buildings as quickly as possible. Move students into the main hallway. Students and teachers should take shelter against the wall in the hallway.

TORNADO POSITION:

- Each individual should take shelter by sitting with their knees up and their head resting on their knees with their hands and arms covering their heads. Hold that position until the all clear is sounded.

SCHOOL BIO-CHEMICAL THREAT /SUSPICIOUS SUBSTANCE

When a suspicious substance is discovered the objective is to limit the number of people that are exposed to the unknown item.

When a suspicious substance is found:

- Keep calm.
- Keep students calm
- Remain in the room.
- Lock down the room as in a **CODE RED**. Keep everyone contained and isolated in the room.
- Keep the suspicious substance in the room, but move everyone away from it. **DO NOT TOUCH IT**. Avoid contact with the substance. **DO NOT** disturb the substance.
- Shut down the air conditioning system.
- Communicate by phone or intercom with the office. Do not send a student for help.
- **DO NOT** allow the room to be entered by anyone except Emergency Rescue Personnel.

School Administration shall:

- Lock down the entire school.
- Activate the school Crisis Plan.
- Standby for the arrival of fire/rescue.

EMPLOYEE COMPUTER AND INTERNET ACCESS AGREEMENT

Employees of RCSP are required to sign the *Privacy Act Statement* for the use of Computers and Internet Access, in accordance to RCSP policies. The Corporate office reserves the right to review all e-mails and Internet access of all employees per the appropriate process.

FIELD TRIPS

Classes may participate in no more than one field trip per quarter. Field trips need to be relevant to the curriculum being discussed in class and have academic value. Third grade through eighth grade may not participate in a field trip between January and FSA testing. All field trips must be approved a minimum of one month in advance. A field trip package and all appropriate paperwork must be completed in a timely fashion.

GRADE BOOKS

All teachers must keep a hard copy of their grade book each quarter to be handed in at the end of the year. Keep these in your Mega Binder.

GRADING

Teachers are required to enter **2 grades per subject area a week**. In addition, teachers must communicate directly with the parent of a child who is in academic jeopardy. The development of a **PMP** (State Mandated Progress Monitoring Plan) will be required based on the child's deficiency level. All students will also participate in *PLPs*. Teachers are required to contact parents when a grade drops ONE letter grade.

HOMEWORK

Teachers are required to give homework or homework packets every week.

PURPOSE AND REASONING:

RCSP recognizes the important role that homework plays in the enhancement of a child's overall education. The following list identifies some of the main benefits of homework:

1. Practice and review of lessons learned in class;
2. Teachers the use of resources, such as the internet, reference materials, and the library;
3. Can provide an opportunity for the educator to present lessons in a more creative and interesting way than time permits in class;
4. May be tailored to meet an individual's specific needs. For example, teachers can make the homework material harder or easier depending on the child's academic level. This benefit is also meets the goals of RCSP to create a curriculum that meets each child's individual needs;
5. Helps provide children an opportunity to manage time, encourages good study habits, independence and self discipline;
6. Works as a bridge between the school and the parents in requiring parental involvement, and provides the parent a clear understanding of what the child is working on in class;
7. Allows further exploration of a subject than time allows in class;
8. Ensures that reading skills are being practiced, as well as other concepts, such as multiplication and division, that need to be reviewed over and over until mastered; and
9. Homework has the ability, when properly administered, to show a child the real life connection between the lessons or skills he or she is learning in class and the world in which they live.

RCSP also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time. If a child spends too much time on academics, both in or out of school, they will become bored, frustrated, and the benefits of

homework will be lost. Therefore, the RCSP homework policy strives to create a balance between the need to give homework and the needs of the family. For these reasons, homework shall not be excessive, and the teacher shall take into account the overall amount of homework given each week, as well as whether the in class lessons are particularly challenging or difficult.

DEFINITION OF HOMEWORK: Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. Homework assignments should be clearly connected to classroom lessons or calculated to enhance a specific skill designed to show the student a connection between the work taught in the classroom and real life situations. Homework should be age appropriate and, whenever possible, creative, so as to avoid boredom and to enhance the benefits listed above. In keeping with the RCSP goal to tailor a curriculum that meets each child's specific needs, teachers are encouraged to vary homework assignments in degrees of difficulty and the specific tasks involved, in accordance with a child's level within the class.

EXAMPLES OF HOMEWORK ASSIGNMENTS:

Homework assignments can and should be varied and creative. Homework assignments can include:

1. Reading a book either independently or with a family member
2. Reading a newspaper or specific magazine
3. Looking something up on the computer or in a reference book
4. Writing a book report, paragraph, poem, or creative story with spelling words
5. Math handouts and problem practices
6. Flash cards
7. Or any specific skill the teacher feels the child or class needs to practice.

HOMEWORK GUIDELINES:

Teachers shall be given broad latitude in designing homework keeping in mind that each assignment should attempt to enhance one or more of the benefits listed above to achieve maximum results. In addition, the RCSP homework policy expects and encourages parental involvement in the homework process. However, it is expected that the child will do their own work. Finally, homework has been found to be most beneficial to the learning process when checked and returned to the student. Therefore, homework shall be checked and returned regularly. The following suggested guidelines are offered:

KINDERGARTEN AND FIRST GRADE

K-1 Homework assignments should not exceed 30 minutes per day and may consist of the following:

- a. Reading with a family member or guardian;
- b. Handout of numbers, letters, sounds, or other class assignments;
- c. Review of papers done in class for correction, reinforcement and practice, and sent home for parent or guardian review and signature.

SECOND THROUGH SEVENTH

In the second grade, and in order to foster independence and teach the skill of time management, whenever possible, weekly homework packets shall be sent home.

Packets may or may not be appropriate at the third through seventh grade level. Packets should be sent home on Fridays, but no later than Mondays, and should be due on the following Friday. At a minimum these packets should contain the spelling words for the week, and the spelling or reading assignments for the week. Any writing assignments known about in advance should also be included. It is contemplated that the packet may contain some material not yet covered in class, leaving the family unit free to decide whether to expose the child to the new material early, or wait until the material is taught in class. In addition, it is also contemplated that not all children will have identical homework assignments, as the assignment should be tailored to meet the needs of the child at that particular time. To that end, other homework assignments may be given out during the course of the week as needed. At all times, however, the child should be given a reasonable amount of time within which to return the assignment to the teacher, preferably, with the packet on Friday. Homework should not be given out on weekends, holidays, or during periods of state standardized testing. Teachers may provide “retention” packets for completion and practice over-extended breaks, however these packets will not be counted for grades. At all times any homework assignment should follow these recommended time guidelines, including time for reading:

Grades 2-3: 30-45 minutes per day

Grades 4-5: 45-60 minutes per day

Grades 6-8: 60-90 minutes per day

These guidelines may be altered or changed to take into account any special projects, book reports, research papers or other special assignment or event.

Students that do not complete assignments made during the school day will be required to take these assignments home and complete them within the given time IN ADDITION to their regular homework assignment. The incomplete class work will be clearly marked by the teacher so as to notify the parent that this work is incomplete, must be completed and is due in addition to the assigned homework. Incomplete class assignments are often the result of inappropriate behavior or off task behavior and must be completed at home. If this is a continuing concern, a parent teacher conference will be requested.

FAMILY PARTICIPATION

Studies have shown that homework is most beneficial overall when families are involved in the homework process. The RCSP homework policy contemplates parental involvement in the process. Parents should be required to initial the homework packet prior to the child turning it in, in order to ensure parental involvement in the homework process, as well as to inform the parent about what lessons the child is working on in class. In addition, parents are encouraged to review homework with the child that has been checked by the teacher in order to note any corrected answers. Finally, parents are expected and encouraged to read to their children regularly, or have their older children read an age appropriate book as part of their daily homework routine.

The family unit is also expected to create and enforce a homework routine for their child. Children should be provided a desk, writing utensils, and a place to work that has few distractions. Parents and guardians should be on hand to answer questions, review the work, and provide support. If the parent or guardian notices a problem with the homework process, or has an idea for improvement or any other concern about the child's performance, it is important that the parent or guardian immediately contact the teacher to discuss the situation and any remedies. If all parties work together, the benefits of homework can be achieved.

ILLNESS (STUDENT)

The clinic or the administrative staff will check the child for illness or accident (treat with Band-Aid, soap and water or ice only, as per state law), take the child's temperature and call the parent to notify them. If the parent is unavailable, the clinic or administration office will allow the student to rest for a short period of time and if without fever, send the student back to class. The student that has been at the clinic must return to class with the accident/illness form. The accident/illness form must be sent home with the student that day.

INJURY AND ACCIDENTS

All on the job injuries should be reported to the School Operations Administrator immediately.

KEYS

Keys necessary for teacher use will be checked out at the beginning of the school year and checked back in at the close of the school year. Keys should be kept in a safe place. Do not lay keys on a desk or any place that might tempt an individual to take them. Do not let students use your keys. Should keys be lost or misplaced, please notify the SOA immediately. There will be a \$25.00 replacement fee for all lost keys.

LESSON PLANS

Lesson plans are an integral part of effective instruction. All lesson plans should include objectives, standards, content, pertinent assignments, rubrics, and timeframe of lesson. Lesson plans are due the Friday prior to a week's lessons. In addition, all assignments and assessments for the following week must be posted online in advance. **NO EXCEPTIONS: ALL LESSON PLANS, ASSIGNMENTS, AND ASSESSMENTS MUST BE POSTED A WEEK IN ADVANCE BY 4PM ON THE FRIDAY PRIOR.**

LUNCH

Any teacher may purchase lunch from the RCSP lunch vendor. Per law, the school may not sell food or drinks that conflict with the National School Program. Teachers may not plan (authorized through administration) parties or special rewards that conflict with the scheduled lunch time. All birthday celebrations must take place in the cafeteria after the grade level scheduled lunch time. Parents must obtain permission from the teacher (Elementary) or administration (Middle) prior to the event.

LOST/DAMAGED TEXTBOOK/SCHOOL MATERIAL

Any lost/damaged textbooks and or school material must be reported to the SOA immediately on the Lost/Damage Textbook/School Material Form. The cost of the damaged textbook or material can be obtained from the SOA.

LOUNGE

The teacher's lounge exists for your comfort and a chance to "get away". It should be a **positive** place to relax or work during your prep time and lunch. Please remember that this is not a place to talk in a negative way about students or anyone else. **Keeping the staff lounge clean is the responsibility of everyone. (The refrigerator will be emptied and cleaned every Friday afternoon. If anything is left, you will find it gone on Monday.)** Teachers' lounges are for teachers, not students. NEVER send a student to the teacher lounge.

MAIL

Mail service is provided through the office along with mail addressed to individual teachers from the regular postal service. Teacher mailboxes are provided. RCSP will send and receive mail via the pony weekly. Please be certain to check your mailboxes and e-mail AT LEAST three times a day, in the morning upon arrival, at lunch, and afternoons before departure. Students should not be sent to pick up a teacher's mail.

MEDICATION PROCEDURES

Medication (prescription only) to be administered at school will be done under the supervision of a trained staff member in the clinic in the office. The medication needs to be sent to school in its original or current prescription container stating the student's name, medication dosage, time to be given, date and the doctor's name.

The student's parent or guardian needs to sign an authorization form that will also be signed by the prescribing doctor to have the medication given at school by the trained clinic personnel. The trained clinic personnel will only dispense medication which has a written authorization from a parent/guardian with a doctor's signature. If you have any questions, please see the principal. If you find a student has brought any type of medication to school without a doctor permission, notify administration immediately.

MEETINGS Wednesdays

Monday - Leadership Team

MONEY

Student debts are to be referred to the SOA before the end of each semester. Report cards will not be issued until all obligations are fulfilled. Any money collected from students for lost books, fines, etc. must be given to the SOA. Do not leave money unattended or unsecured, do not keep money in your desk or overnight for any reason. **All monies must be turned into the SOA as soon as possible, but no later than the end of the day.**

PROGRESS REPORTS

Progress Report Due Online

Sept 22th by 4:00 pm

November 17th by 4:00 pm

February 9th by 4:00 pm

April 26th by 4:00 pm

GO HOME

September 24th

November 19th

February 11th

April 28th

Report Card Due Online

October 22th by 4:00 pm

January 7th by 4:00 pm

February 25th by 4:00 pm

June 9th by 4:00 pm

GO HOME

Nov. 12th

Jan. 28th

April 14th

June 29th

RESPONSE TO INTERVENTION

RtI is a mandatory mandate to be completed by classroom instructors. RtI is not completed by ESE specialists and support personnel until a child has been through all three tiers and is being recommended for an evaluation. Each tier requires approximately eight to twelve weeks of data collection. RtI requires teachers to keep accurate records of assessments, progress data and interventions utilized with students.

SMOKING POLICY

No smoking or use of smokeless tobacco products will be permitted on school grounds during regular school, work hours, or after school. It shall be the responsibility of all school personnel to abide by this policy and to enforce this policy.

TEACHER BINDER

Each teacher shall be provided with a Mega Binder; binders will be checked periodically and during classroom walk through and teacher evaluations.

TEACHER DUTIES

Morning Duties are from 7:15-7:40 am (Middle) or 7:30-7:55 am (Elementary). If a conference or other duties conflict with this, please notify an administrator. All teachers must be at their classroom doors from 7:40-7:45 am / 7:55-8:00 am to assist with arrival.

Lunch Duties: Elementary teachers must oversee their students in the Cafeteria, during their assigned lunch time, to assist with lunch room discipline.

Afternoon Duties are from: K: 2:20 pm until completed; 1st – 4th: 2:30 pm until completed; 5th - 8th: 2:45 pm until completed. The goal is to be completed by 3:00 pm every day once we get the school year running smoothly.

WORK HOURS

Start:

7:25 am – 3:25 pm K- 4th

7:10 am – 3:10 pm 5th – 8th Grade

Summary of Teacher Responsibilities and Expectations

For the purpose of standardizing certain practices, which must be followed, a list of basic criteria has been compiled. These items will be part of the staff evaluation process for faculty members of Renaissance Charter School at Plantation. Please read carefully and sign one copy and return to Mrs. Butler by Thursday, August 20th, 2015.

- All faculty members will conduct themselves in a professional manner at all times when on campus.
- All faculty members will arrive and be in their classroom by 7:15 am and record attendance by 9am.
- All faculty members will notify administration of absences in a timely manner and secure a substitute teacher.
- All faculty members will provide administration with emergency lesson-plans and post an emergency folder in the classroom.
- All faculty members will adhere to their assigned class schedule and the required minutes of instruction.
- All faculty members are to use their planning time for exactly that purpose. Leaving the building grounds must be approved by the principal.
- All faculty members will enforce school policies (including the Responsive Classroom & Developmental Design discipline plan) in their classroom as well as on school grounds.
- All faculty members will be prepared to teach each and every day.
- All faculty members are required to submit lesson plans that reflect the Florida State Standards, ESOL standards, ESE standards, and goals and objectives. **Plans must be completed two weeks in advance and posted on the P drive by the Friday prior. All associated assignments and assessments must be posted in lesson plans.**
- All faculty members must differentiate their instructional methodology and assessment of student performance.
- All faculty members must assign relevant homework to reinforce classroom instruction.
- All faculty members must post two academic grades per subject per week.
- All faculty members must complete a PMP (Progress Monitoring Plan) for students in academic jeopardy and conduct PLP (Personal Learning Plan) meetings with all students.
- All faculty members will complete a data folder portfolio and maintain an intervention log for each student.

- All faculty members will complete academic referrals for students in academic jeopardy.
- All faculty members will adhere to the usage of reading logs and writing journals.
- All faculty members will follow RtI mandates and keep accurate records of student interventions.
- All faculty members will keep a communication log and contact parents a minimum of once monthly with a student overview. Teacher must reply to parents' email or messages **within 48 hours**.
- All faculty members must be posted outside their classroom door during class change.
- All faculty members must report to their assigned duty stations (arrival, lunch, and dismissal) on time.
- All faculty members must keep a hard copy of their grade book, attendance and plan book to be submitted at the end of the school year.
- All faculty members must meet any and all deadlines for reports, report cards, progress reports etc. as set forth by administration.
- All faculty members must put requests for field trips, guest speakers, fundraising activities etc. in writing to administration at least two weeks prior to the event. All funds must be collected a week prior to the trip.
- All faculty members must attend Orientation, two curriculum nights, regularly scheduled Thursday meetings, and extracurricular aspects of the school.
- All faculty members must adhere to the Procedures and Best Practices for the use of Media Materials.



Employee Signature Page

Please read the information contained in the teacher handbook carefully. Please sign the signature page and submit to Mrs. Butler, on or before Thursday, August 20th, 2015. Thank you.

My signature indicates that I have read the staff handbook provided to me or have accessed the handbook on the Public (P) Drive. If a faculty handbook was distributed to me, I understand that I will be required to return this handbook at the end of the school year. I have also read the Summary of Teacher Responsibilities and Expectations and understand that I must comply with the above stated directives.

