

2017 Model Florida Charter School Application

New Charter Application #000256

Leadership Academy of Health Science and Communications

Submitted To:

Broward County Public Schools
Broward County Public Schools
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Fort Lauderdale, FL 33301

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Submitted By:

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Table Of Contents

General

- A. School Information**
- B. Contact Person**
- C. Enrollment Projections**
- D. Board Members**
- E. Start-up Team Members**

EXECUTIVE SUMMARY

- 1. Executive Summary**

EDUCATIONAL PLAN

- 1. Mission, Guiding Principles and Purpose**
- 2. Target Population and Student Body**
- 3. Educational Program Design**
- 4. Curriculum and Instructional Design**
- 5. Student Performance**
- 6. Exceptional Students**
- 7. English Language Learners**
- 8. School Culture and Discipline**
- 9. Supplemental Programming**

ORGANIZATIONAL PLAN

- 10. Governance**
- 11. Management and Staffing**
- 12. Human Resources and Employment**
- 13. Professional Development**
- 14. Student Recruitment and Enrollment**
- 15. Parent and Community Involvement**

BUSINESS PLAN AND ADDENDUMS

- 16. Facilities**
- 17. Transportation Service**
- 18. Food Service**
- 19. School Safety and Security**
- 20. Budget**
- 21. Financial Management and Oversight**
- 22. Start-Up Plan**
- 23. Addendum A: Replications**
- 24. Addendum A1: High Performing Replications**
- 25. Addendum B: Education Service Providers**
- 26. Addendum - Consultant Information * District Request**
- 27. Addendum - Review Extension Waiver * District Request**

ATTACHMENT TEMPLATES

- 28. Application Cover Sheet**
- 29. Statement of Assurances**
- 30. Board Member Information Form**
- 31. Applicant History Worksheet**

CHART OF ATTACHMENTS

- 1. Chart of Attachments**

GENERAL

A. School Information

Open Date: August 20, 2018
Proposed Name: Leadership Academy of Health Science and Communications
School Type: Elementary / Middle
Grade Levels: [PK, K, 1, 2, 3, 4, 5, 6, 7, 8]
School District: Broward
Neighborhood / Community: Broward
Organization Type: Non-profit Corporation
Sponsoring Entity: Non-profit Organization
Address: 1825 Ponce De Leon Blvd Suite #425 Coral Gables, Florida
33134
Phone: (786) 371-4422
Fax:
Web Site: N/A
Calendar Type: Standard - 180 instructional days
Educational Service Provider: (None)

B. Primary Contact Person

Name: Gustavo Prats
Mailing Address:
Mobile Phone: (786) 371-4422
Alternate Phone: (305) 968-8606
Email: g.prats@aol.com
Current Employer: CEO for Championship Academy of Distinction

C. Attendance Projections

Grade Level	2018-19 Enrollment		2019-20 Enrollment		2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		At Capacity 2022-23	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK												
K	90	90	90	90	90	90	90	90	90	90	90	90
1	72	72	90	90	90	90	90	90	90	90	90	90
2	72	72	72	72	90	90	90	90	90	90	90	90
3	72	72	72	72	72	72	90	90	90	90	90	90
4	44	44	88	88	88	88	88	88	110	110	110	110
5	44	44	44	44	88	88	88	88	88	88	88	88
6	44	44	44	44	88	88	110	110	110	110	110	110
7	44	44	44	44	44	44	88	88	110	110	110	110

8			44	44	44	44	44	44	88	88	88	88
Total	482	482	588	588	694	694	778	778	866	866	866	866

D. Board Members

Name	Title	Contact Information	Current Employer
Lopez, Mercy	Board Chairperson	P: M: E: mlopez8593@aol.com	Miami Dade County Public Schools

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Aguilar, Melissa	Consultant	P: M: E: MPAguilar.edu@gmail.com	
Hernandez, Ivan	Consultant	P: M: E: ivanhernandez.edu@gmail.com	
Prats, Gustavo	Chief Regional Officer	P: M: E: gusprats24@gmail.com	

EXECUTIVE SUMMARY

1. Executive Summary

Leadership Academy of Health Sciences and Communications

The less you know, the more you believe.

Always Question, Always Wonder!

EXECUTIVE SUMMARY

In the past, students that retained the most facts scored the highest on entrance exams. Those students were the ones to get accepted into the best universities and were then fast tracked into great careers. Education was a passive work of art. Knowledge was obtained by memorization of books and articles found in card catalogues locked behind library doors. Lucky was the child who could afford the updated version of Encyclopedia Britannica. In today's world, knowledge alone is not enough. Information no longer requires a trip to the local library. Information is so easily accessible to anyone, anywhere and at any time that students need support in order to develop the skills necessary to question and wonder in order to have exponential growth in academics. Students must learn what to do with the knowledge they obtain, how to analyze it and how to apply it.

We now live in the era of the *knowledge worker*. The power of knowledge is no longer safeguarded by experts. As a result, it is no longer about the knowledge that is gathered but what one does with this knowledge. To question and wonder gives value to knowledge. Skills in researching, questioning, and analyzing can account for some of the most influential solutions and advancements in science, for some of the world's biggest problems have been solved through questioning, experimentation and discovery.

"Education is not the filling of the pail, but the lighting of a fire" ~ William Butler Yeats

The Leader in Me stresses the importance of education and knowledge in developing the "whole child". It magnifies the importance of the independent skills that surround education. Gone are the days of the "sage on the stage" means of instruction. Instruction is not what the teacher is doing, but what the teacher has the students doing. Nowadays, in order to succeed, our students need to have above-average reasoning and problem-solving skills. Students must have a talent for foresight and critical thinking. They need to see patterns, make meaning from information obtained, and have the ability to see things from a different perspective in order to *really* learn.

Their ability to analyze, synthesize, and produce a product that is unique is the reason why students must now be taught to be knowledge workers. The age-old concept of building life-long learners truly takes on meaning and comes to life with this approach to education.

Well-rounded students are thinkers, problem-solvers, and entrepreneurs. They have a solid foundation in core academia and possess the intrapersonal skills to excel in everything they do. People who thrive in today's business world are those who are good listeners and team builders. They may not have all the answers but they know how to recruit the right people and assemble a team that can derive solutions. These individuals have empathy skills and can leverage talent. Overall, the most successful people in today's economy must have good "people skills."

Leadership Academy of Health Sciences and Communications will provide an experimentation and discovery model that will be implemented across all subjects to nurture students to be critical thinkers, problem solvers, and leaders in their own community. Leadership Academy of Health Sciences and Communications will explore fields of study in the health sciences and in communications.

One of the largest challenges is that education is preparing students for jobs that are yet to be created. How does any institution prepare a child to be college and career ready if we do not know what that will look like? The Bureau of Labor Statistics reported that the healthcare industry is the biggest industry in the United States with more than 13 million workers. Ten of the twenty most rapidly growing industries fall within the parameters of health science. If a school is unable to prepare its students for jobs that are growing faster than the science itself, then we exacerbate the already existing deficit in producing students who are college and career ready while perpetuating high unemployment rates.

Leadership Academy of Health Sciences and Communications will revolutionize instruction through its unique approach of educating the whole student. Instruction will be centered around students actively engaged and having ownership of their own learning, thinking and, by developing the leader in each child, students will see how their education is an investment of a lifetime. Our motto is simple: Imagine, Invent & Inspire. This fosters both Health Sciences and Communications. Through studies in speech, debate, journalism, and TV productions, students will see how their own knowledge can be used to discover and inspire. Students will not be taught what to think or even how to think. Instead, students at every age will be encouraged to think on their own. The vision and mission of Leadership Academy of Health Sciences and Communications are aligned with the newest educational focus as well as the new Florida Standards that are further developed through problem solving and critical thinking. Without having to teach to a test, our instructional approach and perspective on learning will result in large learning gains and amazing academic achievements. The educational approach at Leadership Academy of Health Sciences and Communications will meet the need of all students, thus making learning and knowledge accessible to the most diverse populations.

At Leadership Academy of Health Sciences and Communications, teaching will be a job that goes "beyond the bell." For you to be a part of the faculty and staff of Leadership Academy of Health Sciences and Communications, you must be willing to stay up-to-date with the latest technology, scientific research, and current events in order to execute such a unique educational program.

Community partnerships and creative projects such as robotics, journalism, drama, debate, and TV productions take time and often extend themselves beyond the school day. Therefore, anyone who works at or contributes to Leadership Academy of Health Sciences and Communications will need to share in the passion and philosophy that is education. It is not enough to teach. With informational technology, the dynamics of teaching have drastically changed. In today's world, real teaching requires passion. It requires teachers to be instructional leaders, motivators and facilitators of knowledge. In order to be a part of this revolution in education, you must first believe in the mission and vision of Leadership Academy of Health Sciences and Communications.

There is no doubt that the community surrounding Leadership Academy of Health Sciences and Communications will soon see its effect on the students and will join forces with the school in a partnership to raise and invest in the leaders of tomorrow.

Attachments

- No Attachments -

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

1. **Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.**

VISION STATEMENT

Leadership Academy of Health Sciences and Communications will prepare students to be the leaders of tomorrow through a relevant and engaging approach to health sciences, technology and communications in order to prepare students to be cutting-edge 21st century leaders.

MISSION STATEMENT

The mission of Leadership Academy of Health Sciences and Communications is to prepare students to be future leaders in the Health Sciences and Communications industries by enabling each student's innate desire to explore, research, and be innovative while in a safe and nurturing educational environment. Students will develop into well-rounded advocates of their own learning.

1. **Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

In accordance with the law, charter schools shall be guided by the following principles:

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

-Promote enhanced academic success and financial efficiency by aligning

responsibility and accountability.

-Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

- 1. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

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

-Improve student learning and academic achievement.

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

-Encourage the use of innovative learning methods.

-Require the measurement of learning outcomes.

- 1. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.**

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

-Create innovative measurement tools.

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

-Expand the capacity of the public school system.

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

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

Evaluation Criteria: Mission, Guiding Principles, and Purpose

Reviewers will look for:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.

- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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Attachments

- No Attachments -

Notes

Rhonda Stephanik, 9/20/17 5:23 PM:

The mission lacks detail and cohesiveness in expressing the intent of the school structure.

Terri Coyle, 9/6/17 4:10 PM:

Reviewed by Terri Coyle, Detra Adams, Sarah Decotis, and Erin Cuartas: The application fails to provide a clear set of priorities that is meaningful, manageable, measurable, and focused on improving student outcomes: (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) The application does not provide clear and coherent explanation of how the focus on health sciences and communications will be supported, supplemented, and monitored. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan)

Brenda Santiago, 9/5/17 1:36 PM:

The applicant fails to include adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools.

2. Target Population and Student Body

Section 2: Target Population and Student Body

- 1. Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.[\[1\]](#) If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.**

Leadership Academy of Health Sciences and Communications K-8 will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels, in accordance and full compliance with federal and state laws, anti-discrimination laws, and in accordance with Florida Statute. All students are entitled to a “Free and Appropriate Public Education” in accordance with federal and state law. Leadership Academy of Health Sciences and Communications will provide approximately 880 student stations for students in K through 8th grade. The school’s population shall consist of the following:

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

Since Leadership Academy of Health Sciences and Communications K-8 will abide by the aforementioned enrollment policies and parameters, we cannot anticipate what our student population. We do anticipate that the student population may mirror that of the local area of where the school will be located. The Board is actively looking for possible school sites in the Hollywood area. We expect that approximately 73% of the families may qualify for Free and Reduced Lunch services and we anticipate being a Title 1 school. Most of the schools in area earned a letter grade of “C” and we also expect that some students may come to Leadership Academy of Health Sciences and Communications K-8 performing below grade level as they may have learning gaps or come from under performing schools. With the large transient population of students coming from Latin American countries and settling within South Florida, anticipate having a large ESOL population, especially in the primary grades. Leadership Academy of Health Sciences and Communications is expected to be approximately 27% White, 40% Hispanic, 17% Black and 2% Asian, thus we anticipate that our student population will be proportionate with these numbers.

Leadership Academy of Health Sciences and Communications K-8’s mission of providing students with an educational environment focused on the health sciences, technology and communications,

while allowing them to be critical thinkers, problem solvers, and leaders in their community. Statistics indicate that the field providing the most job opportunities are those within the Health Sciences field. Therefore, we believe that Leadership Academy of Health Sciences and Communications K-8 will provide an educational experience that can prepare our students for both college and career no matter what their socio-economic background is. In addition, a big portion of our program at Leadership Academy of Health Sciences and Communications K-8 will be to grow our students into leaders and pillars of their community. We hope to instill in them characteristics that assist students in making wise choices when faced with the adversity they may experience in their local community. This will be achieved by incorporating lessons and strategies found in Stephen Covey's *Leader in Me* program.

The proposed charter school and its learning methods are innovative and will serve the target population responsibly by:

- Leadership Academy of Health Sciences and Communications K-8 seeks to provide students with educational opportunities not currently offered at traditional public schools. By being a model for new and innovative educational practices, Leadership Academy of Health Sciences and Communications looks to accelerate student achievement. The unique design of the K-8 facility will allow for teacher collaboration between elementary and middle level instructors. Innovative new approaches to learning make education meaningful for students. This provides students with a quality choice education for a diverse population of students and parents.
- A clear focus of the Florida State Standards and NGSSS through Project-Based Learning highlighted by hands-on labs and the use of technology in instruction and learning.
- The Response to Intervention (RtI) is required for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout Leadership Academy of Health Sciences and Communications. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial and relevant information needed to adjust instruction and provide the appropriate and immediate intensive intervention to impact student achievement.
- The use of Title 1 funds to enhance and supplement instruction will be integral in the spectrum of resources we can provide to our students.
- A continuum of services and support for ESOL students as well as students from migrant families will be needed to best serve our students.
- The school will seek local business and community partnerships, such as Broward College, Baptist Hospital, and local news stations, just to name a few, to support our school by providing students with experiences, guest speakers, donations, and in-kind services that make their learning relevant.

1. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

Leadership Academy of Health Sciences and Communications K-8 is looking at several school property in the Broward County Hollywood area.

1. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	90	90	90	90	90
1	72	90	90	90	90
2	72	72	90	90	90
3	72	72	72	90	90
4	44	88	88	88	110
5	44	44	88	88	88
6	44	44	88	110	110
7	44	44	44	88	110
8	0	44	44	44	88
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0

12	0	0	0	0	0
TOTAL	482	588	694	778	866

These are enrollment projections that may be increased in years one or two should there be a demand in increased student stations.

1. Provide a brief explanation of how the enrollment projections were developed.

Enrollment projections were designed conservatively. Our intention is that, each year we will increase our enrollment within a reasonable amount while increasing demand and maintaining a waitlist. Numbers were developed keeping class size averages in mind. Sections were developed with an idea of possibly self-containing grades K-2, departmentalizing grades 3-5, while having a total number of sections that allow for proper schedule rotations of middle school classes.

1. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

As mentioned above, we intend to open Leadership Academy of Health Sciences and Communications K-8 with reasonable enrollment numbers so that these numbers are reasonable and attainable as we add sections and grow our school. Parents prefer K-8 centers where their children can learn and grow throughout their academic years. We believe that the unique educational program and our leadership focus which we will provide to our students and their families will allow us to retain our students making any open students stations highly sought after. Leadership Academy of Health Sciences and Communications K-8 will stand out amongst the schools in the area, thus we anticipate to maintain a substantial waiting list.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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[1] For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

Attachments

- No Attachments -

Notes

Jill Young, 8/14/17 7:08 PM:

"Any age/grade appropriate student residing within the school district." Charter schools in the state of Florida must enrollment any Florida student if space is available per state law.

3. Educational Program Design

Section 3: Educational Program Design

1. Describe the proposed charter school's educational program.

As evidenced through our mission and vision statements, Leadership Academy of Health Sciences and Communications will be a charter school serving students in grades K-8. Leadership Academy of Health Sciences and Communications K-8 will provide a well-rounded educational experience with programs and areas of instruction grounded in science, technology, communications, health sciences, math, and reading. Our specific focus is in health sciences and communications. This focus will be sequential and grade appropriate with lessons and labs that encourage critical thinking and problem-solving. Our studies in Health Sciences and Communications will begin as early as kindergarten and will be delivered through hands-on lessons using techniques that incorporate questioning, analyzing and communication of facts, thoughts, and ideas. Problem identification and exploring possible solutions will be an ongoing instructional focus that will aid lessons in the health sciences. Problem identification, research and possible solutions are also the cornerstone of communications which is inclusive of speech, debate, drama, journalism, and TV productions.

All students need to understand the importance of experimentation and discovery in everyday life. Other labs and areas of study available through classes focused on health sciences include:

- Forensics and genetics
- Medical Technology
- Basic Chemistry
- Environmental and Life Sciences as it relates to the Health Sciences
- Global Health Initiatives
- Healthier Food Challenges from the USDA
- President's Council for Physical Fitness
- Sports Medicine
- Biomedical Science
- Basic Anatomy and Physiology
- Veterinary Science

These categories are all sub-categories found in *Launch & Gateway* lab and lesson modules with *Project Lead the Way*. Experimentation and discovery will also be promoted through our Communications program. Communications develop skills in reasoning, writing and effective communication while developing critical thinking skills and analysis through studies which include:

- Photojournalism
- News Reporting – Broadcast Journalism
- Interviewing, Interrogation, and Questioning Skills
- Creative Writing
- Speech and Debate
- Drama
- Fundamentals in Journalism
- TV Productions and Video Editing

Another essential component of our educational program includes our unique character education

program with a specific focus in developing leadership skills. Modeled after Stephen Covey's *7 Habits of Highly Effective People*, Leadership Academy of Health Sciences and Communications K-8 will implement *The Leader in Me Program* as our character education program. *The Leader in Me* is much more than a character education program. *The Leader in Me* is a cultural shift within the school that even takes hold and revolutionizes your staff and school's culture, while providing the blueprint for our students to make a positive impact in the world. Students will read, discuss and thinking critically about topics and behaviors that are abstract while the teacher guides and presents lessons in a manner that is relevant without watering it down to child's play. **Attachment C** provide sample lessons for the Leader in Me that will take place in both the Leadership Class and through social studies. Students will be provided with daily opportunities to practice the seven character traits:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, then to Be Understood
6. Synergize
7. Sharpen the Saw

In alignment with the mission and vision of Leadership Academy of Health Sciences and Communications K-8, we believe that this component is just as important as our health science and communications curriculum. Nowadays, students are facing many difficult challenges both in and out of school. Family and social issues bring struggles and challenges that may affect a child's ability to focus, learn and excel in school. Any opportunity we have to build these students up and allow them to see their potential as leaders will positively impact society.

1. **Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.**

Our learning environment will be mainly classroom-based with a student-centered and/or interactive lab approach. Based on Dr. Robert Marzano and Deana Senn's studies on cognitive complex tasks, our educational program will require students to investigate, experiment, and revise their thinking in order to demonstrate a deeper understanding of cross-curricular content. This educational model will foster an environment that require students to generate and test hypotheses in order to solve a problem and support their opinions. Students will be required to make decisions that are grounded on information provided or through inferences using a variety of texts and media. Concepts presented will focus more on application of learning and the utilization of knowledge obtained through experiences with content that is authentic, relevant, and valuable. Levels of rigor can be readily achieved through application and relevance; thus everything will be structured in a way where the end result is student-produced either through work samples, explorations, project-based learning activities, or student-led discussions. Classrooms will have technology supported resources through the use of interactive whiteboards and mobile labs. Technology that is readily available and easy to use will facilitate any lessons relying on some form research, synthesis, and analysis of information. State adopted books and curriculum materials are also included in our budgetary plans. It is our philosophy that the traditional curriculum found in books is a means and a stepping stone to the studies and explorations that will take place at Leadership Academy of Health Sciences and Communications K-8.

In order to facilitate studies in experimentation and discovery; lesson plan templates will have built in features which will ensure that appropriate instructional approaches are used and will result in a more student-centered class model. One example of this the NASA Design Process. NASA highlights that beginning engineering experiences are grounded in the design process where students:

1. Ask – What is the problem? How can it be approached? What are the constraints?
2. Imagine – What are some possible solutions? Brainstorm ideas and select the best one.
3. Plan – Draw out a diagram and include a list of materials you may need.
4. Create – Follow your plan to create something (prototype) and test it out.
5. Improve – What worked? What didn't work? What could work better? Modify your design and test it out. This step can be repeated.
6. Share – Share your idea and prototype.

This design process is a series of steps used by NASA engineers to guide them through the problem-solving methodology which is crucial to mission success at NASA. Supplemental curriculum (discussed in more detail under section 4), such as Project Lead the Way uses the aforementioned design process so that it can be easily followed and implemented continuously. These six steps also can be applied in Mathematical thinking and processing or when discussing or writing in response to reading and comprehending complex text. The ultimate goal is that that students will internalize and apply this process independently without teacher directive and across all subject areas as they then begin to apply it to everyday life.

In 2003, the Florida Legislature implemented an amendment requiring class sizes to be decreased through a phased-in reduction of the student to teacher ratio. Thus, it resulted in the following smaller class sizes:

- K-3 class size is 18:1
- 4-8 class size is 22:1
- 9-12 class size is 25:1

Charter schools must adhere to the class size. Thus, Leadership Academy of Health Sciences and Communications K-8 will meet class size by grade-level averages. Some advanced classes or elective classes may be slightly above the class size average in order to ensure that remedial classes and laboratory classes have a lower class size. By doing this, we will mitigate any overages and provide the lowest teacher-pupil ration to the students with the greatest needs. Thus, Leadership Academy of Health Sciences and Communications K-8 will meet class size requirements in K-3 with a 1:18 ratio and grades 4-8 with a 1:22 ratio.

1. Describe the research base used to design the educational program.

Our entire educational program at Leadership Academy of Health Sciences and Communications was developed through studies grounded in valid research based on years of educational experiences and best practices. The Bureau of Labor Statistics reported that the healthcare industry is the biggest industry in the United States with more than 13 million workers. Ten of the twenty most rapidly growing industries fall within the parameters of health science. Having a strong foundation in the area of health sciences can provide avenues for focused areas of student which may include medicine, pharmacology, veterinary and animal sciences, physical training and

fitness, biomedical, etc. Students therefore develop an understanding of science and scientific methods that will help them prepare for the rapidly developing healthcare/medical sector or other industries.

According to *Applying NCTE/IRA Standards in Classroom Journalism Projects* (published by NCTE and JEA), “journalism courses and the media they produce are excellent ways to teach a vast range of high school, junior high/middle school, and even elementary school content”. As school districts across the country become standards-based, it is imperative that journalism courses be recognized for their ability to meet the NCTE/IRA standards. More than that, journalism helps “students become better thinkers, better communicators, and, as a result, better citizens”. There is an enormous value of publishing to any writing program: “Not only does publication encourage students to write by creating purpose and vision, but it also serves to improve writing skills.” Writing is vital to all publications, whether print, broadcast, or digital media. Also, in a time when formative assessments become a form of essential monitoring, publishing student work is an authentic assessment at its best. It is a synthesis of analysis and critical thinking, planning, and relating to an audience beyond the classroom, and performance-based outcomes. Student work leads naturally to a portfolio of specific completed tasks, and publications skills positively support school-to-career progress”. With courses in communications relying on skills such as writing, public speaking, as well as positive and collaborative discourse, we are honing in on skills found in the most influential leaders. Even more astonishing is how these studies and lessons in communications impacts students’ ability to have confidence and be college and career ready. Therefore, by providing students with lessons in one of the most rapidly growing fields while developing their communications skills can directly impact a student’s ability to obtain the best jobs and secure a good income. In turn, this helps alleviate problems such as high unemployment rates. These facts, in addition to the plethora of other fact, provides ample reasons as to why Leadership Academy of Health Sciences and Communications will integrate concepts in health science, technology, speech, debate, and journalism.

Robert Marzano, as well as studies conducted through Learning Sciences International, provide the foundational philosophies regarding instruction and assessment that will be evident at Leadership Academy of Health Sciences and Communications K-8. Learning Sciences International (LSI) combines instructional strategies that are rooted in deep research as they provide support through readily available research-based professional development opportunities for teachers, leaders and schools. Long before the new Florida Standards were established and popularized terms such as rigor, relevance, and standards-based, Robert Marzano was publishing books and articles focusing on certain predecessors of instruction. Marzano focused on the analysis and understanding of instructional strategies “that work” and reinforced higher levels of student understanding through “higher order” questioning (now referred to as rigor). His book, *Classroom Instruction That Works*, dissected lessons into parts and structured lesson plans with “anticipatory set” (scaffolding and activating prior knowledge), “modeling, guided practice, and independent practice” (now termed the gradual-release model), and “checking for understanding” (now referred to as formative assessments). In his more recent studies regarding the essentials for achieving rigor, Robert Marzano discusses how students should be engaged in complex tasks as a means of engineering an environment for students where learning is a visible byproduct with increased autonomy on the part of the students to ensure rigor. Through this methodology, LSI developed learning targets aligned to the new standards in an effort to organically organize a model that gradually releases information so that students can practice and further develop deeper meaning. The current Florida Standards are aligned to the theories and best practices referenced in Marzano’s books as well as LSI professional development. Thus, Leadership Academy of Health Sciences and Communications K-8 will have Professional Learning Communities (PLC) using Learning Sciences International and Robert Marzano research and webinars.

The new Florida Standards truly changed instruction to become more qualitative where the focus on learning is in the measure of the depth and breadth of knowledge. Webb's Depth of Knowledge (DOK) focuses on complexity of the content and the extent to which the knowledge is internalized, analyzed, and applied. The focus in the DOK is on the intended outcome as aligned to the standard. Thus, Webb's DOK will be used in alignment with the Florida Standards and the performance tasks in order to facilitate the rigor required in the content being taught.

The Leader in Me was developed to fit a specific need in education that could be met by applying the concepts that had been effectively used to revolutionize Fortune 500 companies through Stephen Covey's *7 Habits of Highly Effective People* published in 1989. This was then followed by the successful implementation of *The 7 Habits of Highly Effective Teens*. Elementary school began adapting these lessons for students as young as 4 years old. One example is A.B. Combs Elementary in Raleigh, North Carolina where creative teachers implemented the 7 habits with their students. This was the framework that transformed A.B. Combs Elementary from being a "school in dire need of improvements" to being the number-one magnet school in America. They found that discipline referrals dropped dramatically. Student self-confidence increased and was parallel to their increases in student achievement as evidenced by test scores. Staff and parent satisfaction also soared and as a result, in 2008, the first edition of *The Leader in Me* was published. Other schools implementing *The Leader in Me Program* obtained the same results seen at A.B. Combs Elementary. Since we understand our expected student population and the unique needs and struggles they may face both in and out of school, Leadership Academy of Health Sciences and Communications K-8 feels that there is a need to invest in a character education program that will not only enhance, but complement our academic program.

- 1. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)**

Leadership Academy of Health Sciences and Communications K-8 will operate annually for 180 school days and will follow the Broward County Public Schools' calendar with regards to the starting and ending dates of the school year, observed holidays, teacher work days, and school vacation days. The anticipated school day will begin at 8:30 am and will end at 3:00 pm for kindergarten, first and second grade and 3:30 pm for grades three through eight. Leadership Academy of Health Sciences and Communications K-8 will also follow the district's early release schedule where all students in kindergarten through grade eight will dismiss at 2:00 pm. Sample schedules are provided in **Attachment B**.

Our instructional program is based on Florida's statutory requirements and the Broward County's Student Progression Plan (SPP). The hours of instruction align with the State of Florida's required number of minutes of instruction in each of the subject areas. Leadership Academy of Health Sciences and Communications K-8 will provide additional instructional time for the purpose of providing enrichment opportunities that are aligned with our educational program while also providing ample time for remediation/interventions. Each year, Leadership Academy of Health Sciences and Communications K-8 will publish a course catalog to communicate course offerings that reflect the FLDOE course codes and its compliance with the SPP. Leadership Academy of Health Sciences and Communications K-8 will offer Reading/Language Arts, Math, Science, and Social Studies, along with electives such as Art, Music, PE, and a foreign language as well as a

variety of other electives that enhance the instructional program through our health sciences and communications academies. Attachment B demonstrates a daily schedule breakdown whereas each student will receive a minimum of:

- 90 minutes of uninterrupted Reading/Language Arts instruction with a minimum of 30 additional minutes of Writing/Composition instruction as described in the BCPS Comprehensive Research-based Reading Plan (CRRP)
- 60 minutes of uninterrupted instruction in Mathematics
- 110 minutes a week of Science instruction for students in kindergarten and First grade (at least 50 minutes more than required) and 180-240 minutes a week of Science instruction for students in grades two through eight (at least 30-90 minutes more than required)
- 90 minutes a week of Social Studies instruction for students in kindergarten through first grade (at least 30 minutes more than required), 120-270 minutes a week of Social Studies instruction for students in grades two through five, and either 180 or 270 minutes a week of Social Studies instruction for students in grades six through eight depending on the block schedule
- 60 minutes a week of Art & Music instruction for students in grades two through five
- 20 minutes a day of recess for students in kindergarten through fifth grade
- 150 minutes a week of instruction in Physical Education for students in kindergarten through fifth grade and middle school students will have 1 semester of Physical Education instruction per year
- 150 minutes a week of instruction in Home Language Arts for students in the English Language Learners (ELL) program or 60 minutes of instruction in a foreign language for non-ELL students while middle school students will take at least one foreign language course while ELL students will take a Developmental Language Arts course as well as a Reading course in English as a Second Language (ESOL)
- Instruction in other electives may include, but are not limited to: forensics and genetics, health and wellness, biomedical science, speech and debate, drama, journalism, TV Productions, etc.
- 7th grade students successfully complete 1 semester course in Career Planning, and successfully complete a Civics course as well as a Civics End of Course (EOC) assessment as required by the State of Florida.
- Secondary students will have the opportunity to take high school level courses while in middle school, in order to facilitate acceleration, especially in the sciences.

1. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

Leadership Academy of Health Sciences and Communications K-8 will strive to meet high standards of student achievement and provide the support, curriculum, and educational experiences that will facilitate this outcome. Leadership Academy of Health Sciences and Communications K-8 will promote academic and personal student success through goal setting, data chats, and the complete implementation of the problem-solving model (FCIM) at all levels. Our intent to embrace a student population in need of a unique educational experience is most evident in our efforts to increase learning opportunities for low-performing students. The design of our educational program, as identified above, will promote innovating learning methods that will produce measurable outcomes which will directly impact the surrounding communities. Most importantly, our educational program will motivate students to excel in areas of study that interest them while unknowingly practicing and developing academic skills in a fun and creative way.

Leadership Academy of Health Sciences and Communications K-8 will provide a spectrum of services for students of all levels and inclusive of all backgrounds. Our instructional model embraces rigor and the application of concepts at the highest degree possible. Our experimentation and discovery approach to instruction will develop a student-led classroom that encourages student innovation and develops leadership skills. This educational setting will encourage even the most reluctant or struggling learners to achieve greatness in both the academic and personal arenas. A data-driven system of support will provide opportunities for the remediation of students functioning below grade level. In filling the learning gaps, the learning gains will be exponential with our struggling students. Our proactive approach to education and the development of the student's character and leadership skills through *The Leader in Me* program will positively impact education and minimize any needs for behavioral interventions. Leadership Academy of Health Sciences and Communications K-8 aspires to bring the community into the school so that the community may see a vested interest in contributing to these students as future leaders in society.

Evaluation Criteria: Educational Program Design

Reviewers will look for

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience- or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school's mission and responds to the needs of the school's target population, and
 - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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Attachments

3.1 No Title	Prats, Gustavo, 8/1/17 5:50 PM	PDF / 484.138 KB
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Notes

Merilyn Johnson, 9/8/17 8:31 AM:

This application was reviewed by Merilyn Johnson. The application fails to detail how the school will meet the needs of the school's target population (low performing students), and lead to improved student performance in core science instruction. Describe how this educational program ensures that all students are building the basic skills and knowledge in all areas of (Earth/Space, Life, Physical and Nature of Science) for science?

Sandra Reyes, 9/6/17 4:29 PM:

The application mentions the Nasa Design Process. However the application fails to mention whether or not this process will be implemented in the school. The application also fails to provide clear and coherent details of how this process will ensure student achievement and be implemented and monitored. The application mentions the research conducted by Robert Marzano through Learning Sciences International. However, the application fails to mention clearly and coherently, how this research will be implemented and monitored within the school.

Terri Coyle, 9/6/17 4:13 PM:

Literacy: Reviewed by Terri Coyle, Detra Adams, Sarah Decotis, and Erin Cuartas: -The application mentions various areas of study through the health sciences program, which include forensics and genetics, medical technology, and basic chemistry to name a few. The application fails to present evidence that this proposed approach will lead to improved student performance of the Florida Standards for the school's population. -The application fails to clearly and coherently provide specifics on how The Leader in Me character education program will be implemented and monitored. -The application mentions that there is a need to invest in a character education program to meet the unique needs of the schools population, however, the application fails to clearly and coherently identify which program will be adopted. The application also fails to provide clear and coherent details as to how this program will be implemented and monitored. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -The application fails to clearly and coherently explain how the school will provide the target population support in the mastery of the Florida Standards, as required by section 1002.23, F.S. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -The application fails to clearly and coherently explain how it will identify students that are in need of intensive remediation, and how the school will ensure these fragile students will attain mastery of the Florida Standards. (6A-6.03018, F.A.C., 6A-6.031, F.A.C.) -The application states that the Developmental Language Arts course will be offered in addition to the Intensive Reading course for ESOL students. This is not following the K-12 Plan or the ESOL Plan. -The application fails to clearly identify the intensive reading schedule for the middle school grades. Intensive reading is required daily, with targeted instruction for the most intensive students. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -This application fails to provide a distinct education program design that explains how students will be supported in attaining the FSA standards, how teachers will use the standards to drive their instruction, and how students will receive instruction that is conducive to academic success. -This application fails to clearly provide specifics on which data-driven systems will be used to remediate struggling students.

Alexandra Bayuk, 9/6/17 3:32 PM:

This application was reviewed by Alexandra Bayuk and Ann-Marie Evans. The application fails to meet the standard by providing evidence that the proposed daily school schedule for middle school complies with statutory requirements for annual number of instructional minutes/days. The attached daily schedule for middle school shows an A/B Block, but the narrative speaks to a 60 minute daily math instruction. Please provide information on the middle school schedule and specifically the number of hours per day in a math classroom. Additionally, we need information on which courses will be taught at the middle school level since there are only 2 classes per grade level, as described in your narrative. How will the needs of all learners be met? Which courses?

Celina Chavez, 8/24/17 3:52 PM:

Application was reviewed by Leyda Sotolongo and Celina Chavez. The application fails to clearly outline how the needs of ELLs will be met across the curriculum. The course work schedule provided is not aligned to the District ELL Plan.10003.56

Allisyn Axelrod, 8/23/17 6:18 PM:

This application fails to provide an explanation of how the services will be provided for SWD and gifted learners to support attainment of the state-adopted standards, as required by section 1002.33, F.S.

4. Curriculum and Instructional Design

Section 4: Curriculum and Instructional Design

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

The vision and mission of Leadership Academy of Health Sciences and Communications is aligned with the newest educational focus as well as the Florida Standards. Our communications program facilitates analysis of information and providing a response to what is read or learned. Our health sciences program provides experiences that develop background knowledge in science and scientific thinking that transfers into any science-based area or study including STEM related fields. Without having to teach to a test, our instructional approach and perspective on learning will result in large learning gains and amazing academic achievements. The educational approach at Leadership Academy of Health Sciences and Communications will meet the need of all students, thus making learning and knowledge accessible to the most diverse populations.