Faculty Member's Printed Name

Faculty Member's Signature

Date

Appendix EE

Blank Copy of Teacher and Administrator Evaluation Tools



2015-2018

Instructional Evaluation System

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Revised 10/21/2015

Charter Schools USA's Family of Schools

Table of Contents

1. Performance of Students
2. Instructional Practice (TFET)
3. Other Indicators of Performance (DPP)
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval
9. Appendix B – Three year transitional TFET scoring rubrics

Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

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Student Performance Measures

For the term of this plan (2015-2018), student academic performance will be determined by the State's Value Added Model, based on students' prior performance on the Florida Standards Assessment (FSA). Including students who met Surveys 2 and 3, CSUSA will utilize all available three year aggregate teacher value-added model (VAM) scores and the assigned quality point of 4 (Highly effective), 3 (Effective), 2 (Developing/Needs Improvement), or 1 (Unsatisfactory) to all classroom teachers of students for courses assessed by statewide, standardized assessments, including those assigned to a combination of state-assessed and non- state-assessed courses. Beginning with the 2015-16 school year, CSUSA will use the state of Florida-provided final VAM ratings, Highly Effective to Unsatisfactory (1-4). In addition to the actual VAM estimation and standard error, Florida's 3-year aggregate teacher VAMs and ratings will incorporate school level growth (50%).

Student Assessments

Regardless of district and state opt-out policies, all students at the school are encouraged to participate in the Statewide, Standardized Assessments. The School will base 40 percent of the performance rating on data and indicators of student academic performance and learning growth assessed annually by statewide standardized assessments. To determine student growth for courses associated with prior year FSA scores and subsequent annual FSA comparisons, the School will use the state-adopted Value-added Model (VAM), which historically has considered up to three years of teacher specific student growth data. Beginning in 2015-2016, VAM estimates will also incorporate school growth data with a weighting of 50%. Growth for students with disabilities and English language learners will be incorporated per the specifications of the Florida value-added model.

For any full time instructional staff members in roles, grades or subjects without VAM estimates including "newly hired" teachers, those not assessed by the FCAT/FSA, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize school-wide student learning growth (student growth measure) in math and ELA. The school-wide student learning growth measure for full-time instructional staff members without a personal VAM score will be measured by the three year aggregate school-wide VAM and rating provided by the state of Florida.

Roster Validation Procedures –Each school will use the processes and procedures required by the district for roster validation.

2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
 - Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
 - For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
 - For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
 - For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
 - For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].
-

The TFET – Evaluating core effective practices and instructional strategies

Evaluative and non-evaluative versions of the Teacher Feedback and Evaluation Tool (TFET) are based on the research of Robert J. Marzano, with connections to the Florida Educator Accomplished Practices (FEAPs), and the State of Florida-adopted Marzano Evaluation Model. Specifically, the research base for the TFET includes:

- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003, 2013.
- Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007.
- Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004.
- Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008.
- Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to Charter Schools USA's (CSUSA) 5 strategic priority areas – 1. Academic Excellence, 2. Financial Health, 3. Growth, 4. Operational Performance, and 5. Culture of Excellence – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning. The 5 strategic priorities align to the Marzano Evaluation Model as follows:

- **Academic Excellence:** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
 - Domain 1: Inside the Classroom
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Digital Learning Environment
 - Domain 2: Outside of the Classroom
 - Planning and Preparing
 - Data-driven Instruction Results
- **Culture of Excellence:** The intangible quality that inspires team members to volunteer their best every day, commit to their professional growth, and maximize their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.

- Domain 3: Outside of the Classroom
 - Reflecting on Teaching
- Domain 4: Outside of the Classroom
 - Collegiality and Professionalism
- **Financial Health:** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in educational programs and resources to increase student learning growth.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Growth:** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Operational Performance:** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development

Academic Excellence (All segments of **Inside the Classroom**, **Planning and Preparing**, and **Operational Performance**) constitutes 65% or, a majority, of the TFET.

In its entirety, the TFET will be used as an annual evaluative assessment of classroom and non-classroom full time instructional staff member performance and will constitute 35% of the final summative evaluation. The TFET will also be chunked into smaller non-evaluative segments (see below) to be used throughout the year to provide ongoing instructor feedback. The TFET informs teachers and school leaders on appropriate deliberate practice goals, please see the **Other Indicators of Performance** section below.

Segments and weighting of the TFET (evaluative weighting):

- **Inside of the Classroom (50%)**
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Digital Learning Environment
- **Outside of the Classroom (15%)**
 - Planning and Preparing
- **Outside of the Classroom (35%)**
 - Data-driven Instruction Results
 - Operational Performance
 - Culture of Excellence
 - Financial Health/ Growth

To ensure the integrity of the system and inter-rater reliability, all evaluators will utilize a common rubric, participate in extensive professional development, and use a common core of effective practices.

Rating TFET Elements

Each indicator on the TFET utilizes a comprehensive, five-category scale, relative to observations and feedback inside and outside of the classroom.

Inside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc.)	Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Instructional strategy was neither called for nor used during this portion of the lesson.
Outside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large	Teacher is seen as a leader in this instructional area and shares instructional practice within school community	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized)	This instructional area or goal was not focused on during this time period	Intended outcome not relevant to current teaching or case load

The scale outlined above will be used for both evaluative and non-evaluative observations ensuring consistent, clear, and specific feedback to teachers throughout the year and on their end-year evaluative TFET.

Scoring the TFET (Final)

The process to assign a final TFET score and rating is as follows:

- **Step 1:** Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).
- **Step 2:** Count the number of ratings at each level for each of the 12 TFET segments.
- **Step 3:** Within each segment, determine the percentage of the total number of ratings, excluding Not Observed, each level represents.
- **Step 4:** Apply the results from Step 3 to the teacher category rules (based on teacher's years of experience) detailed in **Appendix B¹**:
 - Category I: 1-3 years' experience
 - Category II: 4-7 years' experience
 - Category III: 8+ years' experience

These segment ratings will range from 1 to 4.
- **Step 5:** Calculate the weighted average of the 12 TFET segment scores and place the resulting score on the TFET scale below. Please see **Segments and weighting of the TFET** above.

The final TFET rating scale is as follows:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

All observation results will be calculated electronically via the School's instructional improvement system, a process that will be overseen by the School's management company's Human Resources Department, and with final approval by the School's principal.

¹ The TFET evaluation tool has been updated for 2015-16 and includes a more rigorous evaluation scale. The category rules in Appendix B show a three year progression of scoring rubrics to ease the transition from one tool to another.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	13-14; 30
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	7, 30-32;
c. Designs instruction for students to achieve mastery;	16, 31
d. Selects appropriate formative assessments to monitor learning;	34, 41
e. Uses diagnostic student data to plan lessons; and,	40, 41
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	4, 10, 31, 33
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	3, 7
b. Manages individual and class behaviors through a well-planned management system;	2, 5, 8, 46
c. Conveys high expectations to all students;	10-14; 16-17, 36-38; 53, 54
d. Respects students' cultural linguistic and family background;	9, 15
e. Models clear, acceptable oral and written communication skills;	18, 19
f. Maintains a climate of openness, inquiry, fairness and support;	1, 6-9; 15-18, 36-38
g. Integrates current information and communication technologies;	27-29, 39
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	4, 6, 9, 36-38;
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	27-29, 39
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	16, 21
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	19, 20, 33, 44
c. Identify gaps in students' subject matter knowledge;	34-35;
d. Modify instruction to respond to preconceptions or misconceptions;	17, 22, 26, 33, 35
e. Relate and integrate the subject matter with other disciplines and life experiences;	20, 33, 44
f. Employ higher-order questioning techniques;	14
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	4, 11, 22, 33, 34
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	6, 11, 40, 41
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	16, 18, 22-26;
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	34-35;
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	23, 24, 40, 41
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	34, 40-41;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	23, 24, 34, 35, 41
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	36-38;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	25, 42
f. Applies technology to organize and integrate assessment information.	41, 42, 45

5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	55, 58, 59, 61
b. Examines and uses data-informed research to improve instruction and student achievement;	33, 40, 58
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	22-26, 56, 58, 62, 63, 64
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	38, 42, 50, 56, 57, 63, 64, 65, 67, 68
e. Engages in targeted professional growth opportunities and reflective practices; and,	55, 59, 60, 61, 63
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	43, 59, 63
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	47, 48, 49, 51, 52, 53, 57, 62, 66

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

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DPP – Deliberate Practice Plan: Instructional staff professional goals setting

The deliberate practice score is the second element in the instructional practice component of the Teacher Evaluation System and will account for 25% of a teacher’s final rating.

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher’s Deliberate Practice Plan (DPP). The DPP will be created, reviewed and monitored collaboratively with the school leadership team.

The school leadership team evaluates growth on each of the three goals. The annual baseline values are determined by the prior year TFET score², or mid-year TFET in the case of a new teacher. Growth from the baseline to end-year TFET is determined by the table below. The final DPP score is the average of all three goals’ growth scores. For example a teacher whose growth scores were 3, 3, and 2 would receive a DPP score of 2.6. This final score is placed on the same rating scale as the final TFET score. Thus a DPP of 2.6 is “Effective.”

Highly Effective (4)	Effective (3)	Developing (2)	Beginning (1)	Unsatisfactory (0)
Grows 4 levels	Grows 3 levels	Grows 2 level	Grows 1 level	Achieves no growth
<u>or</u> grows to Highly Effective	<u>or</u> grows to Effective	<u>or</u> grows to Developing	<u>or</u> grows to Beginning	<u>or</u> scores Unsatisfactory

² For the first year of TFET implementation (2015-16), all teachers will receive a baseline TFET evaluation to drive DPP goals and baseline scores.

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.
 Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].



TES Evaluation Criteria

The TES evaluation criteria will be based on three years (when available³) of student academic growth, and current year instructional practice. The Teacher Feedback and Evaluation Tool (TFET) and Deliberate Practice Plan (DPP) comprise the Instructional Practice component.

Final Evaluation weighting ⁴

The metrics used to determine the final TES rating, along with each metric’s weight in the final rating, are as follows:

- Student Academic Performance:
 - Student Performance Measure: 40%
- Instructional Practice:
 - Teacher Feedback Evaluation Tool (TFET) Score: 35%
 - Deliberate Practice Plan (DPP) Score: 25%

Details of the scoring and evaluation of teacher performance on Student Performance Measures, the TFET and the DPP are presented above in sections 1, 2 and 3 respectively.

Once Student Performance, TFET and DPP scores (1-4) are determined, they are combined according to the weighting above and assigned a rating based on the scale below:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

The distinction between Needs Improvement and Developing is relative to the staff member’s verifiable years of experience.

³ For full time instructional staff members with less than 3 years of data, years available will be used. Please see section **1. Student Performance Measures**, for details on instructional staff members without student growth results.

⁴ Pursuant to Florida statute 1012.01(3)(a).



SCHOOL NAME HERE

Teacher Name: _____
 Teacher Category: _____

Teacher Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Teacher Evaluation Scores 2015-16

TFET

Priority Area	No. of Questions	Weight	Applying 4		Applying 3		Developing 2		Beginning 1		Not Using 0		Not Observed N/A	Score	Weighted Score
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%			
AE	29	45%	1	3%	27	90%	1	3%	0	0%	0	0%	0	3	1.36
OP	4	6%	0	0%	3	75%	1	25%	0	0%	0	0%	0	3	0.19
CE	26	40%	0	0%	13	50%	8	31%	5	19%	0	0%	0	2	0.81
FH	2	3%	0	0%	2	100%	0	0%	0	0%	0	0%	1	3	0.09
G	3	5%	0	0%	3	100%	0	0%	0	0%	0	0%	0	3	0.14
Total:														2.59	

Final TFET Score: 2.59 Final TFET Rating: Effective

DPP

Goal	Indicator	Baseline Score	Final Score	Points Awarded
1	(3) Smooth and efficient transitions	1 Developing	3 Applying	3
2	(8) Fair, Clear and consistent expectations and consequences	1 Beginning	3 Applying	3
3	(20) Make connections between content and real-life experiences	1 Beginning	2 Developing	2
Total:				2.67

Final DPP Score: 2.67 Final DPP Rating: Effective

Student Growth

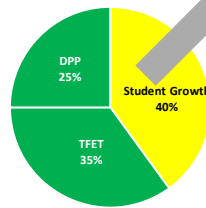
State Value-added estimate: 0.48220
 State Value-added standard error: 0.17000
 State Value-added classification: 2 Needs Improvement

Final Growth Score: 2.00 Final Growth Rating: Needs Improvement

Final Evaluation Score

Instructional Practice	
TFET:	2.59
DPP:	2.67
Student Performance	
Value-added Score:	2.00

TES Scoring Weights



Teacher Comments: _____

Principal Comments: _____

5. Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

1. **Roster Validation Procedures** –Each school will use the processes and procedures required by the district for roster validation.
2. **Evaluation by Supervisor**
 - a. Teachers will be evaluated by their School Principal, Assistant Principal, or other supervisor. Non-evaluative observations can be conducted by staff other than the Principal or supervisor and the supervisor may consider this input.
 - b. Trained personnel including, but not limited to, Assistant Principals, CSUSA Regional Directors and Curriculum Specialists, Deans, Curriculum Resource Teachers (CRT), Department Heads, Team Leaders, Mentors through Leading Edge (Leadership development program) and Teacher Learning Communities (TLC - for new teachers) programs etc., may provide feedback through non-evaluative TFETs including those indicators identified on the teacher's DPP, ultimately informing their evaluative TFET.
3. **Evaluator Training**
 - a. Evaluators will attend a mandatory training on CSUSA's Teacher Evaluation System and tools. Training will include but not be limited to the research base, role modeling and practice for conducting evaluations and professional feedback discussions, and analysis of scoring consistency among Evaluators to ensure inter-rater reliability. Ongoing training and support will be provided by Charter Schools USA throughout the year. Additionally, annual refresher training will be required for all Evaluators and those who miss the initial training will be trained via Webinar. Charter Schools USA will monitor evaluation scores across all schools to ensure the reliability and consistency of observation ratings.
4. **Process of Informing Teachers about the Evaluation Process**
 - a. Charter Schools USA recognizes that each school's learning environment is unique and must be supported in its quest for improved student learning growth. In *The Art & Science of Teaching* Robert J. Marzano (2007) details the benefits of unique learning environments focused on systemic goal setting to increase student achievement. Every school administrator and faculty member will be trained with Marzano's research and the CSUSA Education Model.
 - b. Student and school performance data are collected throughout the year and are used by school leaders and teachers to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. Teacher evaluation indicators and evidences are incorporated into teacher trainings. In addition to pre-service training, teachers receive ongoing and continuous professional development (a minimum of monthly) as well as during their common planning meetings.
 - c. New teachers and those newly hired to the School are informed of the Teacher Evaluation System at New Teacher Induction training, which is held prior to the beginning of each new school year. Teachers who miss the initial training will receive follow-up training. They also receive ongoing instruction on the evaluation system through Teacher Learning Communities, which are held at least four times a year with a mentor.
5. **Timely Feedback and Professional Development**
 - a. After each evaluation, Evaluator/Teacher conferences are conducted to review the teacher's performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. (Feedback will be given within three days of both evaluative and non-evaluative observations.) At a minimum, quarterly data summits are conducted by School Leadership to review student growth data. The evaluator will then work with the teacher to identify select goals to be articulated in the teacher's Deliberate Practice Plan), as well as recommend specific professional development opportunities to ensure the teacher's continuous professional improvement. Ongoing classroom walk-throughs and observations will

provide additional feedback and support to the teachers. Annually, in quarter 4, Charter Schools USA (CSUSA) will solicit feedback from teachers and principals to ensure continuous improvement of the process.

- b. Teachers identified as less than effective will be required to participate in specific professional development to help support their areas for growth.

6. Evaluation Platform

- a. As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal evaluation platform.
- b. Data collection and analysis from evaluation results seamlessly provides actionable data to inform the School's, and CSUSA's Improvement/Strategic Plans. Approved observers conduct teacher evaluations electronically, with direct input into the evaluation platform. This system not only generates a score per the procedures outlined in a previous section, but also provides formative data aligned to the 5 strategic priority areas—1.) Academic Excellence, 2.) Financial Health, 3.) Growth, 4.) Operational Performance, and 5.) Culture of Excellence – outlined in School Improvement Plans/Strategic Plans, school-based professional development and individual Deliberate Practice Plans.

7. Minimum Requirements of observations and Evaluations

- a. All classroom teachers will receive ongoing observations and feedback through classroom walkthroughs, non-evaluative TFET observations, and evaluative TFET. The evaluative TFET will be provided at least once per year.
- b. All instructional personnel will receive a formal evaluation once per year, at a minimum.