Leadership Academy of Health Sciences and Communications K-8 will provide quality instruction, high expectations, and consistent standards-based instruction for all students. The content will be challenging for all students and based on the philosophy that all students can achieve high standards when given stimulating opportunities that are grounded and supported through relevant and differentiated instructional approaches. Differentiated instruction is planned for and documented on lesson plans. Differentiation of instruction is discussed at weekly team meetings while lesson planning and during MTSS and RtI meetings that take place at least once a month. Meetings minutes will document topics discussed during team meetings and MTSS/RtI meetings. Grounded by research, our philosophy is that differentiated instruction must be implemented in a tiered approach with fidelity. This can be accomplished by using quality instructional resources which will:

- decrease the number of students unnecessarily tested for special education
- increase the number of students that are academically successful
- decrease learning gaps
- ensure that students with disabilities or limited English language learners are educated and successful in the least restrictive environment.

Leadership Academy of Health Sciences and Communications K-8 will adopt researched-based curriculum infusing best practices with relevant lessons in order to ensure that the students are actively engaged and challenged on a daily basis. Standards-based instruction using learning targets will not only facilitate the process but will quantify the standards to both teachers and

students. This makes instruction concrete and measurable. It is our belief that, if students have ownership over their learning and are actively engaged and encouraged, lessons become more relevant and easier to retain while increasing student achievement. The curriculum, by design and implementation, is data-driven and therefore modified to serve the needs of the student population. The curriculum adopted by Leadership Academy of Health Sciences and Communications K-8 is aligned with either the NGSSS or the Florida Standards for each subject by grade level and will adopt core and supplemental curriculum material that is aligned to the standards. Specific assessments that track progress towards mastery of the standards will be used to drive instruction. Instructional Focus Guides (IFG) will be developed and used across the curriculum to support of the expectations for student learning across all subject areas in grades K-8. Teachers will follow the IFG and plan data-driven lessons. Within each lesson, teachers include remediation, enrichment, accommodations, and strategies to ensure that each student is receiving the support needed to meet the lesson objectives. Specific strategies are noted in great detail in section 4B and are also addressed in sections 4C-4F.

NASA's design process is an approach to learning used by engineers to guide them through the problem-solving method which will be the cornerstone of our exploratory-lab model. In a cross-curricular approach that is already built into PLTW curriculum, students will use these 6 step process in all problem solving:

1. Ask – What is the problem? How can it be approached? What are the constraints?
2. Imagine – What are some possible solutions? Brainstorm ideas and select the best one.
3. Plan – Draw out a diagram and include a list of materials you may need.
4. Create – Follow your plan to create something (prototype) and test it out.
5. Improve – What worked? What didn't work? What could work better? Modify your design and test it out. This step can be repeated.
6. Share – Share your idea and prototype.

By incorporating the design process in a cross-curricular approach, the experimentation and discovery model becomes one that encompasses inquiry and investigative thinking. This enables students to generate and test hypothesis while using these skills to effectively problem solve and make decisions grounded in evidence.

As described in Section 3 above, Leadership Academy of Health Sciences and Communications K-8's educational program is designed to address the NGSSS and the Florida Standards with an emphasis on the health sciences, technology, and communications. Science, math, literature, and communications will play a monumental role in the successful implementation of our educational plan and its initiatives. The ultimate goal of Leadership Academy of Health Sciences and Communications K-8 is to maintain traditional and proven effective teaching techniques with modern, innovative, relevant, and technology-rich resources. Subtopics B-F in section 4 detail subject specific strategies, techniques and approaches that align to curriculum material that is research-based and/or state adopted and aligned to the Florida Standards.

- A.
- **If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence^[1] for each core subject for each division (elementary, middle, and high school) the school would serve.**

Reading and Language Arts:

Due to its weighted importance, Leadership Academy of Health Sciences and Communications is selecting to adopt the K-5 **Florida Journeys** series with the intent of following the Sponsor's Comprehensive Research Reading Plan, as it is a research-based curriculum with evidence of success when implemented with fidelity. In grades K-5, a minimum of 90 minutes of ELA instruction will be provided to students using the **Florida Journeys** series with a gradual release model of instruction to ensure rigor. Students struggling with reading, as evidenced by data, will receive an additional 30 minutes of daily reading instruction in a prescriptive, small group setting using **Journeys Strategic Intervention Toolkit** and progress will be monitored on a biweekly basis. Students demonstrating weakness in foundational reading skills, or students in Tier III, will receive an additional 30 minutes of daily reading instruction in a pull-out, small group setting using **Journeys Strategic Intervention Toolkit**. These 30 minutes of pull-out intervention are in addition to the 30 minutes of small group instruction provided in class, using *iReady* for weekly progress monitoring.

At Leadership Academy of Health Sciences and Communications K-8, we believe that there must be a more robust emphasis on Reading in the secondary grades in order to close any existing gaps while continuing to build advanced reading comprehension skills. All students in grades 6-8 will have their standard 90-minute ELA class incorporating a gradual-release model of instruction using **Collections**. There will be a focus on written-reader responses, using the **Shurley Grammar series**, which is a strong Grammar and Writing component. This will enhance the writing curriculum allowing students to effectively communicate in written form. All students scoring a level 3 or higher on the ELA FSA will be eligible to take an additional 90-minute advanced Reading course as an elective using **Junior Great Books** with a focus on a love of literature and literary analysis. This will prepare student for advanced literature courses available in High School. Students scoring a level 3 or higher on the FSA may also elect to take Journalism, Creative Writing, Speech and Debate, or Yearbook. Students scoring below a level 3 on the ELA FSA and/or demonstrating weakness in reading fluency and/or comprehension skills, will be placed in an Intensive Reading Class with a prescriptive focus on reading instruction using the **National Geographic Inside** as the research-based curriculum and will incorporate other supplemental instructional resources such as **Wordly Wise** and Curriculum and Associates **Teacher-Toolbox**. These students will have data collected on a bi-weekly basis to track comprehension and fluency. Students scoring below a level 3 on the ELA FSA and/or having difficulty with foundational reading skills will be placed in an Intensive Reading "Plus" class that will have a targeted focus on developing decoding skills, fluency, and basic comprehension skills using **Reading REWARDS** by Voyager Sopris Learning as well as other supplemental resources such as **Wordly Wise**. *iReady* will be used for weekly progress monitoring. For a detailed picture to the curriculum, please see **Attachment D**

Social Studies:

Social Studies instruction in Kindergarten through third grade will take place using the **Social Studies Weekly** series. This unique approach to teaching social studies combines a fun and engaging student magazine kids love while helping them learn required social studies standards which are also aligned with the ELA standards. Students will eagerly devour each weekly unit as they page through exciting social studies lessons, aided by colorful illustrations that help them imagine life in historical context. Plus, every Studies Weekly periodical contains fun and

challenging activities that can be used for in-class assignments, or sent home with students as homework. And, unlike a textbook, they can mark and highlight right on their very own pages. Beginning in 4th grade, Leadership Academy of Health Sciences and Communications K-8 will use the state-approved **Pearson My Florida World**. Following the changes made in the middle school sequence of course offerings, Leadership Academy of Health Sciences and Communications K-8 will follow the sequence:

- 4th grade My World: Florida
- 5th grade My World: US History (Exploration – Civil War)
- 6th grade America: History of Our Nation
- 7th grade My Florida Civics
- 8th grade Florida My World History (Early Civilization – Modern Times)

Social Studies education will also incorporate foundational topics that promote compassion, respect, diversity, loyalty, and love of country and community. This will prepare students to participate intelligently in public affairs and have traits necessary to be leaders in their community. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. Lessons will be designed to teach students to effectively analyze and reference evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. These skills are skills also developed through the effective implementation of lessons using the LAFS standards. Lessons will have components of dialogue and discourse which are fostered through the Socratic method, strategic inquiry, and logic as taught in the Reading series **Junior Great Books**. Additionally, Leadership Academy of Health Sciences and Communications will include other topics in the Social Studies curriculum as aligned with journalism as well as speech and debate. These may be taught through lessons requiring research and analysis. These topics include, but are not limited to:

- Current events
- Debates on Ethical Dilemmas in Society
- Interview and Interrogation
- Law and 1st Amendment Rights

Mathematics:

The Mathematics curriculum at Leadership Academy of Health Sciences and Communications K-8 will assist us in developing students who understand mathematical concepts and demonstrate the ability to apply mathematical reasoning and problem solving skills. The effective implementation of the eight standards of mathematical practice is the cornerstone of the mathematics program.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

Leadership Academy of Health Sciences and Communications K-8 will also infuse literature and technology into Mathematics instruction. Mathematical problem solving is derived from thought that can be communicated in writing or through speaking. Literacy in Mathematics is a pivotal aspect to Mathematical instruction which provides reinforcement of mathematical terminology, real world applications, and organization/visualization of mathematical concepts. Some examples are the use of interactive and visual word walls along as well as math journals for hypothesizing and the subsequent reflection of conclusions. Additionally, interactive software and technology will reinforce application and practice for automaticity. This will create mathematically literate students at Leadership Academy of Health Sciences and Communications K-8! For Mathematics instruction in grades K-5, **Go Math** provides the rigor, personalization, and student engagement needed to be successful and mathematically literate students. This re-imagined approach to elementary math is fully aligned with the Math Florida Standards (MAFS) and the mathematical practices, addressed above. This allows the focus to be on inspiring a love of learning and problem solving. In grades 6-8, Leadership Academy of Health Sciences and Communications K-8 will follow the state course descriptions offered in middle school and high school. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. **Florida Math** provides the rigor relevance and results needed in order to make the largest growth with our targeted population. Rigor is built-in and supported throughout this math series. The three components of rigor: conceptual understanding, application, and procedural fluency are embedded in resources, lessons, and practice assessments. Glencoe Math meets students wherever they are in their learning. Assessments help you determine proficiency before, during, and after lessons. Differentiated instruction resources ensure approaching-level students master concepts before moving on, while beyond-level students are continually challenged. All Level 1 and 2 students will be required to enroll in an M/J Intensive Mathematics. Senior High School Credit(s) for Students in Grades 6, 7, and 8 and available for acceleration when applicable. **Florida Ready Math** from Curriculum and Associates will be used in grades K-8 for remediation of mathematical concepts in an effort to fill in the learning gaps. **iReady Math** will be used as a diagnostic three times a year and as a form of ongoing progress monitoring for struggling students.

- **If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**

Science:

Leadership Academy of Health Sciences and Communications K-8 will rely on a Science curriculum that is implemented in a manner that encourages inquiry, problem solving, as well as the entire scientific method. Since there will be a new for Science curriculum that will take place in 2017-2018, Leadership Academy of Health Sciences and Communications K-8 reserves the right to implement the best Florida adopted Science textbook series that fits our educational program. Due to the expected changes in standards, a sample pacing guide will not be available until after the application is submitted to the sponsor, but will be completed before the opening of school. At this time, we intend to adopt **Interactive Science** by Pearson. This K-8 series provides a strong

comprehensive and scaffolded inquiry-based approach to Science with their write-in books, lab activities, and online personalized technology resources. **Interactive Science** for the middle school grades prepares students for their Science assessment in eighth grade and advanced Science coursework such as Biology I Honors and Physical Science Honors. In addition to the Science curriculum, students will participate in weekly hands-on science investigations which expose students to the scientific process and scientific thinking. Daily use of interactive Science notebooks where students write using the Claim, Evidence, and Reasoning (CER) will document Scientific thought and foster dialogue and critical thinking. Leadership Academy of Health Sciences and Communications students and staff will be encouraged to participate in extracurricular clubs and initiatives such as fitness club, HOSA – Health Occupation Students of America, Speech and Debate, Drama Club, Journalism, Yearbook, Creative Writing, Editorials, Broadcast Journalism and Productions, etc.

An essential component to our curriculum as it relates to standards-based instruction, includes the learning targets and how these instructional units can be developed. In order for this to take place with efficacy, it is essential to include the teachers as a part of the team. This ensures that teachers develop an in-depth understanding of the standards as well as ownership over the instructional approaches that incorporate rigor and relevance in all units of study.

- **Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.**

Reading is a foundational prerequisite for developing life-long learners. Students need to be able to read in order to learn. A child's academic success is strongly correlated to their ability to read and comprehend. Achievement in reading will be the main focus in all data analysis and instructional decisions made across all subjects at Leadership Academy of Health Sciences and Communications K-8. In a study published by Dr. Maureen McLaughlin, President of the International Literacy Association, she reiterates that phonemic awareness, phonics, fluency, and vocabulary are the pillars of literacy and that all contribute to it and that comprehension is the ultimate goal in reading. Therefore, any student with significant deficiency in any of these "pillars" will receive intervention and instruction for the purpose of remediation with the end goal being to improve reading comprehension.

Reading strategies will be based on an integrated model of literacy across all subject areas. Some of these strategies are most effective when also used outside of the Reading curriculum. For example, strategic inquiry can be used with novel studies and with social studies content material in the form of the Socratic Method which promotes positive discourse. Inquiry-based instruction can be used in almost every subject, but can most easily be incorporated in Science as well as communications. Within the research-based Reading Curriculum (as documented in **Attachment D**), Strategic Inquiry is built into the **Junior Great Books** series. The addition of a proven grammar supplemental curriculum, **Shurley Grammar**, is evidence that Leadership Academy of Health Sciences and Communications K-8 believes that the written and spoken language is important and exists in all subject areas. Actually, one expected strategy that will be incorporated across all subject areas is "Everybody Writes" from *Teach Like a Champion*. This strategy

requires all students to write first before sharing their thoughts with their peers. Teachers will also receive extensive training in how to effectively implement **The Continuum of Literacy Learning** model which is broken up into 7 parts:

- Interactive Read-Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading

Science, Social Studies, Math, and other content area subjects will integrate FSA question stems that facilitate the analysis and comprehension of informational text. The chart below identifies some of the effective reading strategies used in various subject areas that demonstrates how the curriculum at Leadership Academy of Health Sciences and Communications K-8 will have an interdisciplinary approach to reading and writing.

Subject Area	Instructional Strategy That Reinforces Reading & Writing
Math	<ul style="list-style-type: none"> • Math journals for hypothesizing and reflection • Students write their own word problems and explain the process required in solving the problem • Thought communicated in writing or speaking to explain mathematical procedures or concepts
Science	<ul style="list-style-type: none"> • Inquiry-based instruction • Science journals for hypothesizing, reflection and documenting the scientific method/process • CER: Claim, Evidence, Reasoning in writing to hypothesize and/or reflect • EiE – Science and Engineering thematic units that incorporate literature and writing
Social Studies	<ul style="list-style-type: none"> • Strategic inquiry • Socratic method • Positive discourse • Analyze, reference, and site evidence • Persuasive writing and discussion = debate

Leadership Academy of Health Sciences and Communications believes that students need a rigorous and relevant curriculum no matter the level of the student. Therefore, students will be exposed to a variety of complex texts with a gradual release model of instruction using scaffolded, closed, and independent reading and guided instruction. This approach steers students through the text while creating opportunities for collaborative discussions and analysis of the text. It is in the differentiation, interventions, and prescriptive instruction allows for students to gain a year's worth of growth while narrowing the gaps. This specifically is discussed in detail in Section 4F below.

From information referenced in this section, and throughout the application, it is evident that reading is not just something that students will be taught to do well. In actuality, our philosophy is that students must learn to read in order for them to read as a means of learning. Yet, reading to learn is no longer enough! Our goal will be to reinforce the skills that develop great readers while focusing on what students do during and after reading. Reinforced by Robert Marzano's studies on reading for rigor beyond comprehension, students need to develop "work-force proof" skills. This means that our students need to be actively engaged in critical thinking, adaptive, and persistent educational experiences that are integrated with the text. This is how we can prepare students for jobs that have yet to be created. Students need to generate new ideas and have countless opportunities to apply new information. Marzano's research also found that text which is complex is not enough. Data demonstrates that high-stakes testing focuses more on analysis and comprehension while most instruction observed uses comprehension as the highest taxonomy. Educators must understand how they can adapt the activities and questions that are part of the reading process so that students can analyze, deduce, infer and elaborate on information from text. This is a cross-curricular approach to reading that will be evident in all learning activities in all subjects.

Communications

In addition to all of the areas of study listed above that correlate with our focus on Health Science, our Communications program aligns perfectly with the New Florida ELA Standards. Aside from standards-based instruction in Reading/Language Arts, the following electives and courses align with the New ELA Florida Standards

- Language Standards – Journalism, Yearbook, Creative Writing, Literacy through Film and Literature, Current Events, Reporting and Editorials.
 - Cluster 1 – Conventions of Standard English
 - Cluster 2 – Knowledge of Language
 - Cluster 3 - Vocabulary Acquisition and Use
- Reading - Literacy through Film and Literature, Current Events, Novel Studies, the Leader in Me lessons.
 - Cluster 1 – Key Ideas and Details
 - Cluster 2 – Craft and Structure
 - Cluster 3 – Integration of Knowledge and Ideas
 - Cluster 4 – Range of Reading and Level of Text Complexity
- Standards for Speaking and Listening – Speech and Debate, Drama, Broadcast Journalism, Literacy through Film and Literature.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Writing Standards - Journalism, Yearbook, Creative Writing, Literacy through Film and Literature, Current Events, Reporting and Editorials, Broadcast Journalism, Interviews.
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

In the elementary school, lessons in social studies and Reading/Language Arts will incorporate writing as related to current events, reporting, and include written reader response. Also, elementary special area classes such as *Leadership* and *Technology* provide students with additional opportunities to learn skills that are aligned to the ELA Florida Standards. In Middle School, elective courses in Journalism, Literacy through Film and Literature, Speech/Debate, Broadcast Journalism, and computer science also provide middle school students with the opportunities to apply the skills correlated with the new ELA standards.

A. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

Science and Engineering Practices:

Science and engineering play a major role in the Science Standards while developing 21st Century skills. There is a greater emphasis on engineering, thus textbooks, curriculum, and instruction should already be adapting to the closer focus on science which incorporates a strong emphasis on the engineering design standards. These engineering design standards foster collaboration, problem solving, teamwork, analytic thinking, and application of knowledge. These standards are directly correlated to the Sciences and Engineering Practices:

Engineering and Science Practices	Students who demonstrate understanding can:	Disciplinary Core Ideas
Asking Questions and Defining Problems	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	<ul style="list-style-type: none"> ● Defining and Delimitating Engineering Problems
Engaging in Arguments from Evidence	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the	<ul style="list-style-type: none"> ● Developing Possible

	problem.	Solutions
Analyzing and Interpreting Data	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	<ul style="list-style-type: none"> • Developing Possible Solutions • Optimizing the Design Solutions
Developing and Using Models	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	<ul style="list-style-type: none"> • Developing Possible Solutions • Optimizing the Design Solutions

With the current information in hand, Leadership Academy of Health Sciences and Communications K-8 intends to adopt **Project Lead the Way (PLTW)** as a supplement to our Science program. Project Lead the Way facilitates a more **engaging and hands-on classroom environment** that **empowers students** to develop the in-demand knowledge and skills they need to thrive through engaging real-world lessons. PLTW modules augment science and math lessons, create interdisciplinary projects, and reinforce concepts rooted in critical thinking. Each module also incorporates reading, writing, and requires student collaboration. Thus, making PLTW a cross-curricular resource that is grounded in engineering and inquiry.

Computer Technology:

Computer technology has been around for many years and its integration into science and communication-related fields is evident and the aforementioned PTLW modules include lessons and labs for Health Sciences as well as computer science.

Communications

Our mission and vision also focuses in the area of communications which aligns with the New Florida ELA Standards. This is elaborated upon in detail in the section above (B).

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

Extensive research was conducted to decide which curriculum will be adopted and the instructional design of Leadership Academy of Health Sciences and Communications. Since

education is constantly evolving and changing, we anticipate that this process will be ongoing and finalized prior to the school year beginning. Some of the research-based and foundational materials that were used in developing our instructional design includes:

- Covey, S.R., Covey, S., Summers M. & Hatch, D. (2014). *The Leader in Me*
 - Fountas, I.C., Pinnell, G.S. (2011). *The Continuum of Literacy Learning Grades K-8: A Guide to Teaching*
 - Fisher, D., Frey, N. (2013). *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*
 - Lemov, D. (2012). *Teach Like a Champion 2.0*
 - Lemov, D., Driggs C. & Woolway, E. (2016). *Reading Reconsidered*
 - Marzano, R. ED.D (2016). *Essentials for Achieving Rigor: Facilitating Complex Learning*
 - McLaughlin, M. ED.D (2016) *Demystifying the Role of Reading Comprehension in the Common Core*
 - Senn, D & Marzano, R ED.D (2015). *Engaging in Cognitively Complex Tasks*
 - Resources and professional development support from Charter Support Unit
 - National Institute of Environmental and Health Sciences
 - Florida Scholastic Press Association
 - American Society of New Editors and Youth Journalism Initiatives
 - National Council for Teachers of English – NCTE Position Statement: Resolution on the Importance of Journalism Courses and Programs in English Curricula
 - CPalms

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

Health Sciences

Studies in the health sciences will not only enhance basic science concepts, it will facilitate lessons that teach students how to take care of themselves and others. It encourages students to be informed consumers and have a proactive approach to health and nutrition. A preventative approach to health and wellness will promote quality of life and the opportunity to experience studies in science grounded in laboratory sciences.

Communications

Studies in communication will be broken into three categories:

1. Primary grades: Students in grades K-2 will study and create comic strips, participate in photo journalism lessons through creative captioning, creative story writing as well as reporting on topics of interest.
2. Upper Elementary grades: Students in grades 3-5 will develop skills that will aid in reporting and interviewing, cross examination, basic concepts in journalism, creative writing, and speech and debate.
3. Middle School: Students in grades 6-8 will study advanced concepts in journalism, speech and debate competitions, developing story boards, advanced reporting and interview skills, as well as TV productions and film editing.

Moreover, studies in communications facilitate:

- Effective Researching
- Writing and Citing Evidence
- Public Speaking
- Critical Thinking and Problem-Solving
- Consensus Building
- Conflict Resolution
- Collaboration
- Project Management

A. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Multi-Tiered Systems of Support (MTSS) are in place at different levels in order to identify and provide support to struggling students. The systems identified below follow the FCIM in every meeting opportunity.

- Administrative meetings take place at the beginning of each week. An agenda with topics to discuss are set. The team reviews what has happened, what is happening and what will take place. It is a system of checks and balances that facilitates follow-up. One of the items discussed at each meeting is any new data available that has not yet been reviewed or discussed.
- Weekly grade-level meetings allow for teachers to plan lessons together, share best practices, develop formative assessments, and decide what needs to be done for students performing above, at, or below grade-level.
- Weekly data chats take place with teachers and their assigned instructional leader. This is a concerted effort for Rtl and ongoing progress monitoring.
- Data chats with students take place every time new and comparable data is available. Students track their progress, reflect on their performance and set attainable and realistic goals. These data chats with students are essential so that the students develop an understanding and ownership of their learning **Attachment F**.
- Monthly Rtl meetings are held with the Rtl team to discuss data available as it pertains to Tiers I, II, and III. This meeting, more so than any other meeting, must follow the FCIM with complete fidelity in order to ensure that the appropriate instructional focus is in place for all students to continue to progress and achieve.
- Ongoing professional development is also a part of our early release days. Professional development is based on teacher feedback and instructional needs as reflected by data.
- Lesson plans are reviewed weekly by assigned instructional leaders and administrators. Feedback is provided as part of our FCIM. Shared planning among teachers assists in facilitating collaboration in best practices and effective planning that will yield the greatest results.

In addition to the aforementioned strategies and MTSS process, the following structures and strategies will be in place to help struggling students and provide an educational environment for ELL and SPED students so they can be successful in the least restrictive environments:

- **Target Tutoring & Interventions:** Leadership Academy of Health Sciences and Communications believes that each student has a distinctive learning style. Thus, Leadership Academy of Health Sciences and Communications K-8 will provide tutoring and intervention sessions to a targeted population using prescriptive lessons and

research-based material that is focused on the areas of greatest need. This is in addition to homework help that is available to all student.

- Differentiated Instruction: Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target a large variety of learners by providing enrichment activities to high performing students and spend more time in a small group setting providing remediation to lower performing students.
- Standards-Based Instruction: Teachers will manage instructional time using the IFC to incorporate the standards into their instruction while providing motivating, challenging, and meaningful experiences for students to receive and process information.
- Data-Driven Instruction: Instruction that uses data to evaluate if students are meeting expectations and if there is a need to reteach or remediate. Data-Driven instruction also allows teachers to evaluate teaching strategies and materials used in order to know if they have been effective.
- Direct Instruction (lecturing/modeling): This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS and the Florida Standards. This instruction is structured and based on mastery learning. It is also very effective when remediating and re-teaching material.
- Cooperative Learning: Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc. Students are encouraged to work together to learn and solve problems with assistance from the teacher.
- Inquiry-Based Learning: Based on the scientific method, this student-centered and student-led strategy will require students to hypothesize and ground their theory in facts. They then conduct investigations independent of the teacher, unless otherwise required using teacher discretion. Teachers will use this approach to develop critical thinking and problem solving skills while encouraging students to discover.
- Gradual Release Model: Similar to the "I Do, We Do, You Do" model, it provides opportunities for the teacher to model skills while allowing the students to "wrestle" with the material. The thought is that students learn from trial and error and learn from their mistakes. More so, they learn and retain more when they obtain the correct answers on their own.
- Vertical Planning (department): Courses will be correctly aligned and teachers will be required to meet monthly as a department. This will allow teachers to quickly assess what students mastered in the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time. It also provides a forum to discuss subject-specific topics or initiatives to take place school-wide.
- Horizontal Planning (grade level): Teachers will have common planning time so that they may meet at least once a week. The teachers will align lessons as a grade level to address specific subject matter and needs of their grade level. Teachers will follow similar time lines and have similar lessons. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. This also fosters shared best-practices and data-driven instruction as a whole.
- Field Studies and Field Excursions: When lessons are relevant, learning is easily achieved. We believe that conducting field studies and excursions both on and off campus have an educational value beyond measure. Teachers will engage students in such field studies that start in the classroom and extend beyond it. This encourages participation in the lesson in a broader scope.
- Parental Involvement: It truly takes a village to raise a child. We believe that parental involvement is crucial to the success of our educational program. Parents invest in our school, and in most instances, they are our greatest asset. Parents are kept informed via the school's website, callouts, and social media. Parent contact through the agenda, notes, emails, phone conferences, or face-to-face meetings are considered the most effective form of parental involvement. Parent contracts will strongly encourage parents to contribute volunteer hours to ensure that they are active participants in their child's education. The

school will facilitate the start of a Parent Teacher Student Organization (PTSO). This along with other school commitments will provide a variety of opportunities for parents to be involved.

Evaluation Criteria: Curriculum and Instructional Design

Reviewers will look for a curriculum and instructional program design, whether fully developed or not, that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

[1] Do not include a course code directory.

Attachments

4.1	Attachment D - Reading Curriculum Broward K-8	Prats, Gustavo, 8/1/17 6:07 PM	PDF / 145.665 KB
4.2	Pacing Guides	Prats, Gustavo, 8/1/17 6:07 PM	PDF / 1.36 MB

Notes

Merilyn Johnson, 9/8/17 10:01 AM:

This application wrongfully states that "Due to the expected changes in standards, a sample pacing guide will not be available until after the application is submitted to the sponsor, but will be completed before the opening of school." The applicant needs to detail how the curriculum instruction and design will enable students to attain Florida NGSSS and receive a year's worth of learning in science for each year enrolled as well as how the curriculum will be appropriate for students below, at, and above grade level in science.

Sandra Reyes, 9/6/17 4:32 PM:

The application states they "intend to adopt" the Pearson curriculum, however they are not definitive in the decision. The application does not detail a clear and coherent plan for Science Instruction aligned to the NGSSSS.

Terri Coyle, 9/6/17 4:14 PM:

Literacy: Reviewed by Terri Coyle, Detra Adams, Sarah Decotis, and Erin Cuartas: -The application fails to clearly state adoption of the District's K-12 Comprehensive Research-Based Reading Plan. The application states the school has 'the intent of following the Sponsor's Comprehensive Research Reading Plan'. Intent is not sufficient. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -The application mentions NASA's design process in Section 3 – Educational Program Design, however, the application fails to mention how this approach is aligned to the state adopted standards, and how this process will be implemented and monitored in the school. Additionally, the plan also fails to provide specifics as to what supplemental resources will be used to implement and support this approach in teaching and learning. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -This application fails to provide a clear and coherent ELA framework that is aligned to LAFS and provides time for direct writing instruction using an approved supp. curriculum (middle grades). -This application fails to include a standards-based writing plan that aligns to instruction for the FSA Writing (middle grades). Based on the attachment, Shurley Grammar Scope/Sequence is not aligned to the Writing Standards. It does not support instruction in argumentative, informative, narrative writing, or text dependent responses. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) - This application fails to describe the methods and systems that will be employed to differentiate instruction based on the needs of all students (students performing below grade-level, at grade-level, and above grade-level). Social Studies: -The application mentions that students will learn the "required social studies standards". The application does not clearly state that the school will implement the Next Generation Sunshine State Standards (NGSSS) for

Social Studies as required by state statute. In accordance with statute 1003.42 the application fails to provide clear language on how the school shall provide the required instruction for Declaration of Independence, US Constitution, Flag education, History of the Holocaust, African American history, Hispanic contributions, and Women's contributions.

Brian King, 9/6/17 3:46 PM:

While I saw mention of Health Science curriculum, I saw no mention of an official CTE program of study with course progression, CAPE academies, or industry certifications. CTACE sees nothing to review relating to Career and Technical Education.

Alexandra Bayuk, 9/6/17 3:43 PM:

This application fails to meet the criteria for providing instruction that is appropriate for students below, at, and above grade level. Our first concern is with sufficient math credits for promotion in middle school. The application states that all level 1 and 2 students will be required to enroll in remedial math classes, however, these courses do not meet the math credit requirement. We have additional concern for above grade level students. The application does state that it will offer accelerated math courses for students, but with the limited number of students enrolled in middle grades math, it is unclear as to how, specifically, students will be scheduled into accelerated High School courses.

Mary Shaw, 8/30/17 2:46 PM:

Leadership Academy of Health Science and Communications Mary Shaw: Whiddon-Rogers- DJJ Literacy Coach Dept: Equity Academic Attainment 8/24/2017 4. Curriculum Plan Provides a clear and coherent framework for teaching and learning: As evidenced through our mission and vision statements, Leadership Academy of Health Sciences and Communications will be a charter school serving students in grades K-8. Leadership Academy of Health Sciences and Communications K-8 will provide a well-rounded educational experience with programs and areas of instruction grounded in science, technology, communications, health sciences, math, and reading. Is research based: The educational approach at Leadership Academy of Health Sciences and Communications will meet the need of all students, thus making learning and knowledge accessible to the most diverse populations. Is well-aligned with the school's mission and educational philosophy: The vision and mission of Leadership Academy of Health Sciences and Communications is aligned with an educational focus as well as the Florida Standards. Our health sciences program provides experiences that develop background knowledge in science and scientific thinking that transfers into any science-based area or study including STEM related fields. Provides an emphasis on Reading: Students scoring below a level 3 on the ELA FSA and/or demonstrating weakness in reading fluency and/or comprehension skills, will be placed in an Intensive Reading Class with a prescriptive focus on reading instruction using the National Geographic Inside as research based curriculum and will incorporate other supplemental instructional resources. Students scoring below a level 3 on the ELA FSA and/or having will have a targeted focus on developing decoding skills, fluency, and basic comprehension skills using supplemental resources used for weekly monitoring. Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled. Explicit, systematic instruction will be based on the NGSSS and the Florida Standards. This instruction is structured and based on mastery learning. Will be appropriate for students below, at, and above grade level: Monthly Rtl meetings are held with the Rtl team to discuss data available as it pertains to Tiers I, II, and III. **This charter school plan Meets the Standards.

Celina Chavez, 8/24/17 3:55 PM:

The application was reviewed by Leyda Sotolongo and Celina Chavez. The application fails to provide a clear description of how to meet the needs of ELLs at grade level, below and above level. 6A-6.0904

Allisyn Axelrod, 8/23/17 6:31 PM:

This application fails to provide a plan for ESE services to support learning and goal attainment for SWD This application fails to provide a plan for Gifted services to support learning, enrichment, and goal attainment for the gifted learner. This application fails to describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum.

Hanne Rega, 8/18/17 3:10 PM:

The application doesn't make reference to World Languages.

5. Student Performance

Section 5: Student Performance

Performance Goals

- A. **Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.**

Since a site has not been finalized for Leadership Academy of Health Sciences and Communications, goals were developed using the district average FSA scores for the Spring 2016 test administration. Our student population at Leadership Academy of Health Sciences and Communications for the 2018-2019 school year are expected to be:

- Less than 47% of students will be at or above grade level in Reading for grades 3-8 on the first iReady Reading diagnostic assessment of the 2018-2019 school year
- Less than 50% of students will be at or above grade level in Math for grades 3-8 on the first iReady Math diagnostic assessment of the 2018-2019 school year
- Less than 47% of students in 5th and 8th grade will be proficient in prerequisite Science concepts as measured by a standards-based baseline assessment administered at the start of the 2018-2019 school year
- Less than 60% of the students in 7th grade will demonstrate proficiency in prerequisite social studies concepts in government, economics, and history as it relates to instruction in Civics measured by a standards-based baseline assessment administered at the start of the 2018-2019 school year.

Leadership Academy of Health Sciences and Communications will establish educational goals for improving student achievement through measurable student outcomes that aim to increase student proficiency annually. These measurable outcomes will be competitive with that of the achievement targets identified by the district or the state. The goals set below were developed using district averages. Leadership Academy of Health Sciences and Communications will strive for proficiency, and in doing so students will demonstrate significant learning gains which will have a monumental effect in the school's grade.

ELA

- At least 60% of the students in grades K-2 will score above the 50th percentile on the Stanford Achievement Test (or any other assessment deemed appropriate by the school or the district) by Spring of 2019 and will increase by at least 5 percent each additional year.
- At least 50% of the students in grades K-2 will be reading at or above grade level by Spring

- of 2019 as evidenced by iReady and will increase by at least 5 percent each additional year.
- At least 55% of the students in grades 3-8 will meet high standards in ELA as evidenced by a score of proficient on the FSA ELA in the Spring of 2019 and will increase by at least 5 percent each additional year.
 - In less than 5 years, Leadership Academy of Health Sciences and Communications will meet or exceed the districts and/or state average of high standards in ELA as evidenced by a score of proficient on the FSA ELA.

Mathematics

- At least 60% of the students in grades K-2 will score above the 50th percentile on the Stanford Achievement Test (or any other assessment deemed appropriate by the school or the district) by the Spring of 2019 and will increase by at least 5 percent each additional year.
- At least 51% of the students in grades 3-8 will meet high standards in MAFS as evidenced by a score of proficient on the FSA Mathematics assessment and will increase by at least 5 percent each additional year.
- In less than 5 years Leadership Academy of Health Sciences and Communications will meet or exceed the district and/or state average of high standards in Mathematics as evidenced by a score of proficient on the FSA Mathematics assessment.
- In less than 5 years Leadership Academy of Health Sciences and Communications will meet or exceed the district and/or state average of high standards in Mathematics as evidenced by a score of proficient on the End of Course exam (EOC) for Algebra I and/or Geometry course.