8. Multiple Evaluations for First Year Teachers

- a. First year teachers will be evaluated by their supervisor no fewer than two times annually on each TFET indicator. The process will include feedback specific to the improvements and the level of progress to be achieved to attain greater instructional effectiveness. Feedback will follow within three days of formal evaluations – which are reviews at 90 days and the end of the year – as well as ongoing informal observations. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, classroom observations, student data reviews, Deliberate Practice Plan reviews, and participation in the Charter Schools USA Teacher Learning Community (TLC) for first year teachers.
- b. Teachers new to Charter Schools USA will receive the same process of multiple evaluations and multiple types of observation methods. Newly hired teachers will also participate in the Teacher Learning Community (TLC).
- c. In their first year, teachers new to the school will receive a minimum of four classroom observations by the School Leadership Team and four reviews of student performance. The observation tools will be the same as those used for existing teachers. Student performance data will be essential to the evaluation process and will include quarterly review of interim and benchmark assessments, ongoing formative classroom assessments, review of student generated learning goals in the Personalized Learning Plan, and available summative assessment data.
- d. Members of the School Leadership Team, including the principal, assistant principal(s) and trained principal designees and mentors, will conduct observations and reviews of student performance data. The observations conducted by school leadership team-members are used to support the teacher on observed instructional practices, by providing timely feedback or improvement. These observations can be used as descriptions in the evaluation, but will not directly impact the final evaluation score.
- e. Evaluations, which include formal observations, will be conducted by the school principal, assistant principals, or other trained supervisors. All evaluators are trained by Charter Schools USA.

9. Examining Performance Data from Multiple Sources

- a. Parent input will not directly impact a teacher's evaluation, however different sources of

data will be analyzed throughout the year to inform a teacher's final evaluation. This will include the following:

- Student performance data
- Stakeholder feedback
- Parent and staff surveys (twice annually)
- Student survey (once annually)
- Focus groups
- Strategic Planning

10. Teaching Fields Requiring Special Procedures

- a. There are no identified teaching fields that require special procedures.

11. Peer Assistance

- a. At this time, peer review will not contribute to teacher evaluations. However, additional opportunities are provided at the school level for peer review in order to provide feedback to ensure continuous improvement.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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1. Annual Evaluation

Based on teacher and principal feedback, the following outlines the process for conducting the annual evaluations:

- Setting expectations – teachers will be provided a copy of the revised teacher evaluation form at the beginning of the year. Moreover, training sessions will be held so they are aware of the process and the criteria.
- Non-evaluative feedback – teachers will receive ongoing, non-evaluative feedback in the form of classroom walk-throughs and non-evaluative TFETs as well as peer coaching at least 2 times per year. Non-evaluative feedback does not directly impact a teacher's final evaluation score.
- Evaluative feedback – teachers will receive a formal evaluation at the end of each year, with first year teachers and teachers new to CSUSA receiving at least two formal evaluations. Teachers will be asked to sign the evaluation form at the end of each evaluation process. The evaluation and score will be recorded in the internal electronic evaluation system. Teachers will receive their written report no more than 10 days after the evaluation takes place.
- The employee shall have the right to initiate a written response to the evaluation and the

response shall become a permanent attachment to his or her personnel file.

**All evaluators will participate in training on conducting a formal evaluation.*

2. Improvement Plans

- a. As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal improvement plan, in conjunction with the Education Team and HR. The School will be in compliance with all applicable state statutes regarding instructional personnel who receive two consecutive unsatisfactory evaluations.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]

.....

1. Annual Review

- a. Annually, as a part of the strategic planning process, Charter Schools USA (CSUSA) will review the instructional personnel evaluation assessment system to monitor and evaluate its effectiveness in improving instruction and student learning. The annual review begins with teacher feedback via a staff survey in May, on the effectiveness of the evaluation system in improving their instruction. Principals review the teachers’ feedback each June at the CSUSA hosted Principals’ Institute, then provide input for overall revisions to the evaluation system.
- b. When all Statewide, Standardized Assessments/student performance data becomes available, CSUSA will work with the School’s leadership team to review assessment results (i.e. proficiency, learning gains, student growth model, etc.) correlated to teacher evaluation results (i.e. scores, deliberate practice scores, etc.). CSUSA’s Human Resources and Education Departments will then take all input to revise the evaluation system as needed, set improvement goals for areas identified as opportunities for growth, and/or identify initiatives as needed to ensure continuous improvement. Goals at both the system and school level will be included in and tracked via the system and schools’ Strategic Plans. When updates are made to the Teacher Evaluation System, they will be provided to the District.
- c. The process for self-monitoring will also include:
 - ongoing training and support with evaluators to ensure evaluator accuracy and inter-rater reliability;
 - ensuring that evaluators are providing necessary and timely feedback to employees after being evaluated;
 - monitoring evaluators to ensure they are following policies and procedures in the implementation of the evaluation system;
 - use of evaluation data to identify professional development; and
 - use of evaluation data to inform school and network-wide improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's

- contract.
- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
 - That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.

Appendix B – Three year transitional TFET scoring rubrics

Year 1 Proficiency Scales				
	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Category I Teacher	At least 55% at Level 4 and 0% at Level 1 or 0	At least 55% at Level 3 or higher	< 55% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category II Teacher	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Needs Improvement (2) < 65% at Level 3 or higher and < 50% at Level 1 or 0	Needs Improvement (1) ≥ 50% at Level 1 or 0
Category III Teacher	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Needs Improvement (2) < 75% at Level 3 or higher and < 50% at Level 2, 1, or 0	Needs Improvement (1) ≥ 50% at Level 2, 1, or 0

Year 2 Proficiency Scales

	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Category I Teacher	At least 60% at Level 4 and 0% at Level 1 or 0	At least 60% at Level 3 or higher	< 60% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category II Teacher	At least 70% at Level 4 and 0% at Level 1 or 0	At least 70% at Level 3 or higher	< 70% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category III Teacher	At least 80% at Level 4 and 0% at Level 1	At least 80% at Level 3 or higher	< 80% at Level 3 or higher and < 50% at Level 2, 1, or 0	≥ 50% at Level 2, 1, or 0

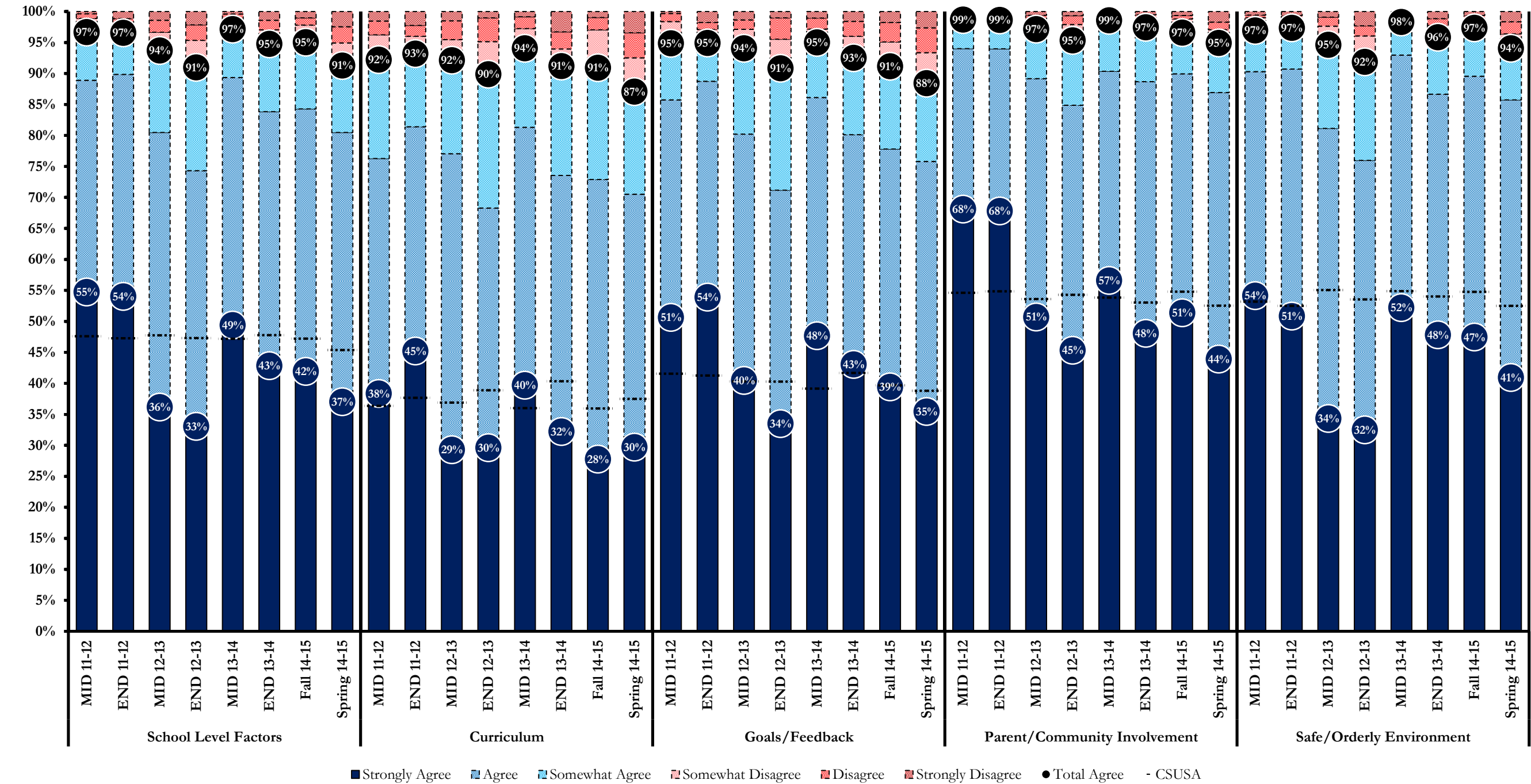
Year 3 Proficiency Scales				
	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Category I Teacher	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	< 65% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category II Teacher	At least 75% at Level 4 and 0% at Level 1 or 0	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
		At least 75% at Level 3 or higher	< 75% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category III Teacher	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
	At least 85% at Level 4 and 0% at Level 1	At least 85% at Level 3 or higher	< 85% at Level 3 or higher and < 50% at Level 2, 1, or 0	≥ 50% at Level 2, 1, or 0

Appendix GG Parental Surveys

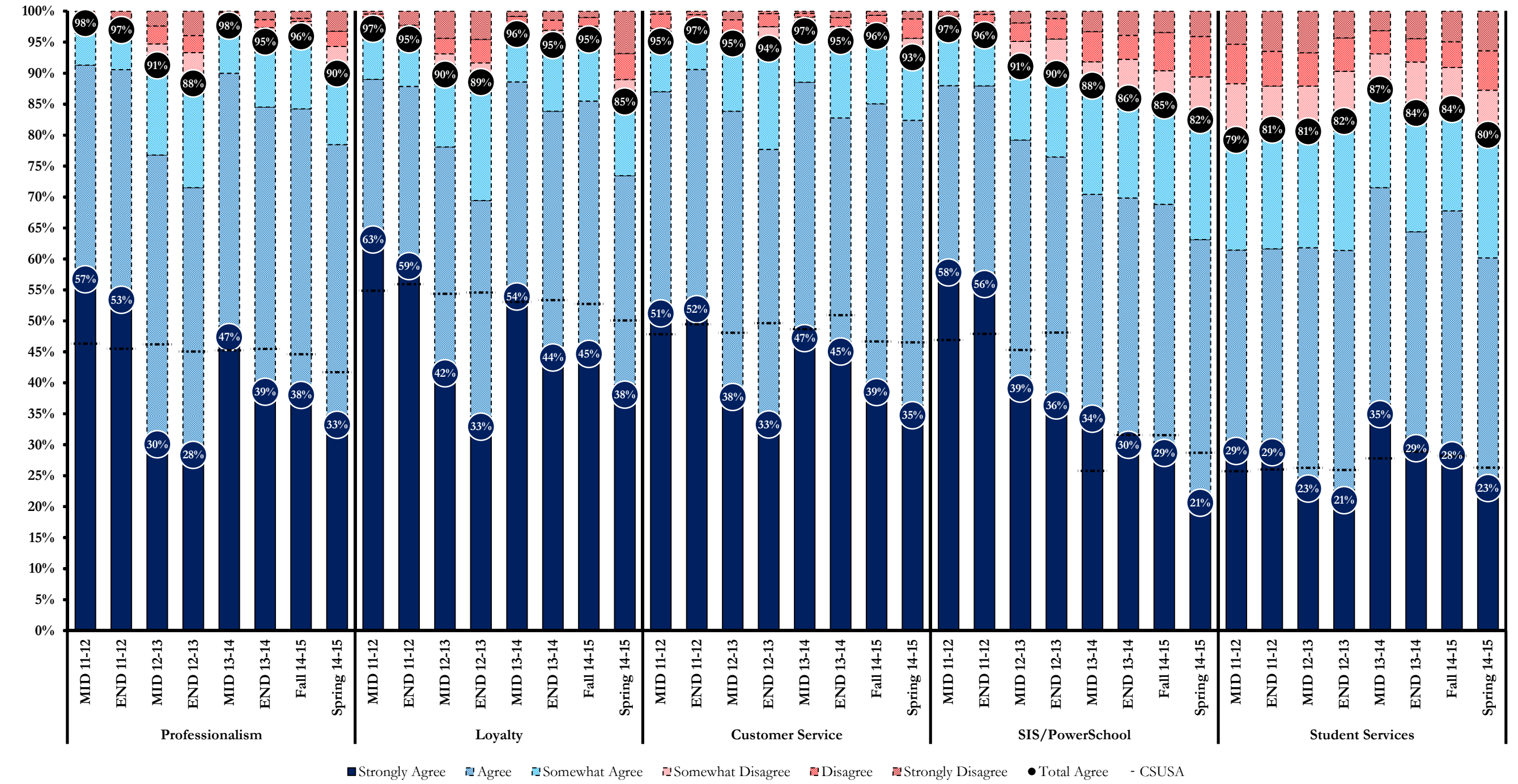
Renaissance Charter School at Plantation

2014-15 Surveys

School Time-Series



■ Strongly Agree
 ■ Agree
 ■ Somewhat Agree
 ■ Somewhat Disagree
 ■ Disagree
 ■ Strongly Disagree
 ● Total Agree
 - CSUSA



Time Period	Sample Size
MID 11-12	232
END 11-12	201
MID 12-13	168
END 12-13	148
MID 13-14	239
END 13-14	189
Fall 14-15	314
Spring 14-15	258

Parent Survey Questions

School Level Factors
The School Level Factors metrics is composed of multiple sub-metrics including:
Curriculum
Goals and Feedback
Parent and Community Involvement
Safe and Orderly Environment
Professionalism

Curriculum
The learning program adequately challenges students' capabilities.
Extra assistance with school work is available to students.

Goals/Feedback
My child is challenged to achieve learning goals.
I receive regular feedback on my child's progress.
I am fully aware of my child's academic strengths and opportunities for improvement.
Homework supports academic goals.

Parent/Community Involvement
Parents are informed of school events and activities.
Parents are encouraged to volunteer and be involved in school activities.
The Parent Organization at our school actively supports our school's mission.

Safe/Orderly Environment

The school buildings and grounds are clean and well maintained.

Students are disciplined in accordance with the Student Code of Conduct.

Parents and students have been thoroughly informed of school discipline practices.

Students feel safe at our school.

When I visit my child's school I am properly checked in and screened.

The process that is used for maintaining security makes me feel my child is safe.

Professionalism

An atmosphere of respect and trust exists between students and school personnel.

Social and cultural differences among students are respected.

Teachers have a positive attitude towards our school.

School faculty are responsive to questions and concerns.

School administrators are responsive to questions and concerns.

School support staff (clerical) are responsive to questions and concerns.

Loyalty

My child is happy at our school.

I would recommend our school to a friend.

I intend to re-enroll my child for the next academic year.

Customer Service

When visiting my child's school, signs clearly indicate: visitor parking area
When visiting my child's school, signs clearly indicate: front entrance
When visiting my child's school, signs clearly indicate: front office area and visitor instructions
When visiting my child's school, front office staff members: are helpful
When visiting my child's school, front office staff members: are genuinely concerned about my needs
When visiting my child's school, front office staff members: are knowledgeable about the school
When visiting my child's school, front office staff members: can direct me properly
When visiting my child's school, faculty members (teachers, administrators): are helpful
When visiting my child's school, faculty members (teachers, administrators): are genuinely concerned about my needs
When visiting my child's school, faculty members (teachers, administrators): are knowledgeable about the school
When visiting my child's school, faculty members (teachers, administrators): communicate openly and effectively with me

SIS/PowerSchool

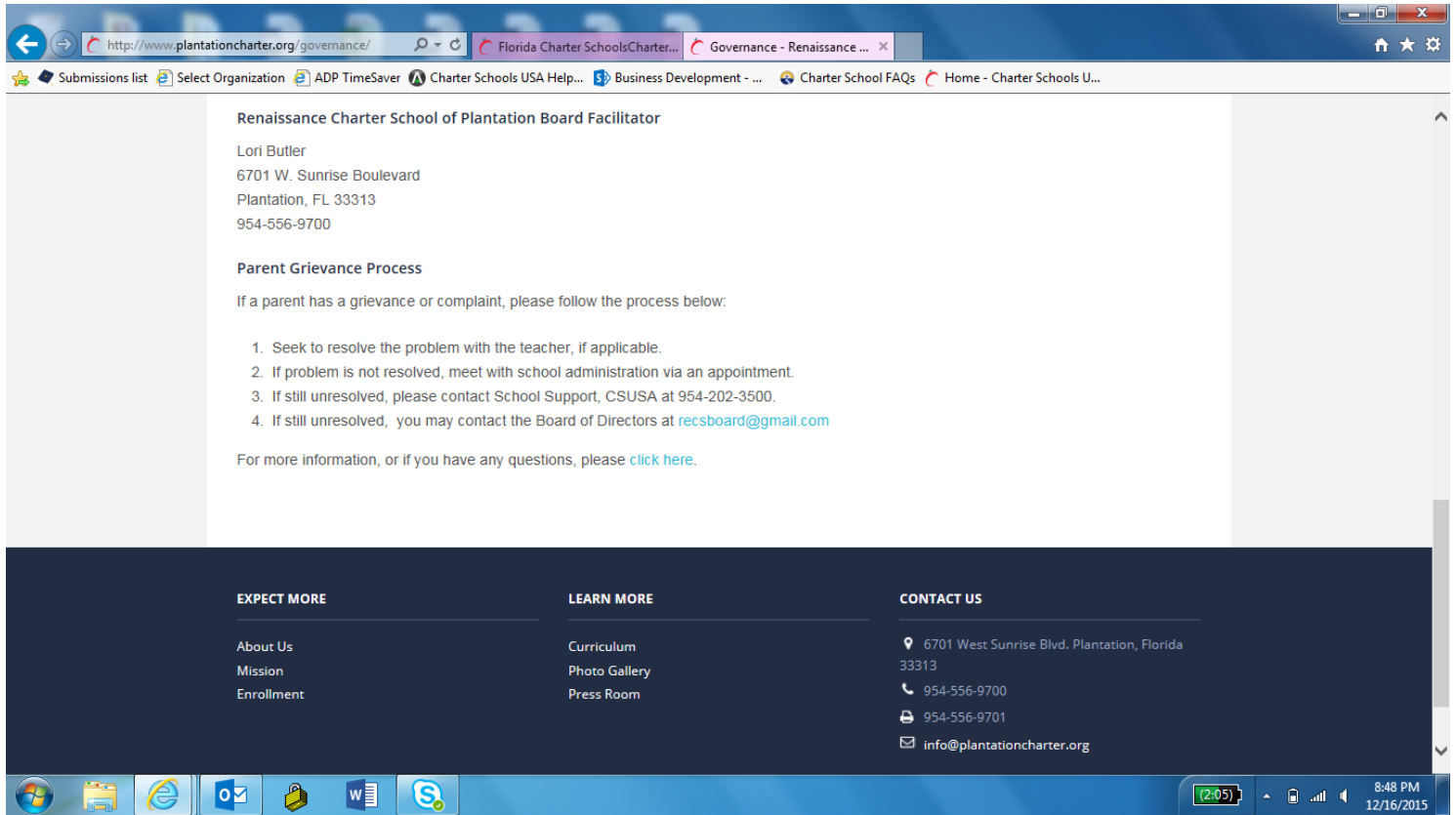
I have the training necessary to use the PowerSchool system.
It is easy to access information in PowerSchool.
PowerSchool effectively provides information on my child's academic progress, strengths, and opportunities for improvement.
PowerSchool effectively provides up to date information on my child's homework assignments and tasks.
PowerSchool effectively provides up to date information on school events and activities.
PowerSchool helps me to effectively communicate with my child's teacher(s) in a timely manner.
PowerSchool is beneficial to me as a parent.

Student Services
The school lunch options provided taste good.
The school lunch options provided are nutritious.
The cost of the school lunch is reasonable.
The cafeteria personnel are friendly and courteous to my child.
I am satisfied with my child's bus assignment (bus stop location and pick-up/drop-off times).
I was notified in a timely manner of my child's bus assignment.
Overall, I am satisfied with the bus service at my child's school.
The parent pick-up and drop-off process is efficient.
I am satisfied with the quality of the school uniforms available at my child's school.
The cost of the uniforms is reasonable.
I was able to obtain the necessary items, sizes, and/or colors easily from the uniform supplier.

Appendix HH

Screen Shot of Parent Liaison Information in Website

Screen Shot of Parent Liaison Information



Appendix II

Student/Parent Contract

Additional Copy of Parent Student Contract

Note: This contract is a part of the 1st Day packet sent home with students.

RENAISSANCE CHARTER SCHOOL AT PLANTATION

I (We) the parent(s)/guardian(s) of _____, grade _____ have read and agree to abide by the Code of Conduct and the Dress Code of the RENAISSANCE CHARTER SCHOOL AT PLANTATION.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School at Plantation is a decision of my (our) personal choice and not a privilege;
WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School at Plantation is premised upon my (our) desire to become an active partner in the education of my (our) child;
NOW THEREFORE, in consideration of the foregoing:

As a parent of a student at the Renaissance Charter School at Plantation, my (our) commitment is to abide by the following resolutions:

- A. To recognize and embrace my role as the primary educator of my child.
- B. To attend all conferences scheduled with any member of the Renaissance Charter School at Plantation staff.
- C. To complete the required 20 hours of volunteering for one attending child, 30 hours of volunteering for 2 or more attending children, through the Parent Volunteer Program. (I understand that *half the parent volunteer obligation must be met by **January 15, 2016**, or the Student Recommit for the following school year will be considered invalid. The full parent volunteer commitment must be completed by **May 27, 2016** for Grades K-7, or the Student Recommit will be considered invalid, forfeiting your child's seat. Parents of 8th grade students must complete volunteer hours by **May 13, 2016**, or **participation in end of the year activities will be forfeited.***
- D. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School at Plantation is not responsible for my child's safety. If my child is not picked up **before 3:30pm**, my child will be placed in aftercare and I will be charged a fee at that time.
- E. **If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my child.**
- F. To purchase uniforms for my child from the Renaissance Charter School at Plantation uniform provider.
- G. To supply a lunch, either bagged or purchased from the Renaissance Charter School at Plantation approved vendor, each school day for my child.
- H. To be responsible for timely payment of any fees accrued to my account at the Renaissance Charter School at Plantation.

- I. To read and use information sent home by the school for the purpose of keeping parents informed of the academic topics to be introduced and studied in the classroom.
- J. To abide by and support the PUMAS R.I.S.E. Discipline Plan, which was adopted and approved by the RCSP SAC governing board.
- K. To be responsible for my child's behavior and abide by any behavior contract that is mutually agreed upon by parents and administration and to agree to dismissal from the school should my child not be able to meet the tenets of the agreed upon behavior contract.
- L. To be subject to immediate dismissal from the school or acceptance process for not being forthcoming or falsifying student/child documents.
- M. I understand that by law my child is required to attend school. I agree to provide support to my child in correcting any attendance concerns. In addition, to monitoring my child's daily attendance by personally telephoning the school if needed, to verify my child's attendance.

I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child requested to stay after school, be suspended, lose the opportunity to recommit for placement for the following school year or withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School at Plantation Governing Board.

Signature of Parent/Guardian

Date

STUDENT

I certify that I have received a copy of the Renaissance Charter School at Plantation Parent Student Handbook and together with my parents we have read and discussed this document.

Signature- Student (2nd Grade and older)

Date

PARENT

I am the parent/legal guardian of _____. I have had the opportunity to read the Renaissance Charter School at Plantation Parent-Student Handbook and have discussed it with my child.

Signature- Parent/Legal Guardian

Date

Appendix JJ

Parent Handbook



PARENT STUDENT HANDBOOK 2015-2016

Lori Butler, Principal
Nicolas Bardoni, Assistant Principal

6701 West Sunrise Blvd
Plantation, FL 33313
(954) 556-9700 (Office)

www.plantationcharter.org

SCHOOL HOURS:

Before School Care: 6:50 – 7:20 am
Breakfast: 7:20 – 7:50 am
K - 4th Grade Start Time: 8:00 am
5th - 8th Grade Start Time: 7:45 am

Student Dismissal:

Kindergarten Dismissal Time: 2:20 pm
1st - 4th Grade Dismissal Time: 2:30 pm
5th - 8th Grade Dismissal Time: 2:45 pm

After School Care ends at 6:00 pm



A member of the

family of schools.

www.charterschoolsusa.com



Dear RCSP Families,

Welcome to the 2015-2016 school year at Renaissance Charter School at Plantation (RCSP). We realize you have many choices for your child's education and we are delighted that you have chosen RCSP.

Our Parent Student Handbook contains a copy of your Parent Contract and a comprehensive list of school information, processes, and procedures. The Parent Contract is very important, so please make sure to read through each component of responsibility for both you and your child. In order for your student to attend our charter school, you must sign and return the Parent Contract (separate copy will be provided to you). Our school also follows and complies with the Broward County Student Code of Conduct and follows the Matrix of Consequences as provided by the district (electronic copies found on our school's website: www.plantationcharter.org).

Several of the key focus areas from the RCSP Parent Student Handbook and Parent Contract include: Parent Volunteer Hours, Morning and Afternoon Pick-Up/Drop-Off Procedures, School Uniform Policy, Attendance/Tardy Policy, Parent/Teacher Conference Expectation, and the PUMAS R.I.S.E. Discipline Plan. In order to create and maintain the high standards of our school, it is expected that all parents and students will comply with their responsibilities.

There are a number of items that you will receive either before school starts or during the first week. I understand that there are many forms to sign and return, but most of these documents are mandatory and must be returned to the school in a timely manner.

If you have any questions regarding the handbook, please do not hesitate to contact the school's main line, (954) 556-9700, so that you may be directed to the appropriate person to further assist you.

We look forward to having a happy and safe 2015-2016 school year!

Sincerely,

Mrs. Lori Butler

Mrs. Lori Butler
Principal

TABLE OF CONTENTS

RENAISSANCE CHARTER SCHOOL AT PLANTATION	4
AGENDA BOOK:.....	6
ARRIVAL:.....	6
ATTENDANCE:.....	7
ABSENCES:	7
TARDY POLICY:.....	7
BIRTHDAY PARTIES:.....	8
BUS TRANSPORTATION:.....	8
CHILD ABUSE:	8
COMMUNICATION:	9
CAFETERIA INFORMATION AND PROCEDURES:	10
DISCIPLINE PLAN:.....	11
LEVELS OF DISCIPLINARY ACTION	11
Offenses and Disciplinary Action	13
END OF THE SCHOOL DAY DISMISSAL PROCEDURES:.....	19
Car Ride (and Off-Site After Care Programs) Dismissal Times.....	20
RCSP After Care Program.....	21
Student Walkers.....	21
DRESS CODE:.....	21
Uniform procedures while waiting for your order.....	22
EARLY DISMISSAL:	24
ELEVATOR:	24
EMERGENCIES:.....	24
FAMILY RIGHTS AND PRIVACY ACT:	25
FIELD TRIPS:.....	25
GRADING SCALE:.....	26
GOVERNING BOARD COMMUNICATION PROCEDURE:.....	26
HALLWAY BEHAVIOR:.....	27
HOME LEARNING PURPOSE AND REASONING:.....	27
DEFINITION OF HOMEWORK:.....	27
HONOR ROLL REQUIREMENTS:.....	28
INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS AND SUPPLIES:	29
LIBRARY BOOKS:	29
LOST AND FOUND:.....	29
MEDICATION:.....	29
PEDICULOSIS: (HEAD LICE).....	30
PUPIL PROGRESSION:	30
REWARDS PROGRAMS:	30
SCHOOL ADVISORY COUNCIL (SAC):.....	30
SCREENINGS:.....	30
SEVERE WEATHER INFORMATION:.....	31
STUDENT RECORDS:	31
STUDENTS' RIGHTS:.....	31
TEACHER CONFERENCES:.....	31
TELEPHONE USAGE:.....	31
VISITORS:	31
VOLUNTEER INFORMATION:	32
Volunteer Hours.....	32
Volunteer Guidelines:.....	32
WITHDRAWAL PROCEDURES:.....	33

Additional Copy of Parent Student Contract

Note: This contract is a part of the 1st Day packet sent home with students.

RENAISSANCE CHARTER SCHOOL AT PLANTATION

I (We) the parent(s)/guardian(s) of _____, grade _____ have read and agree to abide by the Code of Conduct and the Dress Code of the RENAISSANCE CHARTER SCHOOL AT PLANTATION.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;

WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School at Plantation is a decision of my (our) personal choice and not a privilege;

WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School at Plantation is premised upon my (our) desire to become an active partner in the education of my (our) child;

NOW THEREFORE, in consideration of the foregoing:

As a parent of a student at the Renaissance Charter School at Plantation, my (our) commitment is to abide by the following resolutions:

- A. To recognize and embrace my role as the primary educator of my child.
- B. To attend all conferences scheduled with any member of the Renaissance Charter School at Plantation staff.
- C. To complete the required 20 hours of volunteering for one attending child, 30 hours of volunteering for 2 or more attending children, through the Parent Volunteer Program. (I understand that *half the parent volunteer obligation must be met by **January 15, 2016**, or the Student Recommit for the following school year will be considered invalid. The full parent volunteer commitment must be completed by **May 27, 2016** for Grades K-7, or the Student Recommit will be considered invalid, forfeiting your child's seat. Parents of 8th grade students must complete volunteer hours by **May 13, 2016**, or **participation in end of the year activities will be forfeited.***
- D. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School at Plantation is not responsible for my child's safety. **If my child is not picked up before 3:30pm, my child will be placed in aftercare and I will be charged a fee at that time.**
- E. **If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my child.**
- F. To purchase uniforms for my child from the Renaissance Charter School at Plantation uniform provider.
- G. To supply a lunch, either bagged or purchased from the Renaissance Charter School at Plantation approved vendor, each school day for my child.
- H. To be responsible for timely payment of any fees accrued to my account at the Renaissance Charter School at Plantation.

- I. To read and use information sent home by the school for the purpose of keeping parents informed of the academic topics to be introduced and studied in the classroom.
- J. To abide by and support the PUMAS R.I.S.E. Discipline Plan, which was adopted and approved by the RCSP SAC governing board.
- K. To be responsible for my child's behavior and abide by any behavior contract that is mutually agreed upon by parents and administration and to agree to dismissal from the school should my child not be able to meet the tenets of the agreed upon behavior contract.
- L. To be subject to immediate dismissal from the school or acceptance process for not being forthcoming or falsifying student/child documents.
- M. I understand that by law my child is required to attend school. I agree to provide support to my child in correcting any attendance concerns. In addition, to monitoring my child's daily attendance by personally telephoning the school if needed, to verify my child's attendance.

I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child requested to stay after school, be suspended, lose the opportunity to recommit for placement for the following school year or withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School at Plantation Governing Board.

Signature of Parent/Guardian

Date

STUDENT

I certify that I have received a copy of the Renaissance Charter School at Plantation Parent Handbook and together with my parents we have read and discussed this document.

Signature- Student (2nd Grade and older)

Date

PARENT

I am the parent/legal guardian of _____. I have had the opportunity to read the Renaissance Charter School at Plantation Parent Handbook and have discussed it with my child

Signature- Parent/Legal Guardian

Date

AGENDA BOOK:

All students in grades K-8 are **required** to purchase a student agenda. They are \$5 each. **A parent must sign the Agenda Book daily for all students in grades K - 5 as this is an important form of communication.**

ARRIVAL:

6:50 – 7:20 am	Before Care
7:15 – 7:40 am	5-8 Breakfast
7:15 – 7:50 am	K-4 Breakfast
7:30 – 8:00 am	K-4 Student Drop-Off
7:30 – 7:45 am	5-8 Student Drop-Off

Students need to learn the importance of regular school attendance. In addition, **it is important that students report to school on time. There is no supervision before 7:15 am** for students who are not enrolled in the Before Care program. **Students should not be dropped off outside the school's gate prior to 7:15 am. If students are dropped off early, they will be placed into the Before Care program and the parents will be billed.** Students eating breakfast may arrive at 7:20 am and will be supervised in the Dining Hall. Instruction begins promptly at 7:45 am (5-8) and 8:00 am (K-4) with bell work and morning routines. It is suggested that students arrive between 7:25 and 7:35 am to avoid any tardy issues. **Per Plantation Police Department: IT IS AGAINST THE LAW TO DROP-OFF STUDENTS ANYWHERE OUTSIDE OF RCSP's GATES.** This is a safety hazard for your child.