Science

- At least 54% of the students in grades 5 and 8 will meet high standards in Science as evidenced by a score of proficient on the Science FCAT 2.0 and will increase by at least 5 percent each additional year.
- In less than 5 years Leadership Academy of Health Sciences and Communications will meet or exceed the district or state average of high standards in Science as evidenced by a score of proficient. Consideration to this goal should be given since new Science standards will be released in 2019 thus requiring the development and vetting process of a new state assessment for Science.
- In less than 5 years Leadership Academy of Health Sciences and Communications will meet or exceed the district and/or state average of high standards in Biology as evidenced by a score of proficient on the End of Course exam (EOC) for the Biology. Consideration to this goal should be given since new Science standards will be released in 2019 thus requiring the development and vetting process of a new state assessment for Science.
- 80% of students in grades K-4 and 6-7 will score an 85% or higher on an in-house EOY science exam correlated to grade-specific science standards.

Social Studies

- At least 62% of the students enrolled in Civics will meet high standards in Civics as evidenced by a score of proficient on the Civics End of Course (EOC) exam and will increase by at least 5 percent each additional year.
- In less than 5 years Leadership Academy of Health Sciences and Communications will meet or exceed the district and/or state average of high standards in Civics as evidenced by a score of proficient of the Civics End of Course (EOC) exam.

Leadership Academy of Health Sciences and Communications believes that the aforementioned goals are reasonable considering the possible demographics and data of the anticipated population. Once baseline score become available, these goals will be revisited to ensure that they are both reasonable yet challenging. Leadership Academy of Health Sciences and Communications sets high expectations of all of its students and, through the implementation of the Florida Continuous Improvement Model (FCIM), instruction will be driven by the needs of the student as demonstrated by data. Leadership Academy of Health Sciences and Communications reserves the right to adjust the identified goals within a reasonable amount in order to accommodate the needs of the student and their present levels of performance at the time of enrollment.

A. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

The curriculum as well as the educational program at Leadership Academy of Health Sciences and Communications allow for goals to be correlated with areas that are academic by nature, measurable and accountable. Another component to the vision and mission of Leadership Academy of Health Sciences and Communications are the leadership skills infused throughout every aspect of every day using the *Leader in Me* model. It is our philosophy that these leadership skills are what will set apart our students from students at any other school.

Leader in Me: Through their Leadership Class and through Social Studies lessons, students will maintain leadership binders where they will:

- Develop personal mission statements
- Identify their personal goals (one personal goal and two academic goals)
- Reflect on what is required of them in order to achieve their goals
- Develop a plan on how they will meet their goals and in their identified timeframe
- Track their data and reflect on their progress towards reaching their goals
- Identify their “big rocks” (what is most important to them)
- Celebrate their accomplishments
- Conduct student conferencing

It is because of our focus on leadership skills that Leadership Academy of Health Sciences and Communications will look for our program to accomplish the following:

- Decrease in discipline referrals by an average of 5% each year for 5 years
- Decrease the percentage of students retained in their grade level by an average of 5% in less than 5 years.
- Decrease in the number of incidents of bullying as reported by students in their annual student surveys by at least 10% in 5 years.
- Increase in the number of students taking advanced coursework (middle school) by 10% in at least 5 years.
- Ensure that daily attendance is at or above 97%
- Maintain a minimum of 80% satisfaction rate by parents and students as evidenced by the annual student and parent surveys

Health Sciences and Communications:

- Increase the number of field excursions, guest speakers, and business partnerships related to Health Sciences and Communications by at least 3 activities per year.
- After completing coursework at Leadership Academy of Health Sciences and Communications, 80% of students graduating 8th grade will pursue High School courses in areas related to Health Science, Science, or Communications.

Placement and Progression

A. Describe the school's student grade level and course placement procedures.

Leadership Academy of Health Sciences and Communications will be a K-8 charter school where emphasis is placed on the articulation process in order to ensure proper placement in classrooms. Data outcomes from state and district assessments, as well as in-house assessments will be used to make placement decisions for students. Leadership Academy of Health Sciences and Communications K-8 intends to offer an entire spectrum of classroom and curriculum courses that will include advanced classes in grades K-8, gifted classes in grades K-8, acceleration in Middle School, regular core content classes in grades K-8 with built in differentiation, as well as interventions, pull-outs and resource as needed. All of these placements are done with careful consideration of the needs of the students, analysis of the data which includes federal and state requirements. Students who are retained, score below a level 3 in the FSA ELA or Math (or below 50% in the SAT), or show any other risk factor (such as students in the bottom quartile), will be placed in Tier II and receive additional instruction in identified areas of weakness in order to provide remediation and more frequent progress monitoring. Students already in the Tier II and not showing progress or in the SST process will be placed in Tier III for more intense intervention and progress monitoring. Students in Tier II and Tier III are closely monitored with more frequency. **Attachment C** contains the draft course sequence which includes elective classes for remediation, classes that provide acceleration offering high school level courses in middle school for credits in high school, as well as courses aligned with the State of Florida graduation requirements and the current Broward County Pupil Progression Plan.

A. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

Leadership Academy of Health Sciences and Communications K-8 will follow Broward County's Pupil Progression Plan which includes procedures for promotion, acceleration, retention, etc. and includes retention in 3rd grade if students do not meet promotion criteria (F.S.1008.25(6)).

A. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

N/A

A. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Leadership Academy of Health Sciences and Communications K-8 believes that the parents are the closest allies we have in our efforts to provide students with the best educational experience while preparing them and keeping them on track for graduation, college and/or career readiness. Promotion and graduation criteria will be communicated at the beginning of the year and revisited, if necessary, during progress monitoring. Within the first quarter of 5th grade, parents will be informed of middle school course selection options and how that can affect a student's graduation requirements. In Middle School, information will be shared with parents as students complete their required Career Planning coursework where High School courses and graduation expectations become more solidified. This information will then follow the student to High School so that the guidance department can continue working with the students and their families until the graduate.

Assessment and Evaluation

A. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

Sequential steps will be implemented to provide ongoing progress monitoring checkpoints that will aid our MTSS and RTI processes. At the begin of the year, students in grades K-8 will take a Math and Reading diagnostic assessment using iReady. This assessment will provide data that allows teachers to hone in on the needs of each student based on any learning gaps. This diagnostic will also provide grade level equivalents allowing teachers to identify students at, below, or above grade level. This diagnostic data will play an important role in MTSS decisions (such as reading placement using the CRRP decision-making tree **Attachment F**) regarding interventions (Rtl) and enrichment while guiding instruction. This diagnostic will be repeated in December as a mid-year and at the end of the year as a post-test to help track growth.

After the diagnostic assessment, students in grades K-8 will take a standards-based baseline assessment for Reading and Language Arts (Civics for 7th grade and Science for 5th and 8th grade) using resources like Teacher-toolbox and FLDOE Single Sign-on. This data will allow us to identify areas requiring instructional focus that will help us drive instructional decisions, needed remediation, and areas that need reinforcement and maintenance. This will provide useful information that will help drive instruction that will help yield positive results on the FSA. A midyear standards-based assessment (midterms) will be given between December and January. This will allow us to track the progress for each student as it compares to standards. This data will also allow us to assess progress in mastering grade level standards while evaluating the effectiveness of the instructional program. Final exams will be given that also allow us to gather standards-based data to see measure the growth within one year and help us evaluate or educational program. We can then look at the FSA results and see if they are aligned with results from our standards-based assessments.

Students in need of remediation will participate in progress monitoring once a month using iReady Reading and Math. This data will help us evaluate the effectiveness of our interventions and differentiation of instruction on a monthly basis. Students in Tier III and in need of more significant intervention will complete bi-weekly iReady progress monitoring in addition to work samples and assessments built into the intervention curriculum. **Attachment F** – maps out our assessment schedule and data points throughout the year to ensure that all required assessments are accounted for and that students are not over tested. We plan to extract data from every data point that provides relevant data and use it to drive our instructional focus. We believe that baseline assessments, either provided by the district or developed in-house using curriculum or a test generator such as Single Sign-on from FLDOE, allows us to develop a starting point, identify strengths and weaknesses, set goals and chart our instructional focus. **Attachment F** - also identifies the above-mentioned progress monitoring using in-house assessments for our Tier I, Tier II, and Tier III students.

A. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

One of the most valuable means of evaluating instruction is seamless integration of formative assessments by an effective teacher during instruction. Formative assessments are weaved into instruction by the teacher in order to track the progress of student learning as they work towards mastery. Formative assessments allow teachers to know what part of the instruction may need to be reviewed, retaught, or if they can delve deeper into the concept using higher levels of complexity. Although formative assessments are not built into our assessment calendar, it does not mean they are of less importance. Formative assessments will be built into instruction as teachers collaboratively plan using learning targets aligned to standards.

Every data point will provide an opportunity for a data chat. The first data chat takes place with the teachers before the school year has begun. The principal, along with identified instructional leaders (such as coaches or other administrative team members) will share with the teachers the FSA data, as well as any other standardized data available. This data is carefully analyzed to identify strengths and weakness in students as well as possible weaknesses that may have previously existed in our instructional program. This data analysis using State required end-of-year assessments is used to develop measurable school-wide goals and a plan of action for the year. This process is an ongoing process that is revisited after the diagnostic and baseline assessment, and continues throughout the year after every benchmark, midyear and additional diagnostic assessment (these assessments are highlighted in blue and in red as found in Attachment F-Part I). The FCIM is delineated in every data chat. Teachers meet with the school's academic leaders (principal, academic coaches and/or any other administrative team members) as part of a Multi-Tiered System of Support (MTSS). The team works together to analyze the data in order to identify strengths and weaknesses that can assist teachers in grouping students for instruction. After weaknesses are identified and students are grouped, the team works together to develop a plan of action that outlines what will be done to address the weak areas, who will be responsible for implementing it, the frequency in which it will take place as well as the materials to be used. The team then identifies how it will be monitored and how we will assess if what will be done worked. MTSS meetings are held at least once a month to revisit progress and discuss any new data where this process is continuously repeated. Our weekly early release days provide us with the opportunities we need to support this process as well as provide time for needed professional development and support.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Administrative team members and instructional leaders and/or coaches will participate in professional development opportunities throughout the year that are offered by the Florida Department of Education, the district, as well as textbook companies. We may also choose to participate in other research-based professional development opportunities including, but not limited to, International Learning Sciences, Marzano, or any other PD that enhances our efforts in Rtl. We will also encourage teachers to participate in any professional development training that will assist them in implementing the instructional plan or interventions needed, as well as receive support in areas of need identified in their Individual Professional Development Plans (IPDP). Some of the professional development opportunities include the following trainings provided in the form of a PLC (Professional Learning Communities) or workshops which may extend beyond the first year of implementation:

- Standards-Based Instruction and Learning Targets
- *The Leader in Me* book study & professional development series
- Ensuring Rigor & Strategic Inquiry
- Lesson Planning
- Textbook and Curriculum PD
- Engineering Standards
- Cross-curricular approach to reading instruction
- Reading Instruction
- Journalism, Speech and Debate
- Occupations in Health Sciences

A. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

Data chats provide Leadership Academy of Health Sciences and Communications with the ability to monitor progress at all levels. The principal closely tracks the schoolwide goals and discusses the progress towards these goals during data chats with the teachers. Classroom data and data by subgroup is also closely monitored in order to provide teachers with any assistance, professional development or resources in order to increase student achievement. Student data is also tracked and discussed at data chats with the teachers. Teachers adjust their instructional groups based on data. This process is addressed in detail in Section 5 – H above. Rosters for students in Tier II and Tier III are also adjusted, if needed, as their data is reviewed biweekly for Tier II and weekly for Tier III as documented in Attachment F – Part II.

If at any time, the data from the assessments demonstrates that we are off target in meeting our educational goals, the administrative team along with instructional leaders will complete a SWOT (Strength, Weakness, Opportunities, Threats) analysis in order to identify what is the cause; curriculum, instruction, lack of time, insufficient resources, etc. A plan of action will be developed for immediate implementation using information gathered from the SWOT report. We are confident that, if we implement our instructional program with fidelity inclusive of data chats, and

interventions monitored using the appropriate identified protocols, we should have no problem achieving our goals.

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

Student ownership of their own learning is one of the most powerful tools we can provide to our students. Sharing that ownership with the parents makes it even more powerful. Assessment data will be shared with the students in the form of data chats that are conducted in the classroom. At the beginning of the year, the teacher will work with the student to identify their academic strengths and weaknesses in order to develop goals with the student. After every diagnostic, baseline and benchmark assessment, the student will record his/her score, track their progress, and reflect on their progress towards meeting their goals. Copies of these data chats, as well as letters that may be generated with information on current levels of performance will be shared with the parents. Our goal is to provide parents with quarterly information regarding their child's progress, in addition to progress reports and report cards.

As part of *The Leader in Me* program, our students will take active ownership of their learning. Part of this can be achieved through the use of each student's leadership binder. These leadership binders will include their mission statements and goal setting. Students, through reflection, will identify their WIGs (Widely Important Goals) to set one personal goal and two academic goals. Students will then track standards-based assessments, any applicable intervention data, as well as data related to their goals. Students will host student-led conferences where the students meet with their parents and the teacher in order to communicate their progress towards their goals. These leadership binders will play a huge role in tracking student data and empowering students to have ownership of learning and their efforts in achieving academic excellence.

A. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Student data is displayed in the classroom without using the student's name. Instead, a numeric identifier or student ID number will be used when displaying data. Student data chat forms will be kept and secured by the teacher and shared only with the corresponding student **Attachment F**. Student information and performance data is provided only to the parents or legal guardians during a conference. Academic performance can be shared via email or phone conference only after the teacher has verified that the phone number or correspondence information is correct.

Evaluation Criteria: Student Performance

Reviewers will look for:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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Attachments

5.1	No Title	Prats, Gustavo, 8/1/17 6:08 PM	PDF / 195.062 KB
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Notes

Terri Coyle, 9/6/17 4:15 PM:

Reviewed by Terri Coyle, Detra Adams, Sarah Decotis, and Erin Cuartas: -The application fails to provide a clear progress-monitoring plan. Evidence that a range of valid and reliable assessments will be used to measure student performance is not provided. -The application fails to provide evidence that assessment activities are sufficiently frequent with a detailed plan to determine whether students are making adequate progress. (1002.33, F.S., 1002.691, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) -This application fails to provide an in-depth description of how teachers will receive training in disaggregating student data, grouping students, and using said data to differentiate instruction. (1002.33, F.S., 1002.691, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan)

Adrienne Reynolds, 9/3/17 10:33 PM:

The application fails to provide adequate evidence that the applicant will hold high expectations for student academic performance. Leadership binders that will be used for health science and communication instruction excludes measurable goals for student academic growth and improvement. The application omits descriptions and explanations of valid and reliable school based assessments that will be used to measure student performance. The application neglects to include specific provisions for administering the state mandated FSAA, ACCESS and FLKRS assessments, The application is unsuccessful at identifying an ongoing plan for sharing student performance information that will keep students and parents well informed of academic progress, per F.S. 1008.22 The application states that student data will be displayed using the student ID number. District/state student ID numbers for displaying student data may be in violation of FERPA, per F.S. 1002.22

6. Exceptional Students

Section 6: Exceptional Students

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

Leadership Academy of Health Sciences and Communications will be available to all students in grades K-8 in the community in which it serves. The school will not discriminate on the basis of gender, race, religion, ethnicity, socio-economic status, academic background, native language, or disability. All students who follow enrollment procedures within the established timeframe will be

accepted into the school, except when the number of applicants exceeds the capacity of the grade level or school building. In this case, a random selection lottery will be held. As all students in the community who are entering K through 8th grades are eligible for enrollment, it is anticipated that the student population will reflect the population of the community. The projections for the ESE program at Leadership Academy of Health Sciences and Communications is based on the current District average. It is, therefore, anticipated that approximately 9% of the student body will be served by the ESE program at Leadership Academy of Health Sciences and Communications.

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

Leadership Academy of Health Sciences and Communications K-8 will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. Leadership Academy of Health Sciences and Communications K-8 will be open to any student residing in Dade County, provided the parent/guardian submits the Student Application Form with supporting registration documents. The Student Application Form does not inquire about or require parents/guardians to disclose whether or not their child has a disability and/or an IEP or 504 Plan. In accordance with the law, preferences may be given to applicants based on F.S. 1002.33(10)(d). Leadership Academy of Health Sciences and Communications will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the lottery in conformity with Florida's Charter School Legislation and in accordance with the racial/ethnic balance provisions described in F.S. 1002.33(7)(a)(8). All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

1. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

Leadership Academy of Health Sciences and Communications hereby agrees to adopt and implement the Broward County Public Schools' policies and procedures with respect to Special Education, as amended from time to time. Teachers and ESE personnel will participate in District workshops and District ESE meetings and trainings. Data regarding students' IEPs will be entered into SPED EMS and Leadership Academy of Health Sciences and Communications will utilize the IEP platform consistent with the District's use, in order to facilitate communication and compliance. Leadership Academy of Health Sciences and Communications' mission is to place students in an environment in which they can develop to their highest academic and social-emotional potential and provide support, within reason, so that all student can be successful. Any students whose needs cannot be adequately addressed at Leadership Academy of Health Sciences and Communications will be appropriately referred, and staff will work together with Broward County's personnel to ensure that the needs of these students are met. Operating under the sponsorship of the District as the Local Education Agency (LEA), Leadership Academy of Health Sciences and Communications will be responsible for programming and delivering related services to exceptional students, as identified in their IEP with adherence and fidelity to the policies of Broward County Public Schools. We acknowledge a need for collaborative efforts between the Sponsor and Leadership Academy of Health Sciences and Communications,

especially regarding Free and Appropriate Public Education (FAPE) to children with disabilities. Leadership Academy of Health Sciences and Communications believes that the Least Restrictive Environment (LRE) is the most natural and relevant educational setting that can be offered to students with disabilities. Students with disabilities will be educated in the least restrictive environment and will be separated from non-disabled peers only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Leadership Academy of Health Sciences and Communications intends to utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing IEPs (Individualized Education Plans), and 504 Plans. Leadership Academy of Health Sciences and Communications intends to provide a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 967186, Laws of Florida; and Chapter 6A76 of the Florida Administrative Code). The educational program for exceptional students will include and adhere to the principles of the law as follows:

- FAPE - Free Appropriate Public Education will be provided to every exceptional student enrolled at Leadership Academy of Health Sciences and Communications. That is, **free**—at no cost to parents; **appropriate**—suited to individual needs of the child in accordance to the guidelines outlined in the student's IEP or 504 plan; **public** – provided by and paid for by the public education system.
- Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with Broward County's published guidelines.
- IEP and EP - Individual Education Plans and Educational Plans for gifted students will be developed and maintained. Meetings will be held in accordance with District's guidelines.
- Parent/Student Participation in Decisions – this includes but is not limited to giving consent for evaluations and/or initial placement, helping design the IEP, providing information that will allow the team to understand their child.
- Procedural Due Process – This is a non-discriminatory policy regarding the eligibility, identification, location, placement, and evaluation process and includes the adherence to procedural guidelines and with complete integrity to FAPE. Due process hearings may be initiated by a parent or the District on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.
- LRE - Least Restrictive Environment as related to students with disabilities who will be educated in the least restrictive environment and will be separated from their non-disabled peers only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students that are eligible for ESE services will receive supplementary aids and services which includes but are not limited to OT, PT, SLP as well as receiving instruction and services in the least restrictive environment. These can be organized in the following 4 categories:

1. Environmental/Physical Accommodations – Adjustments to the environment and classroom that are accommodation that assist in instruction and learning.
2. Instructional – Direct and specialized instruction using a variety of instructional methods. Students may be serviced in their general education classroom while being serviced through collaboration or support facilitation. Students may also receive their services in a resource room setting.
3. Social Behavioral Interventions/Supports – Accommodations and implementation of a Behavior Intervention Plan (BIP) while teaching/modeling/reinforcing desired behaviors. This

includes may include feedback as well as counseling services from a counselor.