Student Drop-Off Traffic Pattern (from 7:15 am — 8:00 am)

As a predominant commuter school, it is essential that all parents follow the legally approved traffic flow pattern for RCSP to ensure the safest and most efficient drop-off for everyone. **Parents are asked to not turn off Sunrise and onto NW 11th Place (which is the road directly in front of the school) from 7:15 am — 8:00 am.** The only exception is for parents who are parking in the parent lot to take care of school business (meeting, payments, volunteering, or Safety Patrol) or walking in a student with special needs / assistance. The traffic route will begin 1 block past the school. Vehicles will turn onto NW 14th Street. Go 1 block and turn right onto NW 66th Avenue. Go 1 block to the corner of the school's property. Enter into the back gate and follow the road around the property. Do not park in the back lot as this is designated for teachers. Follow the road around to the front of RCSP. The car ride drop-off zone is directly in front of the school. Have students exit your vehicle on the sidewalk side of the car (right). Please train and have your child ready to exit the vehicle (back pack, food, papers, and good-byes) before you reach the drop-off zone so that traffic can continue to flow. Students must walk directly into the school and are not permitted to walk off campus or hang-out on the side walk area. Vehicles will then exit off the property and go straight onto NW 66th Avenue. Parents may either turn left (wait for light) or turn right onto Sunrise Blvd.

The safety of your children is our first priority. Please follow drop-off procedures very carefully to keep all of our children safe. Remember, cell phone use is strictly forbidden and stereos must be turned off while you are in the drop-off/pick-up line.

Visitor Parking: The parking lot directly in front of the school has designated signs for all visitors. Please remember that parking is limited for events and that it is illegal to park in

undesigned spots. Vehicles that are illegally parked will be subject to towing at the owner's expense. If you need to park at any time during our arrival or drop-off times, please notify our outdoor staff and we will gladly open up the visitor's gate and allow you to park in the designated parking spots.

ATTENDANCE:

ABSENCES:

1. Your children must be in school every day by state law.
2. When you keep your child home due to illness, please call the Main Office to report the absence at (954) 556-9700 ext.1002 between 9:00 am and 11:00 am **on the day they are absent.** If you do not report the absence, you will receive an automated *unexcused absence* call from the *Broward School District Automated Attendance System.*
3. When absences become a concern (5 or more), the teacher and/or the Registrar will double check for medical excuses for absences turned in and recorded.
4. The teacher will contact the parent regarding excessive absences (5 or more) or early dismissals via phone conference, email, teacher/parent conference or letter.
5. If absences continue (7 or more), a formal referral for attendance will be made to administration with supporting documentation of parent contact and non-medical absences stapled to the referral.
6. If absences (9 or more without doctor's notes) or early dismissals continue to exceed specified days then the case will be referred to the School Social Worker.
7. If absences continue (12 or more) after referral and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

Anytime a student returns to school after an absence, a note **MUST** be brought from home. Per the Broward County Code of Conduct Handbook, there are only 8 legally allowable reasons for a student's absence, please look at these in detail.

The school does not support students missing school for vacation purposes nor can we change the absence status. Any student missing school for vacation must notify the administration. Notification must be made in writing at least two weeks in advance so teachers can have the appropriate work ready for each student.

Students who have 20 or more absences or exhibit a pattern of absences risk possible retention and possible forfeiture of their seat for the following school year.

TARDY POLICY:

A child is tardy when he/she is not in the classroom at 7:45 am (5-8) or 8:00 am (K-4). A student that enters a classroom after the designated start time is considered tardy. Tardy students must be **SIGNED-IN at the front desk by a parent.**

Excused tardies are granted for doctor's appointments with notes from the doctor and extreme emergencies.

Your child(ren) must be in school and ON TIME by state law.

The procedures for abiding by state law are as follows:

1. Teacher and/or Administration will double check medical excuses for tardies turned in and recorded.
2. An Administrative Detention will be issued for every 3rd unexcused tardy for students in grades 3 through 8 as they are incurred throughout the school year.
3. Teacher and/or Administration will contact the parent regarding excessive tardies or early dismissals via phone conference, email, teacher/parent conference or letter.
4. If tardies continue, a formal referral for tardies will be made to administration with supporting documentation of parent contact and non-medical tardies stapled to the referral. If tardies (3, 6, then 9 without doctor's note) or early dismissals (3, 6, then 9 without doctor's note) continue to exceed specified days then the case will be referred to the School Social Worker.
5. If tardies continue after referral and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

After 20 tardies, a child may not be invited to return to RENAISSANCE CHARTER SCHOOL AT PLANTATION the following school year.

BIRTHDAY PARTIES:

Birthday parties can be observed and will be conducted during lunch time in the DINING HALL ONLY. **Parents must get approval from the teacher (or administration for Middle School) at least a week in advance, securing a day.** Parents are responsible for checking with the teacher concerning the possibility of food allergies (**please avoid products that may contain peanuts**) in the classroom and following the food guidelines for that student. *Parents cannot bring in home cooked foods, but must purchase foods from a store with ingredients clearly marked on the packaging. Parents must also provide plates, napkins, utensils, and individual drinks (water or juice box only) for each student.*

- **Party items such as bottled drinks, candy, balloons, party favors or loot bags are prohibited.**
- **Parents MUST BE PRESENT to assist the student in distributing food items.**
- **Photography and videotaping is prohibited.**
- **Balloons will not be delivered to students and cannot be carried by students during school hours.**

BUS TRANSPORTATION:

Renaissance Charter School at Plantation provides limited bus transportation within a 3 mile radius in Plantation city limits only. Parents are encouraged to car pool and observe the staggered drop off and pick up times when possible.

CHILD ABUSE:

State law requires that teachers, administrators and other school personnel report suspected cases of abuse, abandonment, or neglect to the **DCF Hotline at:**

1-800-96-ABUSE

Reporting Procedures

1. The staff member determines if the abuse is physical, emotional, sexual, or neglect per the indicator guide (Child Abuse and Neglect Form 4002B).
2. If further consultation is needed before a decision is made to report, they will refer to the following:
 - a. Child Abuse/Neglect Designee (Lori Butler, Principal)
 - b. Guidance Counselor
 - c. School Social Work and Attendance Office, Child Abuse Services (754 321-2492).
 - d. School Psychologist
 - e. Health Services
 - f. School Resource Officer
3. The report is made by the person who has the most first-hand knowledge of the situation. After a call is made to the Child Abuse Hotline, the child abuse designee must be notified. In making this report, the Child Abuse and Neglect Form (4002B) will be used as a guide.

COMMUNICATION:

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times.

- 1) **Email** - Parents must keep updated email information with the school as many announcements are posted via this medium from administration / teachers.
- 2) **Parent Link** - Parents must keep updated phone numbers with the school in case of necessary announcements for the good of the school body.
- 3) **Agenda Book** - Parents must purchase the RCSP's \$5 student agenda book for parent / teacher contact as well as student organizational needs.
- 4) **Newsletters** - Hard copies (found in the front office) and electronic copies (emailed and posted on our school's website) are published once a month.
- 5) **Website** - Updates, calendars, forms, and school events are kept current on the site: www.plantationcharter.org.
- 6) **Flyers** - Hard copies are sent home as necessary for fundraisers, events, and announcements.

- 7) **Parent Teacher Cooperative (PTC) and Student Advisory Committee (SAC)** meetings are both essential forums of information for parents. These meetings are placed on our monthly calendar and your attendance to each meeting earns you a volunteer hour.
- 8) **PowerSchool** is the student information system that gives all parents/students access to academic information and teacher contacts. The logins and passwords are sent home at the beginning of the school year. You have real time updates to all information provided by the PowerSchool system.
- 9) **Phone Calls** - Every teacher has a voicemail and phone. If you call during instructional hours, you may leave a message with the front office staff. Remember that teachers have 48 business hours to respond to parent phone calls or emails.
- 10) **Personal Conferences** - It is the desire of the faculty and administrators to be of service to both parents and students, and every teacher welcomes a conference with any parent. We do urge, however, that such visits are arranged by making an appointment with the teacher at a convenient before-school or after-school hour. **Please do not have impromptu conferences with teachers before or after school without an appointment.** This distracts the teacher from supervision of the students during a crucial time of movement.

CAFETERIA INFORMATION AND PROCEDURES:

Breakfast: \$1.50

Lunch: \$2.85

Reduced Breakfast: \$.30

Reduced Lunch: \$.40

Meals are provided by the Preferred Meal System. The menus support the National School Lunch Program. Breakfast and Lunch menus are located on the school's website on the **School Information Page under Breakfast and Lunch Information**. Breakfast and lunch is served in the dining room for grades K-8. Breakfast is served from 7:15 - 7:40 am for 5-8 and 7:15-7:50 for K-4; tardy students **are not** allowed to get breakfast. Students who bring lunch from home are able to purchase milk. Since we are trying to promote healthy eating habits, we request that fast food not be brought to school when a child forgets his/her lunch. Parents are not permitted to drop-off lunches on a regular basis. **Soda and sharable snacks are prohibited.** In addition, we discourage sugary foods, candy, cookies, gum, and foods heavy in red dye. These foods can lead to hyperactivity and interfere with the learning process.

Payment: All parents are encouraged to pre-pay for lunches on Fridays so that money is always available for student purchases. It is imperative that you pay for lunch on time since public funds do not allow schools to extend credit. Students should not have to wait for a parent to bring money or a lunch to school. Checks should be made out to ***Renaissance Charter School at Plantation*** and include the **child's name** and **lunch number**.

Free/Reduced Price Lunches: An application for Free or Reduced Price meals is sent home with students the first day of school. Parents must apply for this benefit yearly. It should be completed and returned to the office as soon as possible. Notification pertaining to qualification for free/reduced lunch is sent directly to the home.

DISCIPLINE PLAN:

Discipline is the process of practicing exemplary behavior according to specific rules or codes of contact. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of teachers. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. Placement of stickers on school property is forbidden.
3. Students must help keep the school clean at all times. **Gum chewing in any school building or on any part of the school grounds is prohibited.**
4. Items such as water pistols, matches/lighters, radios, cameras, CD players, I-pods, toys, laser pointers, collectable trading cards and playing cards, electronic handheld games, tablets, and weapons of any kind, etc. are not permitted at school and will be confiscated.
5. No notebooks, albums, magazines, lunchboxes, backpacks, or clothing, etc. will be permitted that carry pictures or slogans referring to drug culture, alcohol, gangs, violence, or discriminatory / offensive themes.
6. No profane, abusive or inappropriate language is to be used.
7. All cell phones must be off at all times while on school grounds. Students found with a cell phone device will have it confiscated and sent to Administration.
8. **Renaissance Charter School at Plantation exercises zero tolerance for teasing, name-calling, insults, or aggression - whether verbal or physical.**

LEVELS OF DISCIPLINARY ACTION

There are three (3) levels of disciplinary action. The levels are determined by the seriousness of the act. Level One represents student behaviors that only impact their own personal learning. When a child's behavior is distracting enough that it impacts another student's learning the behavior then represents a Level Two offense. The disciplinary actions are stronger when a child's behavior is taking away from another child's education. When a child's behavior distracts the entire classroom setting or the total school setting, the offense is a Level Three offense. When a child repeats an offense of

the same nature, the action/discipline will be taken at the next highest level. The object of a disciplinary action is to teach the child to not repeat the same action. If a lower level consequence has not stopped the behavior, the next incident will require a higher level action/consequence from teacher/administrator.

Level I Actions- Student behavior only impacts his/her own personal learning. In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Time Out
- Behavioral Chart
- Detention (Teacher or Administrative)

TIME OUT: Time out is a disciplinary action that allows the students time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction.

Level II Actions- Student behavior impacts the education of another student. In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (After school teacher or school administrative)
- Conference with Principal or designee
- Out of school suspension, if repeated offense

Level III Actions- Student behavior seriously disrupts the teaching environment of a classroom or a school setting, or puts child/children in danger/safety risk. In order to resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school
- Administrative review and reassignment
- Documentation of the offenses placed in the student's permanent record / file.

OUT OF SCHOOL SUSPENSION: Out of School Suspension is a disciplinary sanction that temporarily removes a student from all classes, for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every

effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions, or incidents involving serious misconduct.

Offenses that warrant suspension include, but are not limited to the following:

1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking on school grounds.
3. Being under the influence or having alcoholic beverages and/or drugs on school grounds.
4. Possession, and/or use of a weapon or any object that can be used as a weapon, including but not limited to: knives, brass knuckles, Chinese stars, chains, mace, etc.
5. Defacing or vandalizing school property.
6. Igniting any flammable substance.
7. Inappropriate use of food substances or items.
8. Repeated disruptive behaviors.

PERMANENT DISMISSAL: The Principal may recommend to the Board of Directors to dismiss a student for any of the following:

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, or explosive.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior. These include high caffeine/energy boost drinks such as Red Bull, Monster, etc. Possession of over the counter or prescription medication is also prohibited.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school.

Prior to suspension or dismissal, the student has the right to a fair hearing.

Offenses and Disciplinary Action

Listed below are examples of situations that require disciplinary action with the level of consequence.

1. Dress Code Violations
 - a. First offense: Phone call home, required change of inappropriate attire
 - b. Second Offense: Phone call home, Administrative Detention, and required change of inappropriate attire.
 - c. Third Offense: Phone call home, Saturday detention, and required change of inappropriate attire.
 - d. Repeated Offense: Parent Conference, required change of inappropriate attire, escalated administrative consequence as appropriate.
2. Possession of toy weapons and laser pens:
 - a. First offense (minor) - Level II
 - b. First offense (serious) - Level III
3. Possession, use, sale, storage or distribution of a firearm including, but not limited to, handguns, zip guns, rifles, shotguns, or flare guns:
 - a. First Offense – Level III
4. Mutual Participation in an altercation involving physical violence (fighting). This does not include pushing, shoving, or minor confrontations.
 - a. First offense (minor) - Level II
 - b. Repeated offense (minor) - Level II or III
 - c. First offense (serious) - Level III
5. Uninvited physical contact of any person, including, but not limited to, pushing, pulling, and shoving another person:
 - a. First offense (minor) – Level I
 - b. Repeated offense (minor) – Level II or III
 - c. First offense (serious) – Level III
6. Being on school grounds without permission (trespassing, when on suspension):
 - a. First offense- reported to local law enforcement for trespassing
 - b. Repeated offense - Level II or III and reported to local law enforcement
7. Possession or use of tobacco products:
 - a. First offense- Level II
 - b. Repeated offense – Level III

8. Possession, use, sale or distribution of alcohol, drugs, high caffeine / energy boost drinks, controlled substances, or counterfeit controlled substances
 - a. First offense – Level III
9. Possession, use, sale of drug paraphernalia:
 - a. First offense – Level III
10. Possession, use, sale or distribution of over-the-counter medication (to include but not limited to, aspirin, vitamins, Tylenol, etc.):
 - a. First offense (minor) – Level I
 - b. First offense (serious) - Level II
 - c. Repeated offense - Level III
11. Use of profanity, public display of affection, vulgar or abusive language, or gestures:
 - a. First offense (minor) - Level I
 - b. Repeated offense – Level II or III
12. Insubordination or open defiance to a school staff member:
 - a. First offense (minor) - Level I
 - b. Repeated offense - Level II or III
 - c. First offense (serious) - Level II or III
13. Vandalizing, defacing, or stealing school property or property of others:
 - a. First offense - Level I
 - b. Repeated offense - Level II or III
 - c. First offense (serious) - Level III
14. Obtaining money or information through force or intimidation (extortion):
 - a. First offense (minor) - Level I
 - b. Repeated offense - Level II or III

- c. First offense (serious) - Level III
15. Participation in any form of gambling:
- a. First offense - Level I
 - b. First offense (serious) - Level III
16. Offenses against morals (indecent exposure, sexual misconduct, inappropriate or obscene act); including pictures in cell phones or other electronic devices:
- a. First offense - Level II or III
 - b. Repeated offense - Level III
17. Participation in and/or encouraging any activity that substantially disrupts the school and its related functions (bomb threat, arson, general class disruptions):
- a. First offense - Level III and reported to the local law enforcement agency
18. Discriminating against any person, student or staff on the basis of race, creed, color, sex, national origin, or disability:
- a. First offense (minor) - Level I
 - b. Repeated offense - Level II or III
 - c. First offense (serious) - Level III
19. Participating in a walkout, strike, sit-in, riot, or similar action:
- a. First offense - Level II or III
 - b. Repeated offense - Level III
20. Disrupting by bringing distracting items to school (toys, cards, electronic games, radios, headsets, electronic paging devices, cameras, laser pens, palm pilots, CD players, I-pods, etc.):
- a. First offense (minor) - Level I and confiscation until parent comes in to pick up item
 - b. Repeated offense - Level II or III and confiscated until the end of the year

21. Intentionally making false accusations against a staff member that jeopardize employment, professional certification, or reputation, including, but not limited to, accusations created and/or transmitted from computers or any electronic device:
 - a. First offense- Level III

22. Gang-related activity (engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang-identified rituals, behaviors or dress):
 - a. First offense (minor) - Level II
 - b. Repeated offense - Level II or III
 - c. First offense (serious) - Level III

23. Manipulating computer data and/or misuse of telecommunications services:
 - a. First offense - Level II
 - b. Repeated offense - Level II or III

24. Threatening behavior and/or communication toward staff member, volunteer, chaperone, or student (including, but not limited to bomb threats):
 - a. First offense - Level II or III and reported to local Law Enforcement

25. Unapproved posting or distribution of printed material, petitions, electronic messages, or graphic representations:
 - a. First offense (minor) - Level I
 - b. Repeated offense - Level II
 - c. First offense (serious)- Level II or III

26. Bullying or harassment of another person, student, or staff (including sexual harassment):
 - a. First offense (minor) - Level I
 - b. Repeated offense - Level II
 - c. First offense (serious)- Level II or III

27. Repeated events or multiple incidents of disciplinary action which disrupts the orderly environment of a school, school function, or extracurricular program or activity.
- a. Level III (Serious)
28. Cheating on a test or assignment, or plagiarism, will result in a zero on the assignment. Cheating on a standardized test by opening booklet, proceeding to other sections, discussing test or looking at other's booklet or answer sheet (serious).
- a. First offense- Level I
 - b. Repeated offense- Level II or III
 - c. First offense (serious)-Level II or III
29. Gum Chewing:
- a. First offense- Level I
 - b. Repeated offense- Level II or III
 - c. First offense (serious)-Level II or III
30. Electronic misuse (cell phone or electronic devices on during school hours):
- a. First offense - Level I and confiscation until parent pick up
 - b. Second offense - Level II or III and confiscation until parent pick up
 - c. Third offense - Level II or III and confiscation until parent pick up
 - d. Fourth offense – Level II or III and confiscation until the end of school year (Failure to comply may result in dismissal from school)
31. Cafeteria behavior: Students are expected to eat in an orderly fashion during lunch periods. Students are expected to use proper entrance and exit doors. Students will sit at assigned tables. Cutting in line, throwing food, leaving trays, leaving trash, and wandering around the cafeteria will not be tolerated. Administration will review each incident and recommend appropriate action.
- a. Disruptive Behavior, i.e. shouting, chanting, loud singing, banging on tables
 - b. Leaving trays and trash on the tables

- c. Cutting lunchroom lines
- d. Disorderly Conduct (such as throwing food in the cafeteria)
- e. Such behavior will result in:
 - 1. First offense (minor) - Level I
 - 2. Repeated offense (minor) – Level II or III
 - 3. First offense (serious) – Level III Consequence

END OF THE SCHOOL DAY DISMISSAL PROCEDURES:

Students must leave school grounds immediately after dismissal unless enrolled in the After Care Program or an after school activity (Tutoring / Sport / Club) supervised by a staff member. **Parents must pick up their child at the designated dismissal time for each grade level.**

Only individuals listed on the school EMERGENCY CONTACT CARD will be allowed to pick-up students from the school. Valid photo identification will be required of all individuals picking-up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card or the person does not have valid photo identification, the student will not be released.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents, which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, school officials will provide access only to those individuals whose names appear on the student's emergency contact card and custodial parents. Friends and strangers will be denied access to a student in the absence of verified parental consent. Dismissal begins at 2:20 pm.

Students not picked up WITHIN 15 MINUTES OF THEIR DISMISSAL TIME will be sent to After Care by school personnel and the parent will be assessed the daily After Care fee per occurrence. Students designated as walkers (students in 4th grade and up OR accompanied by a middle school family member only) must have a signed walker permission form on file in the main office.

All parents picking up walking students must remain outside the school at dismissal time. Students will be sent to the designated pick up area.

PICK UP PROCEDURES:

Students will be dismissed from school by one of the following ways:

1. Car Ride/Off-Site After Care Program
2. RCSP After Care
3. Student Walker (4th grade and up or accompanied by a middle school student only)

Car Ride (and Off-Site After Care Programs) Dismissal Times

2:20	Kindergarten
2:30	1 st – 4 th Grade
2:45	5 th – 8 th Grade

- All students, that have an older sibling, will wait until their sibling's dismissal time. Parents of multiple grade level students are asked to come at their oldest child's dismissal time, as we will only dismiss as a family.
- If your child will be attending an off-site after school / care program, you must notify the school with the specific information. You must contact the provider and give them our dismissal information.

Parents, Car Pool Cars, and Vans will prepare a placard provided by the school with child(ren)'s names and grade(s) written in large, clear print, last name included. Placard should be placed on the driver's side window so that staff can clearly read the name. These will be color coordinated to help us with our staggered dismissal process.

As a predominant commuter school, it is essential that all parents follow the legally approved traffic flow pattern for RCSP to ensure the safest and most efficient drop-off for everyone. **Parents are not permitted to turn off Sunrise and onto NW 11th Place (which is the road directly in front of the school) from 7:20—8:00 am.** The only exception is for parents who are parking in the parent lot to take care of school business (meetings, payments, or volunteering) or walking in a student with special needs/assistance. The traffic route will begin 1 block past the school. Vehicles will turn right (heading north) onto NW 14th Street. Go 1 block and turn right (heading west) onto NW 66th Avenue. Go 1 block to the corner of the school's property. Enter the back gate on NW 66th Avenue and follow the road around the property. **Do not park in the back lot as this is designated for teachers.** Follow the road around to the front of RCSP. The car ride drop-off zone is directly in front of the school. **Students must exit your vehicle on the right (sidewalk side) of the car.** Please train and have your child ready to exit the vehicle (back pack, food, papers, and good-byes) **before** you reach the drop-off zone so that traffic can continue to flow. Students must walk directly into the school and are not permitted to walk off campus or hang-out on the side walk area. Vehicles will then exit the property through the same gate they entered, on NW 66th Avenue. **As you exit, you must continue driving straight (heading west) on 66th Avenue until you reach NW 14th Place.**

The safety of your children is our first priority. Please follow pick up procedures very carefully to keep all of our children safe. **Remember, cell phone use is strictly forbidden and stereo must be turned off while you are in the drop-off/pick-up line.**

Visitor Parking: The parking lot directly in front of the school is designated for all visitors. Please remember that parking is limited for events and that it is illegal to park in undesignated spots. Vehicles that are illegally parked will be subject to towing at the owner's expense.

PLEASE DO NOT TALK ON YOUR CELL PHONE WHILE IN THE PICK UP LINES. IT ENDANGERS THE STAFF AND STUDENTS. IT IS AGAINST STATE LAW AND WILL BE A TICKETED OFFENSE BY THE PLANTATION POLICE DEPARTMENT (PPD).

RCSP After Care Program

Parents must pay separately for this program which is run on-campus with RCSP staff. Activities include snack/drink, homework assistance, recess, arts/crafts, and various pre-planned specials. Registration is \$25. Cost for just Before Care is \$50/month. Cost for just After Care is \$160/month. If you sign up for both programs, the cost is only \$200/month. See the school's website, under the School Information tab, for the registration form, payment schedule, and handbook.

- At dismissal, students will walk straight from their classroom to the designated After Care area. The After Care Counselor will greet them and run the group until the parent comes to check them out.

Student Walkers

If a parent wants a child to walk home on a daily basis, the parent must complete and return the Walker Permission Form. No students under 4th grade are permitted to walk off-property unless accompanied by an adult and/or with permission to walk with a middle school family member. **Plantation police department prohibits parents from parking in front of the school, on 66th Ave, or across Sunrise Blvd at the medical complex for any reason.**

- At dismissal, students will be escorted to the crosswalk and be released to walk out the front gate by a staff member. If parents are asking for walker privileges to avoid pick up line, administration reserves the right to not release a child at dismissal unless a family member follows set procedures for dismissal to a waiting car.

DRESS CODE:

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. As a result, the students at RCSP will be expected to wear school uniforms and follow the dress code as set forth in this written policy and as agreed upon in your Parent Contract.

Furthermore, the faculty at RCSP is mindful of the fact that the uniform needs for the Elementary school students may differ from those of the Middle School students in some respects. The uniform policy distinguishes between Elementary School students and Middle School students wherever differences are applicable. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

The following guidelines apply to all students at RCSP, whether the students are in Elementary or Middle School, with appropriate indications where a policy differs slightly between Elementary and Middle School students. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

1. **Shirts:** All students must wear an RCSP designated school polo shirt, which must be purchased through All Uniform Wear. The shirts are embroidered with a school logo. Shirts are worn tucked in with a belt and must be in good condition.
 - a. **Elementary School:** Students are required to wear the red polo shirt.

- b. Middle School Shirts:** Students are required to wear white or navy blue polo shirts.
2. **Undershirts:** Students at RCSP are permitted to wear white undershirts under their RCSP approved polo shirt.
3. **Bottoms:** All Elementary and Middle School students must wear the uniform short or long pants that are provided by All Uniform Wear with the RCSP logo. Very light khaki pants are not acceptable.
 - a. Bottoms may be in the form of long pants, or shorts (knee length). Pants must be worn at the natural waistline. All shorts / slacks must be worn with a belt, be in good shape with no holes, and appropriately sized for your child. Female students may purchase the approved skort with the RCSP logo.
4. **Belts: Belts must be worn on all pants and (non-P.E.) shorts.** Belts should be blue, black, khaki, white, or brown with no spikes, chains, or offensive pictures / words.

Uniform procedures while waiting for your order

In the event that your child has to start school without the required uniform, please staple a copy of your uniform order receipt to the inside of your child's agenda book. By doing this we understand that your child's uniform has been ordered and is on the way very shortly. While waiting for the order, students must wear a red polo shirt in elementary grades or a navy / white polo shirt in the middle school grades along with khaki shorts / slacks / skorts. No capris or skirts are allowed.

5. **Jewelry:** Jewelry must be tasteful and tactful at all times. Chains / necklaces must be tucked inside the shirt. Unusual body piercing will not be permitted. RCSP Administration has the final word on what jewelry is permitted.
 - a. Elementary School students are not permitted to wear large hoop earrings.
 - b. Middle School students are permitted to wear hoop earrings that are not dangerous or distracting according to the opinions of Administration.
6. **Make-Up:**
 - a. Elementary School students are not permitted to wear make-up.
 - b. Middle School students are permitted to wear tasteful and tactful make-up.
 - c. Final decisions regarding tastefulness rests with Administration.
7. **Hair:** Hair must be kept neat and clean. Middle School students may color their hair with blonde or subtle highlights. Final decisions regarding tastefulness rests with Administration.
8. **Hats: No hats, bandanas, or hoods may be worn.** Exceptions may be made for spirit type hats or head coverings as approved by CSUSA.

9. **Purses:** RCSP students are permitted to carry purses; however, RCSP is not responsible for the loss of any items brought to school in purses and / or like items.
10. **Shoes:** Students must wear closed toed shoes at all times. No heavy military boots or shoes with metal tips are permitted. "Heelys" (tennis shoes with wheels), Flip Flops, and shoes with blinking lights are not permitted. Acceptance of any type of footwear is at the discretion of Administration.

Not complying / following school dress code policy (to include but not limited to: not tucking in shirts, not wearing a belt, wearing non-logoed tops or bottoms, wearing clothing that is too short, too long, or the inappropriate size, etc.):

- a. First offense: Phone call home, required change of inappropriate attire
 - b. Second Offense: Phone call home, Administrative Detention, and required change of inappropriate attire.
 - c. Third Offense: Phone call home, Saturday detention, and required change of inappropriate attire.
 - d. Repeated Offense: Parent Conference, required change of inappropriate attire, escalated administrative consequence as appropriate.
11. **Sweatshirts / Outerwear:** RCSP students may only wear outerwear sold by All Uniform Wear which includes the RCSP logo.
 12. **Honor Roll Assembly attire:** Honor Roll Assemblies are special "dress up" days at RSCP. Children receiving an award may wear regulation school uniform on that day, or choose to dress up to receive their award. It is NOT a dress down day. .
 13. **PE T-Shirts / Gym Shorts:** Students at RCSP are permitted to wear the RCSP logoed t-shirt and RCSP logoed gym shorts / sweat pants (as sold by the uniform store) on the specific days that student has physical education. PE clothing can only be worn on your child's designated PE Day. Non-logoed attire is prohibited.
 14. **Extra clothing:** Parents of students in Kindergarten and First grades are required to leave a Ziploc bag labeled with the child's name with a spare change of generic clothes in the classroom throughout the year.
 15. **FRIDAY Blue Jean Days:** Students may only participate in Friday Blue Jean Days on designated Fridays according to the school's calendar AND only if they pay the \$1 fee. Students out of uniform on a school day that is not Blue Jeans Day, will receive appropriate consequences.
 - a. **Jean Day guidelines:** Blue Jean pants or shorts (knee length or longer)
 - i. Jeans must not contain any rips, tears, or offensive material.
 - ii. Jeans MUST BE BLUE
 - iii. Jeggings are NOT permitted

If a student does not have their \$1, they will be sent to the office, a call will be placed home, and parent must either make payment arrangements or bring appropriate uniform instead.

EARLY DISMISSAL:

Excused early dismissals are given for doctor's appointments with notes from the doctor and extreme emergencies. If you need to take your child out of school before the end of the school day, come to the front desk and sign him/her out and a school employee will call for your child, as long as it is **1 hour before their dismissal time**. Elementary School students are not released after 1:30 pm and Middle School students after 1:45pm. If parents arrive after this time, they must wait until normal dismissal time to retrieve their child. Any student leaving school prior to dismissal will have an early dismissal logged to his / her record. Early dismissal from a field trip site is not permitted.

If excessive early dismissals continue throughout the year, the State Attorney's Office will be notified per Broward County School Board Policy and state law.

1. Your children must be in school every day by state law.
2. When early dismissals become a concern (5 or more), the teacher will double check for medical excuses turned in and recorded.
3. The teacher will contact the parent regarding excessive early dismissals (5 or more) via phone conference, email, teacher / parent conference or letter.
4. If early dismissals continue (7 or more), a formal referral for attendance will be made to administration with supporting documentation of parent contact and non-medical absences stapled to the referral.
5. If early dismissals (9 or more) continue to exceed specified days, then the case will be referred to the School Social Worker.
6. If early dismissals continue after referral (12 or more) and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

After 20 early dismissals, a child may not be invited to return to Renaissance Charter School at Plantation the following school year.

ELEVATOR:

Use of the elevator is for teachers, cafeteria staff, maintenance, visitors, and parents. Students may only use the elevator with an elevator pass authorized by the principal or assistant principal. **Elevator passes are *only* issued with doctor notes.** Students in K, 1st, and 2nd grade may never ride the elevator without an adult present. Students with elevator passes must be accompanied by an elevator buddy chosen by the homeroom teacher.

EMERGENCIES:

Illness: The importance of regular attendance cannot be over-emphasized, but **students should not be sent to school when they are ill. Children should be free of fever, vomiting and diarrhea for 24 hours before returning to school after being ill.** If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent is contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency.

PLEASE KEEP YOUR CHILD'S EMERGENCY CARD UPDATED.

Injury: The procedures listed below are followed in the event a student is injured:

1. Teacher sends the student to the office with an accident / illness form if the injury is minor.
2. Teacher notifies the office if the student is unable to be moved.
3. Trained personnel administers basic first aid.
4. Parent(s) are called and the injury is described. For a minor injury, the parent will make the decision about removing the student from the school. Emergency contact persons will be called if the parent cannot be reached.
5. Emergency Medical Services are called for critical or serious injuries that require the type of care that school personnel cannot offer and the parent or emergency contact is notified.
6. An accident report is completed and filed for every accident.

FAMILY RIGHTS AND PRIVACY ACT:

The revised *Family Rights and Privacy Act* became a Federal law in November 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access in writing to allow other agencies working with your child to have access to those records.

FIELD TRIPS:

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents chaperoning may not have other children accompany them. Parents who are officially selected to be chaperones may count hours spent on the field trip as volunteer hours. Chaperones must be 21 for all off-campus field trips and 18 for any on-campus events.

NOTE: Parents accompanying students on overnight field trips must be fingerprinted and backgrounds checked per the Jessica Lunsford Act, in effect since September 2005.

1. Participation in field trips is a **privilege**, not a right.
2. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct.
3. **Students may also be excluded from attending a trip or activity if they:**
 - a. Have received excessive referrals or major code violations
 - b. Have excessive tardies or absences
 - c. Have been suspended during the current semester of the field trip
4. If a student has been excluded from a trip or activity as a result of the above-mentioned items, **a refund will not be issued.**

Parent permission must be given for students to participate in field trips. Teachers send permission slips and information about each field trip 3-4 weeks prior to each event. Money and permission slips must be turned in according to the teacher's instructions. Student will not be permitted to take part in the field trip without a signed permission slip with appropriate information and proof of insurance. Students must wear the appropriate designated uniform / outfit as communicated by RCSP.

Early dismissal from a field trip site is not permitted.