4. Staff Supports/Consultation – This includes training and support to general education teachers to meet the needs of SPED students while in the least restrictive environment. This also includes settings such as Inclusion and monthly consultation.

Leadership Academy of Health Sciences and Communications intends to provide ESE services to students in their general education classroom whenever possible but will also provide services in a resource or pull-out model when needed by the student and when services provided in the least restrictive environment have not been successful.

1. **Describe the methods the school will use to identify students with disabilities that have not yet been identified.**

In accordance with the policies of Broward County Public Schools, Leadership Academy of Health Sciences and Communications K-8 will follow the RtI (Response to Intervention) process, including the following three (3) tiers of intervention that must be completed before a psycho-educational evaluation can be recommended:

- Tier 1: This stage supports all students and is conducted in the general education classroom, while targeting the educational needs of each student via differentiated instruction. During this stage, students will be provided academic and/or behavioral support aimed at serving the needs of all students. The goal of Leadership Academy of Health Sciences and Communications K-8 is that our Tier 1 efforts and core instruction will successfully address the needs of at least 80-90% of our intended population.
 - Core academic interventions at this stage would include the use of the core curriculum through whole-group and small-group centered instruction. Academic assessments at this level would include benchmark assessments as well as school-wide diagnostic assessments and progress monitoring.
 - Core behavioral interventions would include our school-wide discipline policies and procedures with a strong focus on positive behavior initiatives, especially those found within *The Leader in Me* program.
- Tier 2: At this stage, students will be provided a variety of methods to target instruction that may include but not be limited to: small group instruction which may include pull-out interventions twice a week for 20-30 minutes. Assessments would include behavioral observations, intervention data, and gap analysis in accordance with District mandates. Tier 2 interventions would be initiated for students who do not adequately respond to the instruction and interventions provided in the general education classroom during the Tier 1 process.
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Evaluation Criteria: Exceptional Students

Reviewers will look for:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.

- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Tier 3: During this stage, students will be provided with a more frequent and more intense intervention which is more prescriptive to the educational needs of the student as documented by data collection. This may include, but is not be limited to, pull-out interventions conducted three to five times a week. Students who did not successfully respond to the Tier 1 and Tier 2 interventions would receive such interventions as a behavior intervention plan, and/or intensive individualized academic plans through the initiation of a Functional Assessment of Behavior (FAB), and the use of progress monitoring tools.

Following the Florida Continuous Improvement Model (FCIM) and in accordance with the District's student progression plan, Leadership Academy of Health Sciences and Communications will identify students as follows:

- Step 1: Identify the problem with stakeholders (parents, teachers, staff, etc.). The goal of problem identification is to answer the question "what is the problem?". The first step in problem identification is to conduct a gap analysis. This is simply the difference between the students' measured/observed performance and goal or expectations
- Step 2: Analyze the problem by reviewing data that focuses on the student's learning and behavioral/social characteristics in the classroom. In this step, areas such as instruction, curriculum, environment and the learner are discussed and reviewed.
- Step 3: Select and implement the intervention targeted to address the student's needs. In developing and implementing interventions, the skill to be taught is clearly defined and written with measurable objectives that identify the resources used, the tasks to be completed, and how the interventions will be measured and monitored to ensure fidelity and effectiveness.
- Step 4: Progress monitoring for a time period of no more than 6-8 weeks in order to evaluate the effectiveness of intervention(s) and the progress of the student. Again, this is part of the FCIM.
- Step 5: If the aforementioned Rtl process has been executed with fidelity and the student is not responding appropriately, then Leadership Academy of Health Sciences and Communications will refer the student to the assigned school psychologist for an appropriate and comprehensive evaluation once all the data has been collected which documents the response to the interventions.
- Step 6: All stakeholders meet as a team to review and discuss the results of the evaluation, and as a committee, with assistance of the school psychologist and the staffing specialist,

determine eligibility for services. If there is a documented medical/physical condition affecting their performance in school, the student will first be considered for 504 Plan eligibility.

- Step 7: Appropriate educational support is determined and an IEP is developed for the student. As mentioned in the paragraphs above, Leadership Academy of Health Sciences and Communications K-8 will utilize all of the Sponsor's procedures and forms related to IEP and placement procedures and will develop an IEP and conduct annual IEP meeting with the required team.

1. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

Leadership Academy of Health Sciences and Communications will first consider the education of the students within the regular classroom setting. This first choice of placement with a commitment to provide services necessary for full implementation of the child's IEP demonstrates Leadership Academy of Health Sciences and Communications' efforts in ensuring that the least restrictive environment is always considered. Students will be guaranteed a free appropriate education through aforementioned identification and evaluation, as well as consequent placement and implementation of an appropriate IEP or 504 plan. The IEP will include measurable annual goals. Supplementary aids and related services will also be considered and identified, as well as necessary accommodations as delineated. The IEP will be implemented immediately following parental consent for placement. The plan will be made accessible to each of the student's teachers who are responsible for the implementation of the plan and its components.

Leadership Academy of Health Sciences and Communications will offer various services to meet student needs including, but not limited to: specialized instruction, collaboration, consultation, or support facilitation in the student's area of need. Other areas include speech/language therapy, occupational therapy, physical therapy and/or counseling. The ESE Teacher or Specialist will ensure that students have current assessment data and are receiving the types of support they need in general education. These may include: ensuring proper reading placement and reviewing all schedules prior to the start of the school year and making necessary changes.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. As early as possible in the planning/development stages, our staff will work closely with the LEA or District staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities. Services will be regularly and routinely monitored through the ESE Teacher or Specialist in an effort to ensure that individual learning plans are being met. Similarly, all personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of related service. One consideration for students that can be successfully serviced in a general education class with numerous accommodations is through an elective M/J Research class where students can complete assignments, get help with studying, and receive support and accommodations necessary for success in the least restrictive environment and as documented on the IEP. Preferably, this class would be taught by a dual-certified teacher holding certification in ESE as well as another content area course.

Leadership Academy of Health Sciences and Communications' policies for 504 students will reflect the requirements of Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance, including public/charter schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. Section 504 requires that accommodations, aids or special services be provided to students with disabilities so they have an opportunity, equal to non-disabled students, to participate in educational experiences. Section 504 provides no funding and the eligible student's education must be provided in the general education classroom, unless it is demonstrated that education in the regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Section 504 requires school districts to provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical impairment that substantially limits one or more major life activities. After obtaining parental consent, the Section 504 team collects data from a variety of sources, and unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing. For the vast majority of Section 504 students, "placement" refers to planned accommodations within the regular classroom. Students whose needs cannot be met in such a manner may require evaluation to determine eligibility for special education under IDEA. Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

In all instances, students in the ESE program will be eligible to participate in all co-curricular and extra-curricular activities offered to their non-disabled peers.

- 1. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

At Leadership Academy of Health Sciences and Communications K-8, Special Education students will be provided with programs and services implemented in accordance with federal, state, and local policies. Leadership Academy of Health Sciences and Communications will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of required supplementary supports and services and/or modifications and accommodations. Students with disabilities enrolled will be educated in the least restrictive environment and will be separated from non-disabled peers only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. Leadership Academy of Health Sciences and Communications will provide a continuum of support services from consultation and collaboration, as appropriate, wherein the ESE teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Highly qualified personnel alongside school instructional leaders will ensure that students' needs are being met even before the student is identified or evaluated for Exceptional Education

Services through our Response to Intervention (RtI) process. Interventions and specialized instructional strategies will be provided within general education classrooms to all students as a preventative measure. The types of interventions and instructional strategies implemented will be based on data identifying areas of weakness to be targeted. This will ensure students are provided with the support they need to learn, thus maximizing student growth and academic achievement. The RtI framework will be a comprehensive support to all students. The goal of the RtI model is to minimize the risk of long-term learning gaps that negatively affect learning and achievement by responding quickly and efficiently to documented learning or behavioral problems. The RtI process also facilitates the appropriate identification of students with disabilities.

- 1. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

If a student with disabilities has not been successful in the least restrictive environment with full execution of the IEP and the implementation of all related services and accommodation, the student may need to receive their services in a pull-out, resource room setting. Leadership Academy of Health Sciences and Communications K-8 understands that ESE is not a setting. Instead, ESE are services that assist students with disabilities. Whenever possible, ESE services would be delivered through support facilitation, consultation, or collaboration within the general education classroom. Leadership Academy of Health Sciences and Communications will work with the District to review the IEP and the implementation of all services documented within the plan. If it is found that all services have been delivered as stated in the IEP, the school staffing specialist, the ESE teacher, the general education teacher, and the parents will work together to identify the educational setting that best services the student. The school will also work with the LEA to review that the student is receiving a free and appropriate public education within the new placement. If the school has an ESE population large enough to have a resource room in place, then the child may be tried in that resource room setting for core instruction. If the student has not been successful in the least restrictive environment while receiving services as delineated on his/her IEP, then the child may be tried in the resource room setting for core instruction. The core instruction to be received in the resource room setting is based on the needs of the student as related to their present levels of performance and their needs.

- A. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).**

An effective Exceptional Student Education (ESE) program requires ongoing monitoring and evaluation to include but not limited to:

Monitoring - The following measure will be in place to help monitor the progress of each ESE student:

- An IEP with annual goals aligned with and selected to facilitate the attainment of grade-level academic and behavioral skills and standards.
- A 504 plan that is updated annually in order to evaluate the student's needs and accommodations required for them to successfully access education.
- Teachers and instructional support personnel are both prepared and qualified to deliver a

high-quality instruction that is individualized to meet the needs of the students. This includes any required support services.

- Accommodations and instructional strategies which include but are not limited to visual cues, direct instruction, preparing for transitions, task analysis and breakdown or chunking, color-coding, etc. Instructional accommodations and strategies appropriate for the student that can allow the student to successfully access education in the least restrictive environment.
- Direct instruction in teaching skills that allow the student to become independent learners which include but are not limited to: teaching social skills, self-monitoring strategies, time management, note-taking skill, organizational strategies, and self-advocacy.

Evaluating – The following measures will be in place to assist in evaluating the effectiveness of the ESE program and each student's progress:

- Progress towards the attainment of goals on the IEP takes place four times a year and communicated to parents. If any of the goals have been met, or if students are not making adequate progress towards the goals, an interim IEP is held to evaluate the goals, instruction, placement, and services.
- Ongoing progress monitoring to assess if there is any additional instructional time or supplemental and intensive instruction is needed in order to make adequate progress in student achievement and/or attainment of IEP goals.
- Evaluate and assess the gains and growth demonstrated by each ESE students within one school year.

In accordance with IDEA, transition planning for ESE students must be provided in their IEPs in order to identify any transition services that may be required as well as any other instructional needs as student begins to participate in IEP meetings no later than 14 years of age.

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

Leadership Academy of Health Sciences and Communications' teaching staff will include a certified ESE teacher that can act as the "Specialist" upon opening of school. The specialist will meet all requirements for Highly Qualified status under the federal NCLB Act and will have prior experience in providing services to students with disabilities. The specialist will be responsible for the maintenance of IEP and 504 plans, including monitoring implementation with classroom teachers, scheduling, following all due process requirements as outlined in Section 504 of the Rehabilitation Act and IDEA. The ESE teacher will instruct students with disabilities according to the level of support and special services as specified in each student's IEP. All teachers will be licensed and certified according to the specialized services they are providing. The number of students enrolled in the ESE programs and the services documented on their IEP will determine the number of teachers to be hired. Leadership Academy of Health Sciences and Communications will contract services for a speech-language pathologist, occupational and physical therapy services as needed based upon the students enrolled at the school. As with other personnel, the individuals hired to provide these services will meet all licensure and certification requirements for their field of service.

1. Describe how the school's overall effectiveness in serving exceptional education

students will be evaluated.

Leadership Academy of Health Sciences and Communications' effectiveness in serving special education students can be evaluated in its ability to demonstrate learning gains consistent with the annual goals specified in the child's IEP. Also, Charter School Support will provide a comprehensive annual compliance review of the school which can be considered as another measure the school's effectiveness to serve the SPED population. Annual compliance reviews can also include proper record keeping of services provided and procedures followed.

Leadership Academy of Health Sciences and Communications K-8 will also strive to demonstrate increase in student achievement as a subgroup similar to the method of obtaining AYP status. This requires that student achievement and growth of this subgroup be measured in Reading and Mathematics. This is just another means by which Leadership Academy of Health Sciences and Communications K-8 can be evaluated to ensure that we are effectively serving our students with disabilities. For some specific examples, see section H above.

1. Describe how the school will serve gifted and talented students.

Leadership Academy of Health Sciences and Communications K-8 will serve the needs of gifted students in accordance with State Board Rule 6A76.03019 and current District policies and procedures for Exceptional Student Education

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

- A majority of the characteristics of gifted students according with a Gifted Indicators Checklist
- Superior intellectual development measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

In order to provide a comprehensive profile of the student's abilities and needs, screening activities may include nomination forms from teachers, school staff, students themselves, and parents.

Plan B Gifted (which is used to consider the underrepresented minority for eligibility of Gifted services for ELL/ESOL, as well as students receiving free or reduced lunch) is in place if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning.

Gifted classes provide students with the opportunity to learn and collaborate with other gifted peers. Gifted classes offered may be through a specific subject area such as Math and Reading. Leadership Academy of Health Sciences and Communications K-8 will choose the most intense

model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models such as:

- Gifted/High Achieving Full-time & Self-contained
- Half-Day or Gifted Resource – Service times will be based on the core subjects being taught through the gifted program

EP Plan Development: Prior to identifying a student as gifted, the gifted teacher will notify the student’s parent/guardian, teachers, and school psychologist. The gifted teacher will fill out the appropriate forms provided by the District and notify the parent/guardian of the student to give permission for testing. Upon eligibility, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student’s educational needs. A Gifted Eligibility Matrix will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity. The eligibility committee at Leadership Academy of Health Sciences and Communications K-8 will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix.

Initial Educational Plan (EP) participants will include the student’s parents/guardians, the student, school psychologist and staffing specialist, the gifted teacher, and one of the student’s regular education teachers. Involvement in the meeting may be in the form of written documentation of a student’s strengths and needs. The aforementioned team will work collaboratively in developing, reviewing, and revising the educational plan for their child. The role of parents/guardians in developing EPs will include:

- Providing critical information regarding the strengths of their child
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education
- Participating in discussions about the child’s need for specially designed instruction

The Educational Plan for each student will be individualized, measurable, and observable. The plan will include a statement of the student’s present levels of performance which may include, but is not limited to, the student’s strengths and interests, the needs beyond the general curriculum, results of the student’s performance on state and district assessments, and evaluation results. The plan will also include a statement of goals, including benchmarks or short term objectives along with a statement of how the student’s progress toward the goals will be measured and reported to parents. Finally, a statement of the projected date for the beginning of services, as well as the anticipated frequency, location, and duration of those services. The EP will be implemented immediately following parental consent and after the meeting. Then, the plan will be made accessible to each of the student’s teachers who are responsible for its execution. An EP will be in effect at the beginning of each school year for all gifted students for a duration of 1 or 2 years as applicable to each case.

Attachments

- No Attachments -

Notes

Allisyn Axelrod, 8/10/17 8:46 PM:

Allisyn Axelrod- CSMSD Kim Punzi-Elabiary -ESLS Dept Laurie Steinberg- ESLS Dept This application failed to provide a clear plan to assure the participation in standardized testing for SWD. 6A-1.0943 (3), F.A.C., states, All students with disabilities will participate in the statewide standardized assessment program based on state standards, pursuant to Rule 6A-1.09401, F.A.C., without accommodations unless the individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide standardized assessment. This application references the CSMSD providing a comprehensive review to monitor the effectiveness of the ESE program in error. Self-monitoring measures are an application requirement. This application states that the school "...will be open to any student in Dade County,..." in error This application states, "Data regarding students' IEPs will be entered into SPED EMS and..." in error. This system is not used in Broward County. This application failed to discuss or provide a comprehensive plan for providing ESY to SWD as 6A-6.03028(3)(g)12, F.A.C, states, "At least annually, whether extended school year (ESY) services are necessary for the provision of a FAPE to the student consistent with the following...." This application failed to describe a plan to ensure access to extracurricular activities and culture building activities for SWD in the same manner as non-disabled students, as required by the American with Disabilities Act Title III, which prohibits private places of public accommodation from discriminating against individuals with disabilities. This application failed to provide for SWD whose education need requires a regular classroom and resource room combination between 40%-80% of instruction occurring with non-disabled peers as required by Rule 6A-6.03028(3)(i)(3), F.A.C. which requires "a continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions and a school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement."