GRADING SCALE:

Grades K – 1	Grades 2 - 5	Middle School
E – Excellent	90-100% A - Superior Progress	90 - 100% A - Superior Progress
S – Satisfactory	80-89% B - Above Average Progress	87 - 89% B+ - Outstanding Progress
N – Needs Improvement	70-79% C - Average Progress	80 - 86% B - Commendable Progress
U – Unsatisfactory	60-69% D - Below Average Progress 0-59% F – Failure	77 - 79% C+ - Above Average Progress
		70 - 76% C - Average Progress
		67 - 69% D+ - Below Average Progress
		60 - 66% D - Lowest Acceptable Progress
		0 - 59% F - Failure

GOVERNING BOARD COMMUNICATION PROCEDURE:

The Renaissance Charter School, Inc. Board of Directors:

- Ken Haiko, Chairman**
- Denis Clark, Vice Chairman/Secretary**
- Margaret Wells, Treasurer**
- Thomas Wheeler, Director**
- Lisa Peddy, Director**

If a student or his / her parents feel they have a grievance or complaint they should do the following:

1. Carefully analyze the problem - be sure you have ALL the FACTS.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher if applicable.
4. If there is no solution, meet with the School Administration.

After meeting with the principal, if you feel that the issue needs further attention, you should contact Charter Schools USA at: (954) 202-3500. At this point you will be directed to:

Donte' Fulton-Collins – Southeast Regional Director

HALLWAY BEHAVIOR:

Students should travel through the hallways quietly to avoid interrupting ongoing classes. Students should always arrive to class on time. Failure to do so will result in detention or other consequences as appropriate.

HOME LEARNING PURPOSE AND REASONING: DEFINITION OF HOMEWORK:

Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. Homework assignments should be clearly connected to classroom lessons or calculated to enhance a specific skill designed to show the student a connection between the work taught in the classroom and real life situations. Homework should be age appropriate and, whenever possible, creative, so as to avoid boredom and to enhance the benefits listed above. In keeping with the RCSP goal to tailor a curriculum that meets each child's specific needs, teachers are encouraged to vary homework assignments in degrees of difficulty and the specific tasks involved, in accordance with a child's level within the class.

RCSP recognizes the important role that homework plays in the enhancement of a child's overall education. The following list identifies some of the main benefits of homework:

1. It can provide an opportunity for the educator to present lessons in a more creative and interesting way.
2. It provides practice and review of lessons learned in class.
3. It teaches the use of resources such as the internet, reference materials, and the library.
4. It can be tailored to meet an individual's specific needs; which aligns with RCSP's goal to create a curriculum that meets each child's individual needs.
5. It helps provide children with an opportunity to manage time, encourage good study habits, independence and self-discipline.
6. Works as a bridge between the school and the parents in requiring parental involvement, and provides the parent with a clear understanding of what the child is working on in class.
7. It allows further exploration of a subject.
8. It ensures that reading skills are being practiced, as well as other concepts, such as multiplication and division, that need to be reviewed over and over until mastered; and
9. Homework has the ability to show a child the real life connection between the lessons or skills he or she is learning in class and the world in which they live.

RCSP also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time. If a child spends too much time on academics, both in or out of school, they will become

bored, frustrated, and the benefits of homework will be lost. Therefore, the RCSP homework policy strives to create a balance between the need to provide outside enrichment and the needs of the family. For these reasons, homework is given, though not excessively.

HOMEWORK GUIDELINES:

Teachers shall be given broad latitude in designing homework keeping in mind that each assignment should attempt to reinforce skills learned in class. In addition, the RCSP homework policy encourages parental involvement. However, it is expected that the child will do their own work. Finally, homework has been found to be most beneficial to the learning process when checked and returned to the student. Therefore, homework shall be checked and returned regularly. The following suggested guidelines are offered:

Grades K – 1	20-30 minutes per day
Grades 2 – 3	30-45 minutes per day
Grades 4 – 5	45-60 minutes per day
Grades 6 – 8	45-90 minutes per day

These guidelines may be altered or changed to take into account any special projects, book reports, research papers or other special assignments or events.

FAMILY PARTICIPATION:

Studies have shown that homework is most beneficial overall when families are involved in the homework process. The RCSP homework policy contemplates parental involvement in the process. Parents should be required to initial the homework packet prior to the child turning it in, in order to ensure parental involvement in the homework process, as well as to inform the parent about what lessons the child is working on in class. In addition, parents are encouraged to review homework with the child that has been checked by the teacher in order to note any corrected answers. Finally, parents are expected and encouraged to read to their children regularly, or have their older children read an age appropriate book as part of their daily homework routine.

The family unit is also expected to create and enforce a homework routine for their child. Children should be provided a desk, writing utensils, and a place to work that has few distractions. Parents and guardians should be on hand to answer questions, review the work, and provide support. If the parent or guardian notices a problem with the homework process, or has an idea for improvement or any other concern about the child's performance, it is important that the parent or guardian immediately contact the teacher to discuss the situation and any remedies. If all parties work together, the benefits of homework can be achieved.

HONOR ROLL REQUIREMENTS:

Principal's Honor Roll - All A's in all subjects. No N's or U's at all (includes electives).

Honor Roll - All A's and B's in all subjects. No N's or U's at all (includes electives).

Students will be recognized at our quarterly Honor Roll Assemblies. Invitations for parents / guardians will be sent home with report cards. Kindergarten and 1st grade participates in a *Show What You Know* Ceremony instead of a traditional Honor Roll Assembly.

INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS AND SUPPLIES:

All textbooks and library books needed by students for school and homework assignments are furnished by the school. The school also provides the materials and equipment requested by teachers for classroom instruction.

Students need to realize that books and materials are expensive and that they should be cared for properly. Students are required to cover all books that are issued to them. A brown grocery bag makes an excellent book cover. At the beginning of the school year, some businesses offer free book covers to the students. Students should print their names and room number on the front of each book cover. Books must not be written in or on, unless they are consumables. **Charges will be made for damaged or lost books and / or materials.** Students must learn to be responsible for the care of personal and school materials. Book checks will be conducted each nine weeks and letters will be sent home for reimbursement of lost/damaged books.

Supply lists will be provided for all students at the orientation during the week before school begins in August. Students will be expected to provide all of these basic supplies. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

LIBRARY BOOKS:

Classroom library books must be returned within two weeks from the date of check out. Any books returned late will result in a fine. Charges will be made for lost or damaged books at replacement cost. Bins for returning library books are available on the first floor by the front desk and on the second floor stairway landing.

LOST AND FOUND:

Throughout the school year, items that have been lost are turned into the main office. Anytime a student loses an item, he / she may come to the main office to claim it. All clothing and personal belongings need to be labeled with the student's name. There are many items lost and never claimed each year. When items are misplaced, please attempt to retrieve them as soon as possible to avoid permanent loss.

* Please have your child's name on all personal property such as: lunch boxes, sweaters, raincoats, backpacks, etc.

MEDICATION:

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of **Renaissance Charter School at Plantation** without specific written authorization by a medical doctor of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, the medical doctor must sign an authorization form. You can download this form from the school's website, www.plantationcharter.org on the *School Information Page* under Student Medications, or obtain this form from the school's Main Office. Any medication, including over the counter medication, is kept in the Main Office and administered by certified office personnel.

PEDICULOSIS: (HEAD LICE)

Students are checked periodically for head lice. They are sent home if school personnel detect lice and / or nits (lice eggs) in his / her hair. An entire class is checked for head lice if it is detected on a student in the class.

The students **MAY NOT** return to school until treatment has been administered and all nits have been removed from the hair. *Upon returning to school, the student and parent must report to the office and the student will be checked to determine if any nits are still present before admission to class.* If a child has a reoccurring case of lice, a doctor’s note is required to allow re-entry to school.

To prevent an outbreak of head lice, parents are asked to examine the hair of their children weekly. Lice do not like hair products such as gels, mousse, hair spray, leave in conditioners, etc. If lice are found at home, parents are asked to notify the school so we can take the proper precautions in the classroom.

PUPIL PROGRESSION:

RENAISSANCE CHARTER SCHOOL AT PLANTATION will follow the Broward County School’s Pupil Progression/Student Progression Plan (Policy 6000.1) requirements and procedures for K – 8 students.

REWARDS PROGRAMS:

RCSP participates in the following “rewards” programs that donate money to our school just for collecting specially marked labels from the company’s products:

- **Box Tops for Education** (each top is worth 10 Cents, drop off at front desk).
- **Campbell’s Soup Labels** (school receives supplies, drop off at front desk).

Collected labels can be submitted to the main office.

SCHOOL ADVISORY COUNCIL (SAC):

The School Advisory Council works with the Administration regarding issues related to the overall academics and school wide concerns i.e., School Improvement Plan (SIP), State Assessment Data, Parent Improvement Plan (PIP) and other school related issues. This council has monthly meetings and represents all grade levels within the school. Attendance at SAC meetings will earn the family 1 volunteer hour.

SCREENINGS:

Type of screening

Vision
 Height / Weight
 Hearing
 Scoliosis

Grades

K, 1st, ESE, and all students new to Broward County
 K, 1st, 2nd, 3rd and all students new to Broward County
 K, 1st, and all students new to Broward County
 7th, and all students new to Broward County

SEVERE WEATHER INFORMATION:

Renaissance Charter School at Plantation will follow the same instructions as Broward County Public Schools in case of severe weather emergencies. Parents should watch the local news for information about school closings.

STUDENT RECORDS:

Student records and grades are not released until property and textbooks have been returned or paid. All accounts must be brought up to date from the library, cafeteria, textbooks, fundraisers, and After Care program, etc. prior to any records being released. The final report card will be held until all account balances are cleared with the School Operations Administrator.

STUDENTS' RIGHTS:

Students have the right to feel safe from threats and bodily harm. Disruptive or unwanted behaviors are never acceptable. When demonstrated, such behaviors will result in teacher or administrative consequence.

Parents who have a conflict with a student other than their own child are requested to speak to the school's administration. At no time may parents approach other students or parents directly.

All students and employees are treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a student, parent or employee **is NOT tolerated.**

TEACHER CONFERENCES:

All parents should meet with their child's teacher at least twice during the school year during our Curriculum Nights. We encourage you to have conferences more often as effective communication is one of the cornerstones of education. Please call your child's teacher to schedule conferences after 1st and 3rd quarters.

TELEPHONE USAGE:

The school has a business telephone to help conduct school-related matters and the lines must be kept open. **Usage of the school phone is granted to students only in emergency situations.**

3rd-8th grade students who sign out as **walkers**, may keep a cell phone in their back pack to be used off campus **only**. **(All cell phones must be OFF at all times while on school grounds and may NOT be set to silent or vibrate).** If a student is found with his / her cell phone **openly visible**, the phone will be taken and sent to the Main Office. **A parent is required to pick up the phone from the Main Office in person.**

All phone calls made to family members during school hours must be made from a school telephone with a staff member present. Failure of any child to follow this policy results in consequences from the school.

It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

VISITORS:

VISITORS, INCLUDING PARENTS, ARE NOT PERMITTED TO GO TO THEIR CHILD'S CLASS UNANNOUNCED DURING SCHOOL HOURS BECAUSE THIS DISRUPTS

NORMAL ROUTINE AND INSTRUCTION. For the safety and protection of all students, visitors (including parents), must present their driver's license at the front desk, state who they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system linked to the Florida Department of Law Enforcement database. Cooperation enables the school to provide a safe and orderly learning environment for all students.

VOLUNTEER INFORMATION:

Volunteer Hours

Parents have many opportunities to volunteer their time both at school and at home. Volunteer opportunities are available throughout the school year, based on the school's needs. Name badges are given out at the front desk in order to volunteer in a designated location. All volunteers are screened every time they visit the school. Volunteer opportunities are listed on the school website at www.plantationcharter.org.

Parents can check the number of completed volunteer hours through the PowerSchools student information system or by contacting the school. **Parents are required to volunteer 20 hours for the first child and 30 hours for multiple children.** Please note: volunteer hours do not roll over from one school year to the next.

- The Volunteer Coordinator disseminates information regarding volunteer opportunities via email and volunteer news memos.
- **Half of all volunteer hours need to be completed by January 15, 2016, prior to the re-enrollment period (Student Recommit), for your child to be eligible for re-enrollment.**
- **All volunteer hours must be completed by May 26, 2016, OR your child may forfeit their seat for the upcoming school year.**

Volunteer Guidelines:

- Punctuality and reliability are expected since teachers plan for volunteer assistance.
- Volunteers are required to sign in and out. The office determines where and when a volunteer is needed within the school.
- For identification, volunteers are required to wear a name badge when helping with school activities.
- **Volunteers are only assigned to staff members requesting assistance.**
- Volunteers cannot contact parents regarding student performance or behavior.
 - Individual student's grade records and abilities are personal and confidential information. Students have the right to confidentiality under Florida Statutes 1002.22 that covers academic work completed, standardized test scores, health data, interest inventory reports, reports of serious or recurrent behavior patterns, family background information, attendance records, grades and teacher or counselor rating and observations.
- Students may not be given medication by volunteers.
- Classroom supervision and student discipline are the responsibilities of the teacher and school.

- Parents must inform the teacher / staff member of inappropriate student behavior
- Permission for a student to leave the classroom must always be given by the teacher.
- **Comparing or criticizing teachers and students is not acceptable volunteer behavior.**
- Volunteers must be in good physical and mental health.
- Volunteers are expected to be well groomed and dressed appropriately.
 - Footwear must be closed toe / closed heel
 - Graphic T-shirts must be appropriate for school
 - Must not contain any illegal or offense material / images
 - Attire must modest, covering all undergarments and the mid-drift region
- Volunteers must set a good example for students by their manner, appearance, and behavior.
 - The highest professional moral and ethical standards must be maintained
- Volunteers will be allowed in the classrooms during instructional time **ONLY** when scheduled by the teacher in writing at the front office.
- Volunteers must refrain from bringing any non-attending children with them when they are scheduled to complete a volunteer assignment.
- The safety and education of students must be the main concern of volunteers while engaged in school activities.

WITHDRAWAL PROCEDURES:

Parents / Guardians must complete a withdrawal form with the enrollment manager when a child leaves the school. Be sure that the child has turned in all school property before he / she leaves the school. All obligations and debts must be paid prior to records being released.

Appendix KK

Samples of School Newsletter Requesting Parental Involvement



Renaissance Charter School at Plantation
 6701 West Sunrise Blvd
 Plantation, Florida 33313
 Phone: 954-556-9700
 Fax: 954-556-9701
 www.plantationcharter.org

To: RCSP Parents
From: Ms. Jean-louis, Volunteer Coordinator
CC: Mrs. Butler, Principal
Date: September 4, 2015
Re: September Volunteer Opportunities



September Volunteer Memo

Welcome to the 2015-2016 School year at Renaissance Charter School at Plantation! This is the first of many memos that you will receive over the course of this school year detailing monthly volunteer opportunities available to you. As stated in the Parent/Student Handbook, parents are required to complete **20 volunteer hours for 1 student** and **30 volunteer hours for two or more students enrolled for the year**. Half of your required obligation must be met by **January 15, 2016**.

- All families with 8th grade students must complete their family volunteer hours by **April 18, 2016** or the 8th grade students will forfeit participation in any end-of-year activities and siblings may be withdrawn from the school.
- All remaining families must have their volunteer hours completed by **May 26, 2016** or this will result in your child being withdrawn from the school.

Meetings:

SAC MEETING: Wednesday, September 30, 2015 from 6pm-7 pm.

The purpose and mission of the Renaissance Charter School at Plantation's School Advisory Council is to assist in the development and monitoring of the school improvement process and plan. Furthermore, it develops partnerships with community stakeholders (students, parents, and businesses) thereby advising administration and faculty on matters that affect the academic, economic and social dimensions of the school by acting as a liaison between the community and the school. Parents will earn **1 hour** for attending (must sign-in to receive credit).



SAC/PTC MEETING: Starting in October SAC and PTC will be held on the same day. Wednesday, October 28, 2015 from 6pm -7pm Join us for an informative evening, and find out about upcoming events at RCSP. Parents will earn **1 volunteer hour** for attending. You **must** sign in.

Upcoming Volunteer Opportunities

PICTURE DAY: Volunteer opportunities are limited and on a first come, first serve basis. Interested parents may visit the following link to sign up: www.SignUpGenius.com/go/10C0E4BABA722A3F58-picture1



FALL SCHOLASTIC BOOKFAIR: October 26th-30th, 2015

The Scholastic Book fair offers numerous volunteer opportunities on various days and times.

- **Set up: Friday, October 23, 2015** Volunteers are needed to help set up and decorate.
- **Book Fair: Monday, October 26, 2015 - Friday, October 30, 2015** Volunteers are needed to help work the floor and assist students.
- **Book Fair Pack Up: October 30, 2015 @ 2 pm** Volunteers needed to pack up the book fair.

On-Going Volunteer Opportunities

Student Arrival: Assist students exiting cars in the morning.

Student Dismissal: Assist with parent traffic and students entering cars.

Cafeteria Assistance: Monitoring students, cleaning tables, discarding empty/finished lunch trays and sweeping under tables.

Classroom Assistance: Please contact your child's teacher 2 days in advance to schedule your volunteer opportunity. *Parent volunteers must sign up in advance for all volunteer opportunities in classrooms. Any Parent Volunteer that seeks volunteer work for the day that has not been scheduled is not guaranteed a duty. Additionally, when parents just show up at the school, the staff is not obligated to find volunteer work.*

Important Reminders and Dress Code Guidelines:

ALL Parent Donation Forms (with receipts) **must be submitted within 30 days of the purchase of the donated items. No Exceptions!**

Parent Volunteer Record Forms must be submitted within 30 days of the volunteer time or event. No Exceptions!

Parent Volunteer Dress Code

When volunteering at RCSP parents are required to adhere to the dress code below or they may not be allowed to volunteer for the day.

- Closed toe shoes **only**. Absolutely no flip flops or sandals are permitted.
- Bottoms (shorts or skirts) must be knee length or longer.
- **No** spaghetti straps, **No** thin strapped tops, and **No** tank tops.
- **No low** cut blouses/shirts.
- **No** sheer, see-through, or revealing clothing.



Safety

All parent volunteers must bring their Driver's License with them each time they are scheduled. All volunteers will be scanned-in through the school's RAPTOR system before they are allowed to enter the school building. We at RCSP appreciate all our volunteers and we want to thank you for continued cooperation and support as we strive to keep a safe and appropriate environment for our students. If you have any questions please contact Josie Jean-louis, Volunteer Coordinator, at 954-556-9700 ext. 1001 or jjeanlouis@plantationcharter.org.





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Plantation, Florida 33313
Phone: 954-556-9700
Fax: 954-556-9701
www.plantationcharter.org

To: RCSP Parents
From: Ms. Jean-louis, Volunteer Coordinator
CC: Mrs. Butler, Principal
Date: October 2, 2015
Re: October Volunteer Opportunities



October Volunteer Memo

“Volunteers are the only human beings on the face of the earth who reflect this nations compassion, caring, patience, and just plain loving one another”-Erma Bombeck.

Volunteers what a great start to September. As stated in the Parent/Student Handbook, parents are required to complete **20 volunteer hours for 1 student** and **30 volunteer hours for two or more students enrolled for the year**. Half of your required obligation must be met by **January 15, 2016**. We look forward to the following events in October.

Meetings:

SAC/PTC MEETING: Wednesday, October 28, 2015 from 6pm-7 pm.



The purpose and mission of the Renaissance Charter School at Plantation's School Advisory Council is to assist in the development and monitoring of the school improvement process and plan. Furthermore, it develops partnerships with community stakeholders (students, parents, and businesses) thereby advising administration and faculty on matters that affect the academic, economic and social dimensions of the school by acting as a liaison between the community and the school. Parents will earn **1 hour** for attending (must sign-in to receive credit).

Upcoming Volunteer Opportunities



Sign up to
Volunteer!

COMMUNICATION FOLDERS: October 6, 2015 from 8am-12 pm

Interested parents may visit the following link to view the open posts and sign up:

www.SignUpGenius.com/go/10C0E4BABA722A3F58-communication7

PARENT UNIVERSITY: Tuesday, October 6th, 2015 from 6pm -7 pm. We will be discussing the Math standards and how to help your children at home. Parents will earn **1 volunteer hour** to sign in and attend.

PARENT CONFERENCE NIGHT: October 19th-21st, 2015 from 3:15pm-7:00pm @ RCSP

Interested parents may visit the following link to view the open posts and sign up:

www.SignUpGenius.com/go/10C0E4BABA722A3F58-conference



PICTURE DAY RETAKE: Volunteer opportunities are limited and on a first come, first serve basis.

Interested parents may visit the following link to sign up: www.SignUpGenius.com/go/10C0E4BABA722A3F58-picture2

FALL SCHOLASTIC BOOKFAIR: October 26th-30th, 2015

The Scholastic Book fair offers numerous volunteer opportunities on various days and times.

- **Set up: Friday, October 23, 2015** Volunteers are needed to help set up and decorate.
- **Book Fair: Monday, October 26, 2015 - Friday, October 30, 2015** Volunteers are needed to help work the floor and assist students.
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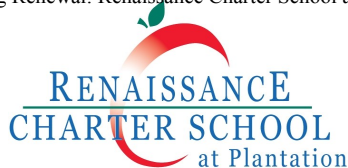
- Closed toe shoes **only**. Absolutely no flip flops or sandals are permitted.
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- **No low** cut blouses/shirts.
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All parent volunteers must bring their Driver's License with them each time they are scheduled. All volunteers will be scanned-in through the school's RAPTOR system before they are allowed to enter the school building. We at RCSP appreciate all our volunteers and we want to thank you for continued cooperation and support as we strive to keep a safe and appropriate environment for our students. If you have any questions please contact Josie Jean-louis, Volunteer Coordinator, at 954-556-9700 ext. 1001 or jjeanlouis@plantationcharter.org.





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 Phone: 954-556-9700
 Fax: 954-556-9701
 www.plantationcharter.org

To: RCSP Parents
From: Ms. Jean-louis, Volunteer Coordinator
CC: Mrs. Butler, Principal
Date: October 30, 2015
Re: November Volunteer Opportunities



November Volunteer Memo

Dear RCSP Parents,

It is very important that parents assess how many volunteer hours that they have accrued thus far. As a reminder the due date for **HALF** of the required volunteer hours (half=10 hours for 1 child & 15 hours for 2 or more children attending) is January 16, 2016. We thank you for your commitment to our school. Your contribution of time does make a difference in the educational process.

Meetings:

SAC/PTC MEETING: Wednesday, November 18, 2015 from 6pm-7 pm.

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Upcoming Volunteer Opportunities



COMMUNICATION FOLDERS: November 4, 2015 from 8am-12 pm

Interested parents may visit the following link to view the open posts and sign up:
www.SignUpGenius.com/go/10C0E4BABA722A3F58-communication7

PARENT UNIVERSITY: Tuesday, November 3rd, 2015 from 6pm -7 pm. We will be discussing the Science standards and how to help your children at home. Parents will earn **1 volunteer hour** to sign in and attend.

SHOW WHAT YOU KNOW: November 16th-17th, 2015 from 7:15am-9:30am @ RCSP

Interested parents may visit the following link to view the open posts and sign up:



HONOR ROLL: November 18th, 2015

Volunteer opportunities are limited and on a first come, first serve basis. Interested parents may visit the following link to sign up:

Monthly Drives:

You can also earn volunteer hours by completing the November and December Drives. Click on the following link to see more details:



On-Going Volunteer Opportunities

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**School Advisory Council Meeting
Title I Public Meeting
November 18, 2015**

Agenda

I. Call to Order

- A. Student Performance: PUMA Step Club
- B. Pledge of Allegiance
- C. Welcome and Member Introductions
- D. New Member Drive
- E. Approval of Minutes
- F. Calendar of Events*
- G. Adopt Agenda

II. Public Comment

This time is reserved for members of the public to address the School Advisory Council. A limit of (2) two minutes per speaker and (10) ten minutes per topic will be strictly enforced. Those wishing to address the council shall submit your name and topic to the Chairperson prior to the beginning of the meeting.

III. New Business

- A. Interim Reports
- B. CSUSA Reading Challenge
- C. Orchestra Club
- D. Student Assessments
 - 1. Winter NWEA Testing Window
 - 2. CMA #2 Testing Data
- E. Family Night: Buffalo Wild Wings TONIGHT!
- F. School Improvement Plan
 - 1. RCSP's Tutoring Program

IV. Dean of Students Report

V. Administration Report

VI. For the Good of the School

VII. Adjournment

November/December Calendar of Events

Date	Event
11/18/15	Honor Roll Assembly 2 nd – 8 th
11/19/15	2 nd Quarter Interim Reports Issued
11/20/15	Jeans Day for Students (\$1.00)
11/25/15 – 11/27/15	Thanksgiving Holiday
11/30/15	After School Tutoring Begins
11/30/15	Winter NWEA Testing Begins
12/21/15 – 01/01/15	Winter Break
01/07/15	Early Release Day
01/08/15	Employee Planning Day

School Advisory Council Meeting

MINUTES

Mr. Vaarma Gildharry
Elementary Ed K-6,
SAC Secretary

MINUTES of Renaissance Charter School at Plantation School Advisory Council
Meeting date: November 18, 2015

I. Call to order

Ms. Arnow, SAC Chair, called meeting to order.

A School Advisory Council (SAC) meeting of Renaissance Charter School at Plantation was held in Plantation, FL on November 18, 2015. The meeting convened at 6:09pm. SAC Chair Representative, Danielle Arnow presiding, and Vaarma Gildharry, reporting as SAC Secretary.

A. Student Performance: RCSP's Step Team, the Sassy Steppers

Mrs. Butler, Principal, introduced Step Team and their coaches.

* Bridasia Jackson

Malaysia Johnson	Naomie Petit-Frere
Amaya Janvier	Janae Thomas
Aneesa Plunkett	Taylor Sharpe
Naidie Joazard	Nyla Hicks
Dasia McBride	Kelis Azille
Shamiah Vincent	Amaiyah Bowen
Taylor Hampton	Janielle Simeon

Coaches: Ms. Hill & Ms. Girault

*Team Captain

B. Pledge of Allegiance

Ms. Arnow, SAC Chair, addressed.

C. Welcome and Introductions addressed by SAC Chair Representative, Danielle Arnow.

- **Members in Attendance:**
 Lori Butler, Principal
 Roshonda Exantus, Dean of Students,
 Danielle Arnow, SAC Chair
 Vaarma Gildharry, newly appointed SAC Secretary
- **Members NOT in Attendance:**
 Nicolas Bardoni, Assistant Principal

D. New Member Drive addressed by SAC Chair Representative, Danielle Arnow.

- We need parents to fill the following seats:
 - K-5th Parent, 6th – 8th Parent, ESOL Parent, ESE Parent, Gifted Parent, & Student Representative
- Applications made available.
- Three (3) applications turned in.

E. Approval of Minutes Ms. Arnow, SAC Chair Representative, asked for a motion to approve the minutes.
 Motion was made by Vaarma Gildharry and seconded by Roshonda Exantus to approve the minutes.

F. Calendar of Events addressed by SAC Chair Representative, Danielle Arnow.

November / December Calendar of Events

Date	Event
11/18/15	Honor Roll Assembly 2 nd – 8 th
11/19/15	2 nd Quarter Interim Reports Issued
11/20/15	Jeans Day for Students (\$1.00)
11/25/15 – 11/27/15	Thanksgiving Holiday

11/30/15	After School Tutoring Begins
11/30/15	Winter NWEA Testing Begins
12/21/15 – 01/01/15	Winter Break
01/07/15	Early Release Day
01/08/15	Employee Planning Day

NOTE: The Renaissance Charter School @ Plantation calendar can also be found online. <http://www.broward.k12.fl.us/dsa/calendars.shtml>

G. Adopt Agenda

Ms. Arnow, SAC Chair Representative, asked for a motion to adopt the agenda.

Motion was made by Roshonda Exantus and seconded by Vaarma Gildharry to adopt the agenda for the November 18, 2015 meeting.

Motion carried.

- II. Public Comment** addressed by SAC Chair Representative, Danielle Arnow. This time is reserved for members of the public to address the School Advisory Council. A limit of (2) two minutes per speaker and (10) ten minutes per topic will be strictly enforced. Those wishing to address the council shall submit your name and topic to the Chairperson prior to the beginning of the meeting.

III. New Business

A. Interim Reports

- Interim Reports for Quarter 2 will be issued on: Thursday, November 19, 2015.
- Parents: Please be on the lookout for your child(ern)'s Q2 Interim Report(s)! Thank you!

B. CSUSA Reading Challenge

Ms. Arnow, SAC Chair, addressed.

- **Definition: Reading Challenge**
- The CSUSA Reading Challenge is to encourage and promote reading across students and staff, as well as check for comprehension.
- **PURPOSE: READING CHALLENGE**
- 1) Encourage reading daily
- 2) Explore a variety of genres
- 3) Set personal and school---wide goals
- 4) Increase comprehension skills

Number of Books per Grade Level

Grade Level	Number of BOOKS
Kindergarten	100 books
1 st – 5 th	50 books
6 th – 12 th	30 books
Staff	30 books
Grade Level	Number of PAGES
K- 2 picture books	1 book
K – 2 chapter books	50 pages
3 rd – 5 th	75 pages
6 th – 12 th	100 pages
Staff	100 pages
Grade Level	Number of Articles
K-2 nd	2 articles
3 rd – 5 th	3 articles
6 th – 12 th	5 articles
Staff	5 articles

C. Orchestra Club

Ms. Hartman, K-5 Music Teacher, addressed.

1. Orchestra Program Information

- Currently Open to 2nd – 4th Grade:
 - 2nd – 3rd Meets Twice a Week:
 - Selected Wednesdays & All Fridays
 - 4th Meets Twice a Week:
 - Tuesdays & Thursdays, Rehearsal Times: 3:30 p.m. to 4:30 p.m.
 - After 4:45 p.m. – Students are put in aftercare
- Requirements for Admission
 - Instruments:
 - Students must purchase and/or rent their own instrument
 - Charge: FREE!
 - Permission Form: Return to Ms. Hartman B-117

2. Fundraising for Music

- Donors Choose
 - Purpose: Create a sustainable music program where every student has the opportunity to play a string instrument.
 - Current Amount: \$125.00
 - Estimated Goal: \$2,419.00
 - <http://www.donorschoose.org/project/a-transforming-orchestra/1729874/>
- Pennies for Percussion
 - Money Accepted:
 - Coins & Dollars
 - Purpose:
 - Create a sustainable music program where every student has the ability to play different and unique percussion instruments
 - Incentives: 1st – Pizza Party for those who participate
 - Current Amount: \$10.00
 - Estimated Goal: \$700.00

3. Upcoming Music Events

- Winter Concerts
 - Three Day Event
 - December 9th -11th
 - Starts at 5:00 p.m.
 - Court Yard

December 9th

K-2nd

December 10th

Middle School Music

Step Team

December 11th

3rd & 4th Grade

RCSP Orchestra

- How to Participate: Return RSVP Permission form by December 4th

4. At the next SAC Meeting:

- Specials Team Expo on December 16, 2015 at 6pm.
- Orchestra & 5th Grade performers
- Tech – Video; Art – Posters; & More

D. Student Assessments

Ms. Arnow, SAC Chair Representative, addressed.

1. Winter NWEA Testing Window

- The Winter NWEA Testing Window will begin on Monday, November 30, 2015.
- Please check with your child(ren)'s teacher(s) for their scheduled date!
- Make sure they arrive to school on time, get a good night's rest, & eat a hearty & healthy breakfast & lunch!

2. CMA #2 Testing Data

- Common Monthly Assessment

CMA #2 Testing Data

	ELA	Math	Algebra
First Grade	67	70	
Second Grade	54	71	
Third Grade	58	42	
Fourth Grade	49	50	
Fifth Grade	51	41	
Sixth Grade	63	32	
Seventh Grade	46	13	
Eighth Grade	51	38	29

E. Family Night: Buffalo Wild Wings TONIGHT!

- Eat Wings, Save Funds!
- Wednesday, November 18, 2015
- 10% of bill will be returned to school
- Flier must be presented for 10% return! Fliers are located next to the sign in sheets!

F. School Improvement Plan

Ms., Arnow, SAC Chair, addressed.

RSCP University

- Tutoring will focus on 3rd-8th grade students who are scoring below grade level based on their NWEA performance.
- Tutoring will run from 3:30-5:00 pm, 3 days a week—Monday (Reading/Science), Tuesday (Writing) & Thursday (Math).
- It will begin on Monday, November 30, 2015.
- We are using NWEA data to determine student skill gaps and deficits.
- Invitations will be sent home. They must be signed and returned to your child's teacher. Please be on the lookout for these letters!

IV. Dean of Students Report

Ms. Exantus, Dean of Students, will present.

- Dress Code Policy Reminder:
 - Logoed Polo
 - Logoed bottoms (worn at the waistline and of appropriate length – extends beyond stretched fingertips)
 - Logoed jackets

V. Administration Report

Mrs. Butler, Principal, addressed.

1. Welcome back to Ms. Arnow. She was on a temporary leave of absence due to an ankle injury.
2. Filling Open Teacher Positions: At last we spoke, there were two new hires, who were going through the lengthy & detailed clearance process within CSUSA & Broward County Schools. Since that time, one of the new hires have decided after completing their first week that they were no longer interested in the position. The team is continuing to interview & do everything that they can to find a qualified & competent replacement for the position. Rest assure that the administration team is diligently working at making sure the students and their education is a top priority.
3. Incorporating more student participation in SAC Meetings.
4. Enrollment: We are currently still accepting students.

V. For the Good of the Group (New Business/Open Forum):

Ms. Arnow, SAC Chair Representative, addressed.

There were no submissions of name and topic to the SAC Representative Chair prior to the beginning of the meeting.

Ms. Arnow, SAC Chair Representative, asked for a motion to adjourn the meeting at this time.

VI. Adjournment: Our next SAC meeting will be on December 16, 2015 at 6:00pm at Renaissance Charter School at Plantation. Motion to adjourn the November 18, 2015

meeting was made by Roshonda Exantus and seconded by Vaarma Gildharry at 6:45pm.

Motion carried.

The November 18, 2015 SAC meeting was adjourned at 6:45pm