7. English Language Learners

Section 7: English Language Learners

- 1. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.**

The goal of the ESOL Program will be to ensure that all students entering Leadership Academy of Health Sciences and Communications with varying levels of limited English proficiency will receive comparable and comprehensible instruction. It is also our goal to prepare bilingual, bi-literate and bicultural students to be successful members of their community. We will provide instruction that will help ELL students to develop communicative and academic skills necessary for meeting national, state and district educational standards. Students in the ESOL program will be required to have the same instructional time as non-ELL students for Language Arts / Reading. The School will follow the Broward County Schools District ELL Plan (July 2013) and will align with all state and federal guidelines related to the ESOL program. Based upon Florida Statutes (1003.56) the school will identify ELL students as:

1. An individual who was not born in the United States or whose native language is a language other than English;
2. An individual who comes from a home environment where a language other than English is

spoken in the home; or

3. An individual who is an American Indian or Alaskan native who comes from an environment where a language other than English has had a significant impact on his or her level of English Language proficiency.

Upon admitting a new student, a review of that student's records will occur. If the district has not already done so, the student's family will be required to complete a Home Language Survey (HLS). It is Leadership Academy of Health Sciences and Communications' intention to use the District's forms for consistency with the Home Language Survey with DEUSS (Date Entered US School).

Once a response of "Yes" is checked on any of the three questions on the HLS, the student will be assessed within 20 days of registration using the student must be assessed using the aural/oral language assessment instruments. Results are entered into the district system. Based on the results, students may be eligible for services through the ESOL program. Students eligible for services in the ESOL program must then have the corrected ESOL classes added to their schedule. Elementary students will have ESOL Reading and Language Arts through ESOL. Middle School students will have ESOL through Language Arts and Developmental Language Arts. In the Spring, ELL students are evaluated using the ACCESS 2.0 and their ELL level is adjusted based on those results. Students will have access to the core curriculum as any non-ELL student. The support from the ESL program will include an ESOL Reading/Language Arts course(s), instructional strategies, and accommodations in assessments which will be monitored by the ELL committee, and instruction provided by a teacher eligible for certification or endorsement in ESL.

Communication with families is essential. Yet, communication with families of students in the ESL program is critical in order to communicate programmatic services, resources available, and progress towards meeting grade level standards, as well as progress towards English-language acquisition. All information will be available in English as well as Spanish and Haitian/Creole. Meetings will be held with a bilingual teacher in order to facilitate the communication and partnership. Parents will be invited and encouraged to attend ELL Committee meetings for their child. The ELL committee will be comprised of the principal or principal designee, ESL coordinator, ESOL teacher, and general education teacher. Parents will be invited to attend (students also, if applicable). An ELL plan will be updated annually to ensure it meets the student's needs and reflects their progress along with the continuum of services being provided. The ELL plan will identify the:

- Student demographic information
- ELL program model
- Current assessment data
- English language proficiency level
- Information on services
- Exit date or extension of services (if applicable) along with the corresponding assessment data
- Name, employee number, and signature of the ESL teacher and administrator

Annual notification of program participation will be provided to parents in their home language and/or whenever a programmatic or level change occurs. Again, as part of our service to our anticipated large population of non-English speaking/literate parents, Leadership Academy of Health Sciences and Communications will also communicate verbally with parents in their home

language to ensure placement, services, and progress is communicated. These documents, along with all other ELL plans, ELL committee meetings, and notifications will be signed by the ESL teacher and the administrator overseeing the ESL program and maintained in the ELL folder in compliance with BCPS ELL procedures.

- 1. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

The Leadership Academy of Health Sciences and Communications believes that the best model of services for English Language Learners is a mainstream model with direct instructional strategies and services provided both in and out of the classroom. ELL students at the Leadership Academy of Health Sciences and Communications will have access to the same core content courses and electives offered to non-ELL students. The instruction is supported through the use of ELL instructional strategies not limited to targeted listening, speaking, reading, writing, use of audiovisual aids and resources as well as assessment accommodations. The instruction is supported through the use of ELL instructional strategies not limited to targeted listening, speaking, reading, writing, use of audiovisual aids and resources as well as assessment accommodations. In order to ensure that ELL strategies are considered and used, teachers are provided with the ELL Strategies Checklist and the professional development and support in order to effectively use the checklist. In alignment with the checklist, lesson plan templates are provided to teachers with strategies and accommodations from the checklist imbedded in the lesson plan in the form of categorized drop-down lists **ATTACHMENT C**. Placement in courses will be based on a student's abilities and needs and not their ability to communicate and learn in English. Placement in the appropriate courses and/or advanced, remedial or required interventions will be one of the many responsibilities of the ELL committee. Some students may have the ability to successfully take and complete advanced coursework with assistance from the ELL program and the instructional strategies and accommodations available to them. The same will apply to ELL students in need of academic remediation. Sometimes, ELL students have not received adequate or continuous instruction in their native language and thus have existing learning gaps, or may not have the support at home to advance in their studies. In these cases, ELL students will have access to the same interventions, tutoring sessions, and remediation opportunities offered to English speaking students. The ELL Coordinator will have an integral role in monitoring the progress of ELL students and ensuring that all strategies and services are implemented with fidelity. The administrator or coordinator overseeing the ESL program will track each student's progress on a monthly basis to ensure the academic success as well as the successful acquisition of the English language. The Leadership Academy of Health Sciences and Communications believes that the effective implementation and monitoring of the ELL students in the ESL program will allow us to successfully address the needs of the ELL students at grade level, above grade level and below grade level. In addition to the aforementioned, part of our ELL services will include parent information nights where parents will gain valuable information and obtain access to community resources available to ELL families. We believe that these learning opportunities offered to both students and families, during and after school hours will positively influence their acquisition of the English language while sparking a love for learning in any field of study. At the Leadership Academy of Health Sciences and Communications, we believe that wonderful leaders will emerge from this community just by supporting them and their needs. Our efforts to develop the English language through relevant instruction and learning opportunities will benefit, not just in our ELL students, but their families and the local community.

- A. Provide plans for monitoring and evaluating the progress and success of ELL**

students, including exiting students from ELL services.

The Leadership Academy of Health Sciences and Communications intends to work closely with the sponsor to ensure that the policies and procedures of the State of Florida and the district are followed. Leadership Academy of Health Sciences and Communications will use the Broward County Public Schools ESOL Department Handbook exit criteria for students in grades 3-9. The Leadership Academy of Health Sciences and Communications will adhere to all applicable provisions of Federal law relating to ELL students, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, as well as the Multicultural Education, Training, and Advocacy (META) Consent Decree which resulted from the League of United Latin American Citizens (LULAC) versus Florida State Board of Education in 1990. In order to reach this level of compliance, a systematic approach to supervising the ESL program must be developed and followed explicitly. The process will be broken into 3 parts: beginning of the year, monthly, and end of the year. At the beginning of the year, all students at the Leadership Academy of Health Sciences and Communications who are new to the school district and answered “yes” to any questions in the HLS must be tested using the ACCESS 2.0 assessment. All students eligible for or already placed in the ESL program must be placed in the appropriate courses, including their ESOL class. The LEP plans must be updated, printed, signed by appropriate personnel and filed in LEP folders. ESL program participation letters must be sent home and a copy retained for the *ELLSEP* folders. All *ELLSEP* folders must be audited and updated. After the start of the year, monthly Control-D reports must be used to monitor compliance in the ESL program. This is done by checking four areas: Students with 3 or more years in the ESL program

1. ELL students requiring post program reviews
2. Correction of any errors from the ELL Error Report.
3. Monitoring the academic progress of students in the ESL program and compliance with
4. grading guidelines.

The school’s ESOL Contact, in coordination with the teachers, follows the procedures listed below to exit students from the ESOL Program.

- Identify students who are eligible to exit the ESOL Program based on the exit criteria.
- Complete the *Classification Update/Exit Form*, (Form 2590L, Appendix Q or R).
- Complete the appropriate sections of the *ELLSEP Folder* with the assessment data used to determine English proficiency, date, and sign.
- Provide the IMT with required exit data.
- The IMT enters the required information in the State Database (TERMS) on the ELL screen (A23) under Exit Date and Basis for Entry/Exit, and changes the ELL code to "LF."
- The school must notify parents that the student is exiting the ESOL Program. *The Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* is used for this purpose.
- The student is monitored for 2 years from the exit date in order to ensure success in the mainstream classroom. Academic progress is documented at four specific times on the *ELLSEP folder*. At the end of a successful two-year monitoring period, the student’s ELL code is changed from LF to LZ.

A. Describe the staffing plan for the school’s English Language Learner program, including the number of and proposed qualifications of staff.

Leadership Academy of Health Sciences and Communications believes that for most students, the primary method of providing ELL services shall be through an inclusionary model. It is Leadership Academy of Health Sciences and Communications’ goal to ensure at least one teacher per grade

level will hold the ESOL endorsement. Potential staff members holding the endorsement will be given extra weight on the hiring assessment rubric. If a staff member is chosen who does not have the endorsement, they shall be required to obtain certification in an approved ESOL program before September 15 of the following year. The Principal shall work with the personnel department of the county to ensure certification requirements are met. As a result of at least one teacher per grade level team holding the ESOL endorsement, and the school will ensure that all ELL students are placed in a class with an appropriately certified teacher. This teacher will then provide the necessary differentiated instruction and support within the classroom to the student as needed, and as defined, by the student's plan. We will require that all teachers obtain an ESOL certification if the district plan requires such certification.

If the number or needs of the ELL students enrolled at Leadership Academy of Health Sciences and Communications warrants additional staff members, the Charter School Board of Directors will adjust the budget accordingly to hire additional instructional staff members in order to meet the needs of the students. If there are 15 or more students speaking the same native language (other than English), the school will provide one bilingual full time support.

Evaluation Criteria: English Language Learners

Reviewers will look for:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.
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Attachments

- No Attachments -

Notes

Celina Chavez, 8/24/17 3:59 PM:

This application was reviewed by Leyda Sotolongo and Celina Chavez: 1. The application failed to describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to all programming. 6A-6.0902 2. The application failed to describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level. 6A-6.0904 3. The application failed to provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services aligned to procedures for Broward County. 6A-6.0903 4. The application failed to describe the staffing plan for the school's English Language Learner program, including the number of staff. 6A-6.0907

8. School Culture and Discipline

Section 8: School Culture and Discipline

Modeled after Stephen Covey's *The 7 Habits of Highly Effective People*, school culture and discipline will be developed with a focus on Habit #2; begin with the end in mind. Through our mission and vision, we have a clear picture of where we want to be. As stated in our mission, we will develop students into leaders in the Science, Technology, Engineering, and the Health Science industries by nurturing their minds to be critical thinkers, readers, and problem solvers and develop advanced leadership skills that transcend all careers and fields of study in order to ensure current and future success.

Howard Gardner identifies the error in our educational system as being one "that still prepares students primarily for the world of the past, rather than the possible worlds of the future." In an effort to avoid making this error, Leadership Academy of Health Sciences and Communications K-8 has a set mission to prepare our students to be future leaders in the Science, Technology, Engineering, and the Health Sciences. This will be achieved by enhancing our educational focus while growing students with high Emotional Quotients (EQ). As it relates to our school's mission and culture, EQ is merely a term that has been research and used for decades to quantify the effects of emotional intelligence which is composed of personal and social competence. Daniel Goleman's research supports that EQ, versus IQ, is a far more accurate predictor of both

academic and life success. Goleman's theory is that, at the highest level in leadership positions, emotional intelligence will account for an entire advantage over IQ alone. It is through our culture and with *The Leader in Me* that we can develop emotional geniuses!

Incorporating strategies from *The Leader in Me*, will allow Leadership Academy of Health Sciences and Communications to have a positive approach to discipline by first focusing on creating a culture of leadership for students and educators alike. The two types of leadership, leadership of self and leadership of others, will require students to look inward first as they think and reflect on the correlation between actions and outcomes. Then, they can become leaders of others in their own unique way. Understandably, some may worry that this additional focus to education will be perceived as being "another thing to do" yet, we want this to be seen as "THE thing to do" because of its overall impact on education and the whole child. Sir Ken Robinson explained the importance of this philosophy in a quote that embodies what Leadership Academy of Health Sciences and Communications wants to accomplish with its students:

The fact is, that given the challenges we face, education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.

With this transformation, we must recognize that there are needs in education that stem beyond academics. Some of these needs are a result of challenges which, although they are not new to education, it is the seismic pressure that is placed on educators to overcome these challenges that makes them so difficult. Academics, School Culture, and Life Skills are examples of the impending challenges we expect to face and overcome proactively by means of our school culture at Leadership Academy of Health Sciences and Communications.

1. Academic expectations have changed. Students are no longer expected to be vessels for facts that are to be memorized or regurgitated. Students must be able to apply their knowledge in authentic situations. As educators, we must develop stronger analytical and critical thinkers in order to help students creatively problem solve. This focus will transcend to academic achievement as well as social interactions.
2. School culture is something that must be proactively cultivated. Often taken for granted, school culture that is not proactively cultivated may create a culture that is counterproductive to the school's mission, thus creating additional challenges to overcome. By developing a school culture that is centered around leadership, we can resolve many issues and challenges that affect the learning environment while celebrating the greatness that lies in every child and every teacher.
3. Lessons in life skills are lessons that education has recently acquired. With parents working long hours and while technology monopolizes family time, there is a dire need to develop skills once thought to be primarily taught at home. Often referred to as work skills or college and career readiness skills, students need to understand how interacting with others has a strong correlation on their future success. These fine-tuned life skills will evolve into the advanced leadership skills we envision for our students.
4. Problems in society and in our environment that stem from the abuse or misuse of resources. Students will be grouped in solutionary teams to gather information in order to present practical and visionary solutions to problems in their communities.

When one stops and analyzes some of these areas, one can see how they can have a direct and powerful impact on school culture and education. By focusing on the 7 habits found in *The Leader in*, the students at Leadership Academy of Health Sciences and Communications will concretely

address these areas in a proactive manner using lessons easily incorporated across all disciplines.

7 HABITS

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, then to be Understood
6. Synergize
7. Sharpen the Saw

Through these 7 Habits, we can focus on the positive by identifying and amplifying strengths and virtues inherent in every person. By helping students and teachers find a niche where they can implement these traits to their fullest potential, we are nurturing their mind, body, heart, and spirit. This investment provides us with something we are all in desperate need of; hope. Hope that we find better ways of doing things. Hope that will allow our students and staff members to progress while shining some light on the darkness that lies in education caused by school tragedies. Hope for a tomorrow filled with wonderful citizens that see the potential in all people. Imagine, a world where children begin to look at life through the lenses of the 7 Habits at an early age. How different could the world be? That thought alone generates hope! Goethe explains this best when he said that if you “treat a man as he is and he will remain as he is. Treat a man as he has the potential to become and you make him better than he is.” Aside from the focus on implementing the 7 Habits, we will celebrate student and staff successes regularly through initiatives such as: Teacher of the Month, a Leaving a Legacy wall recognizing students who exhibit extraordinary leadership traits each month, quarterly honor roll recognitions, perfect attendance, staff members recognizing each other through “shout outs” at faculty meetings, frequent data chats celebrating progress and teamwork, etc.

1. **State whether the applicant intends to use the local school district’s code of conduct policy. If the applicant does not intend to use the local school district’s code of conduct policy, describe in detail the school’s approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:**
 1. **Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**
 2. **List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;**
 3. **Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;**
 4. **Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;**
 5. **Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and**
 6. **Explain the process for informing students and parents about their rights and**

responsibilities under the code of conduct.

Leadership Academy of Health Sciences and Communications K-8 intends to follow the Sponsor’s Code of Student Conduct. The Sponsor’s Code of Conduct includes provisions for all students including those students with special needs. Behavior modification intervention for students with 504 Plans or enrolled in

exceptional education placement will follow the guidelines set forth in the District. For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973 suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan. The Code of Student Conduct has been vetted and complies with all legal obligations and recognizes the children’s rights. This will be approved by the Governing Board upon application approval.

In order to fully develop our educational program and school culture, Leadership Academy of Health Sciences and Communications will follow a District Code of Student Conduct and the Board approved parent/student contract containing the Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the parent/student contract are our expectation is for students to stand *TAAL* - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand *TAAL* will require them to:

TAAL	WHAT DOES IT MEAN	7 HABITS
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own actions and feelings.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw

Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits
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Having expectations of students standing TAAL will begin with the Leadership Binder where students set goals, track their progress and reflect on goals, progress and actions. Conflict resolution will take an active approach to correlating an array of options with their correlating outcomes. While adhering to the sponsor’s Code of Student Conduct, students with continuous infractions will be required to complete an analysis of their choices and the different outcomes. The goal is to have students use accountable talk to change their perspective and improve their behavior.

Research conducted by Daniel Goleman and the Collaborative for Academics, Social, and Emotional Learning (CASEL) assembled an array of research showing the interactive nature of life skills, culture, and academics. These findings include:

- Efforts and interventions that make the school environment safer and more caring, increase the student’s attachment to the school, thus resulting in better attendance, better grades, better scores on standardized tests, and higher graduation rates.
- When students are more attached to the school and interact with prosocial teachers and peers, they are more likely to behave in prosocial ways and avoid engaging in high-risk behaviors.
- Making students active participants in their learning environment increases their intrinsic motivation to behave in prosocial ways and decreasing deviant and defiant school behavior.
- In a supportive atmosphere, students feel more comfortable with their interactions with teachers and peers, thereby strengthening relationships and skills for conflict resolution.
- Social and emotional skills can significantly enhance learning when they are integrated into the different academic content areas through collaborative practices and positive discourse.

Discipline measures will be fair and consistent and will incorporate techniques that require students to have ownership of their behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. There will be a greater focus in rewarding the efforts of students, including positive reinforcement for students demonstrating exemplary behavior and conduct instead of negative behavior. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies by means of conferencing with teachers or administrators. Conflict resolution strategies will also be used to resolve conflicts between students and allow for effective conflict resolution strategies be modeled as an expectation of behavior.

Classroom Consequences for Misbehavior

1st Consequence: Verbal Warning

2nd Consequence: Conference with student and reflection

3rd Consequence: Parent contacted

4th Consequence: Detention

5th Consequence: Referral to administration

Consequences for Referrals to Administration

1. Administrative detention
2. Conference with administrator, parent, student and teacher in order to develop an agreement of behavior
3. Saturday School (if available)
4. Removed from participating in extra-curricular or social events sponsored by the school
5. In School Suspension
6. Out of School Suspension

The Code of Student Conduct as well as the school's Code of Collegiality apply to all students including student with disabilities under IDEA and 504. Yet, students with disabilities are afforded protections not available to students without disabilities. The protections for students with disabilities address disciplinary actions which may and may not be imposed, and other actions which may be required in addressing the needs of students with disabilities, relative to behavior and/or discipline. Leadership Academy of Health Sciences and Communications will ensure that the rights of students with disabilities are not violating by following BCPS discipline policies in order to ensure that the behavior in question is not a manifestation of the student's disability and provide them with a Free and Appropriate Public Education. If it is found that the student's behavior is not a result of his disability and that the student's rights are not being violated, then the same consequences that would be issued to a non-disabled student would apply in this case.

Suspension

The principal or other administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension. During a suspension, students will be permitted to complete missed work as long as it is submitted to the appropriate teachers within three days of returning to school. In-School Suspension is the first form of suspension considered unless the infraction is severe enough that it warrants an Out of School Suspension under the Code of Student Conduct. During In-School Suspension, students will undergo a multi-step process where they reflect on the violation, consequences, purpose of rules, appropriate behavior, and restitution. Restitution may be in the form of a letter, a conversation, or an action that rectifies the rule violated. Out of School Suspensions are left as a last resort and will require students to complete the same multi-step process of an In-School Suspension, yet it is done at home and with parent participation. Students returning from Out of School Suspension must first debrief with an administrator, counselor, or principal designee before returning to class. This will help ensure that the student is ready and focused to return with a positive and proactive attitude.

Zero-Tolerance for Aggression, Bullying, and Drugs

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Thus, any kind of bullying including cyber bullying, fall within our Zero-Tolerance policy. Included in the zero-tolerance policy is gang affiliation or incidents involving drugs. Such behavior will be reported immediately to an administrator and will be investigated. Disciplinary action will be taken according to the seriousness of the incident and in accordance with the Code of Conduct. Students are expected to value each other and treat each other with respect. Leadership Academy of Health Sciences and Communications will implement a comprehensive anti-bullying policy to ensure that bullying is proactively discouraged, immediately reported, effectively investigated and remediated.

This information will be posted online on the school's website. If online access is not accessible, then a copy will be provided for the family. The "Rights and Responsibilities" Section of the Code of Conduct will be sent home as well as our parent and student contract and an acknowledgement of having read the information allowing the parents and students to sign. This document will be kept on file and updated annually. Teachers will be expected be knowledgeable about TAAL and help implement it in order to create the positive school culture we are looking for. The Assistant Principal will be charge of handling any discipline issues should they arise and follow the Sponsor's Code of Student Conduct to determine actions to be taken.

Evaluation Criteria: School Culture and Discipline

Reviewers will look for:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Attachments

- No Attachments -

Notes

Debra Kearns, 8/29/17 6:48 PM:

Although per section 8.B of the application, Leadership Academy of Health Science and Communications "intends to follow the Sponsor's Code of Student Conduct", the narrative of section 8.B of the application does not address the following aspect to be addressed within Section 8.B per the application: - Explain the process for informing students and parents about their rights and responsibilities under the code of conduct. Also, Section 8.B of the application includes language relative to make-up work when student, which is not consistent with the Code of Student Conduct for Broward County Public Schools. How may the sponsor ensure that all elements of the sponsor's Code of Student Conduct shall be followed as stated within section 8.A of the application? And, Section 8.B of the application references the charter school's Code of

Collegiality. How may the sponsor ensure that the elements address within the Code of Collegiality are consistent with elements of the sponsor's Code of Student Conduct?

9. Supplemental Programming

Section 9: Supplemental Programming

1. **Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.**

In addition to all of the initiatives mentioned throughout this application, Leadership Academy of Health Sciences and Communications K-8 intends to offer an array of after school clubs and activities that enhance the educational program and culture of the school as well as an after-school sports program. All teachers will be asked to sponsor a club or sport as a part of their contract. These sports or clubs will be offered at least once a week for at least 30 minutes to 1 hour each time. Some of examples include but are not limited to:

Clubs: Chess, Fitness Clubs, Computer and Technology related clubs, Art, Band/Drumline/Choir, Drama, Safety Patrol, Forensic Science (CSI) club, and Student Newspaper Club. Some co-curricular activities/clubs include Journalism, Yearbook, Broadcast Journalism, Debate, Drama, ect.

Sports: Basketball, Volleyball, Track and Field, Cross Country, Cheerleading/Dance, and Soccer.

Nationally Recognized Clubs: National Elementary Honor Societies, National Junior Honor Society, National Student Council for Middle School and Elementary, and Builder's Club (FBLA for middle school)

Some clubs or sports will have a nominal fee for supplies and/or uniforms. Parents can also help by donating some of the supplies from the club or team's "wish list" in exchange for volunteer hours. Clubs may also work with administration and PTSO to set up a fundraiser to help purchase supplies. Other clubs may look for business partnerships and donations such as the garden club partnering with the local Home Depot of nursery.

Finally, Leadership Academy of Health Sciences and Communications would like to have Middle School students that can serve as mentor elementary students. This initiative would be aligned to our leadership focus. Students would have to apply to be a mentor. Mentorship opportunities may take place during the day where middle school students use their elective class to help an elementary classroom and tutor struggling students. Some mentors may help after school in tutoring and/or mentoring a club or sport alongside the teacher/sponsor.

Evaluation Criteria: Supplemental Programming

Reviewers will look for:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Attachments

- No Attachments -

ORGANIZATIONAL PLAN

10. Governance

II. ORGANIZATIONAL PLAN

Section 10: Governance

- 1. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.**

Leadership Academy of South Florida, Inc. has submitted a non-for-profit application to the IRS. As a non-profit Florida corporation, the Board is the legal entity that will operate the school as per the Articles of Incorporation and Bylaws. The Governing Board will have the responsibility for the activities and affairs of the corporation, including management of the school and providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

- 1. Provide the following documents, if available, as attachments:**

1. The articles of incorporation for the applicant organization or copies of the filing form) – Attachment H
2. 501 c) 3) tax exempt status determination letter or copy of the filing form) –Attachment I
3. Governing board by-laws – Attachment J
4. Governing board code of ethics and conflict of interest policy – Attachment K

- 1. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure if applicable); and how the board will interact with the principal/head of school and any advisory bodies.**

Leadership Academy of South Florida, Inc. (Leadership Academy of Health Sciences and Communications K-8 Governing Board) is the ultimate policy/making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the Board, will be responsible for all aspects of school operations. The Governing Board of Leadership Academy of South Florida is considering the use of a third party which may include an Educational Service Provider (ESP) to work with the school principal in order to ensure compliance with the Sponsor and that the expectations of the Board regarding the scope of operating policies and procedures, budgetary functions, and any other facet as adopted and approved by the Governing Board. The faculty and staff of Leadership Academy of Health Sciences and Communications will report directly to the principal, who shall report to the Governing Board. The Board will go through an extensive interview and RFP process in the event they decide to enter into an agreement with an ESP.

The school's on-site administration (principal, assistant principal and/or lead teachers) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of Leadership Academy of Health Sciences and Communications as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

1. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The Governing Board will vote upon and post their meeting schedule prior to the start of each school year in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings. The Board intends to meet quarterly, but understands that more frequency of meetings may be necessary during the first year of operation. Thus, the Board will meet as frequently as necessary for the effective support and oversight of the school. Meetings will be posted on the school's website, in the main office of the school, and in any other site required by the Sponsor. In accordance with 1002.33(7)(d)(2) F.S., the Governing Board will hold at least four public meetings per school year in the school district. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the charter school's operations. All meetings of the Board and its committees are subject to the Sunshine Law under Chapter 286, Florida Statutes.

1. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Founding Board is currently composed of three members. The Board intends to add at least 2 members for a total of 5 members or add 4 members for a total of 7 members. The composition of the Board will always consist of an odd number of members in order to facilitate votes and avoid ties.

Mercy Minagorri Lopez

Mrs. Lopez is an educator. She was an elementary Spanish teacher and is currently a middle school Spanish Teacher at Zelda Glazer. She was also an ESOL Chairperson at Miami Sunset Senior High School. She has served as the community liaison at Miami-Douglas MacArthur South High School where she worked with troubled teenagers and their families in order to provide them with the proper community support and services. She is involved with the community through her different roles which include the working with Dade County School Board Members as well as the City of Miami and their elected officials. Her experience within the classroom and the community make her a valuable member of the Board for Leadership Academy of South Florida.

Regla Alvarez

Ms. Alvarez currently works as a compliance specialist for a computer software company. She has also held several jobs in customer service, account management, as well as business and sales. She has extensive knowledge in computer science and other software related products. Her expertise in technology and software serve as a resource in the development of the academic program as it relates to industry certification.

Julio Gonzalez

Mr. Gonzalez is an accomplished and dynamic IT leader with an extensive track record across multiple industries which include the Health Sciences industry. His Master's Degree in Computer Science will be integral in order to ensure that Leadership Academy of South Florida has the vision and support to prepare students to be 21st century leaders, especially in the field of computer science, technology, and STEM.

These Founding Board Members are discussing other Board Members to be added (at least 1 more) that will bring the same passion and vision established by these three Board Members in their development of Leadership Academy of Health Sciences and Communications K-8.

1. **Describe how board members have been and will be selected including term limits and selection of officers.**
 - Not less than one-month prior to a regular meeting, a nomination committee may recommend no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations and elected by the Board by a majority vote of the Board at any regular or special meetings where a quorum is present. Class 1 Trustee shall be eligible to serve (3) consecutive three (3) year terms. Class 1 trustees shall have staggered terms so that no more than two Class 1 trustees' terms expire in any one fiscal year. Class 2 trustees shall be appointed at such time as the Corporation holds its second annual meeting and therefore there shall be no Class 2 trustee elected during the first full year of the corporation's existence. There is no more than one Class 2 trustee on the Board and a Class 2 Trustee and shall be nominated by a representative body of the parents with children enrolled in the charter school and final appointment shall be made by Class 1 members of the Board. The Bylaws shall be guided by the provisions stated in the formative charter application to permit founding Board Members to serve uninterrupted from the transition period between founding Board Member status and the timing of the installation of Class 2 members shall be according to the formative application. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as possible by election. A Trustee elected to fill a vacancy shall hold office for the remainder of the predecessor's term.
 - The Corporation shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.
 - The Chairman shall preside at all meetings of the Trustees and shall, by virtue of the office, be a member of all committees. The Chairman shall be nominated by the Trustees and be elected by the Trustees through a majority vote of the members present at the meeting with

an established quorum. With the advice and consent of the Board of Trustees, the Chairman shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees.

- The Vice-Chairman shall act in the place and stead of the Chairman the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge other duties as may be required of him/her by the Board.
- The Secretary shall keep or supervise the maintenance of all of the records of the Corporation, oversee the recording of all minutes for each meetings of the Corporation and its committees and attest to the seal of the Corporation where necessary or required. The Secretary will also keep a register of the names and addresses of each of the Trustees and perform other such duties as may be requested by the Board.
- The Treasurer shall ensure that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform other such duties as may be requested by the Board.
- Other officers elected by the Board shall have such duties and responsibilities as set forth by the Board.
- Board Members will work together to assign officer roles for the first year and will be ratified by a majority vote. If necessary, offices may be reassigned the following year by a majority vote, yet it is preferred for offices to be maintained by the same members to maintain continuity.

1. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

All powers of the Corporation shall be exercised by and under the authority of the Board. The property, business, and affairs of the Corporation shall be managed under the Board's direction. The Board may not take any action except under the approval through an affirmative vote of a majority of the Board of which is present at the meeting where a quorum is established.

Duties of the Board of Trustees include the following listed responsibilities to ensure academic, operational, and financial success:

- Establish and approve all policies which implement the objectives for the Corporation.
- Submission of an annual report to the Department of State
- Elect the Officers of the Corporation as provided by these bylaws,
- Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.
- Ensure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws
- Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose
- To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the school
- To annually review and/or adopt and maintain an operating budget and thereafter exercise continuing oversight over school operations
- To uphold and enforce all laws related to charter school operations
- To ensure adequate funding for the operation of the school

In order to maintain a budget and financial records that ensure financial viability, the following provisions have been set in place:

1. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
2. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.
3. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness shall be issued in the name of the Corporation which shall be signed by such officer or officers, agent or agents of the Corporation and in such a manner as shall from time to time be determined by resolution of the Board.
4. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.
5. The fiscal year of the Corporation shall begin on July 1 and end on June 30.
6. The Corporation shall provide an annual financial report and program cost report information in the state-required formats for inclusion in District reporting in compliance with Florida Charter School Law.
7. The accounts of the Corporation shall be audited at the close of each fiscal year by an independent auditor, who is a Certified Public Accountant and who has expertise in accounting of tax-exempt organizations. Audits shall be done in compliance with Florida Charter School Law and all applicable state and federal laws controlling non-profit tax-exempt corporations and thereafter submitted to the Board for its review and approval.
8. **Complete the table below add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet template provided), and 2) resume**

Name	Current or Prospective Governing Board Member?	Role on Board e.g. Member, President, etc.)	Submission Requirements
Mercy Lopez	Current	President (Chair)	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Regla Pulido	Current	Founding Board Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Julio Gonzalez	Current	Founding Board Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

1. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Board member recruitment will take place with input and nominations from Founding Board Members in order to ensure that all vacancies are filled with those who will commit to continue the mission of the school. Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Consortium of Charter Schools or any other approved vendor. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

1. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The Board of Leadership Academy of South Florida, Inc. will uphold the highest of ethical standards. Officers will not receive any reimbursement for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for expenses incurred for serving the Corporation as a Trustee or in any other capacity. Prior to vote, all Board Members must complete a comprehensive Conflict of Interest questionnaire that screens prospective Board Members to avoid conflicts of interest and ensure that all prospective Board Members uphold the highest ethical standards. This questionnaire includes:

- Ethical and Legal Questions
- Criminal Background Check with Disclosure Verification
- Conflict of Interest Disclosure that is completed by the first Board Meeting of each year

Board Members will also undergo a background clearance conducted by the school district(s) of which the Board serves.

1. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

At this time, there are no committees in existence. If the Board identifies a need to create a committee with a specific purpose, the committee will be created by means of a majority vote of the Board which will include the specific duties and responsibilities of said committee. The committee will only remain an entity until its specific task or purpose has been accomplished. All meetings of the Board of Trustees and its committees are subject to the Sunshine Law under Chapter 286, Florida Statutes.

1. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

The Governing Board of Leadership Academy of South Florida, Inc. will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a Board member, charter school employee, or an individual contracted to represent the Governing Board. The representative's contact information will be provided annually and in writing to the District. Contact information for the representative will be available to parents via the website and posted prominently in the main office of the school. The appointed representative and charter school principal or director, or his/her equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. A positive relationship between Leadership Academy of Health Sciences and Communications K-8 and its parents, families, and community are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

Step 1: Make an appointment to clarify issue with your student's teacher (if applicable)

Step 2: Make appointment to clarify issue with the school administrator

Step 3: Contact Board Appointed Parent Liaison

Step 4: Communicate concerns at a scheduled Governing Board meetings

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

1. **Name of the partner organization – N/A**
2. **Name of the contact person at the partner organization and that person's full contact information N/A**
3. **A description of the nature and purpose of the school's partnership with the organization – N/A**
4. **An explanation of how the partner organization will be involved in the governance of the school – N/A**

Evaluation Criteria: Governance

Reviewers will look for:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.

- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Attachments

10.1	Attachment K - Conflict Statement	Prats, Gustavo, 8/1/17 6:11 PM	PDF / 144.873 KB
10.2	Attachment J Bylaws Leadership Academy of South Florida	Prats, Gustavo, 8/1/17 6:11 PM	PDF / 222.437 KB

10.3	Attachment I - Corporation	Prats, Gustavo, 8/1/17 6:10 PM	PDF / 116.9 KB
10.4	Attachment H - ARTICLES OF INCORPORATION - Leadership Academy of South Florida (1)	Prats, Gustavo, 8/1/17 6:10 PM	PDF / 240.992 KB

11. Management and Staffing

Section 11: Management and Staffing

1. **Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**
 1. **The pre-operational year;**
 2. **The first year of school operations;**
 3. **At the end of the charter term; and**
 4. **When the school reaches full capacity, if in a year beyond the first charter term.**

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

The first page of **Attachment M** delineates the organizational relationship that exists between the Sponsor, the Governing Board, the ESP (if one is selected), the principal, and employees of the school. The Board reports directly to the Sponsor. The principal may, with approval of the Board, report directly with the Sponsor when appropriate. The school principal reports directly to the Board. The second page of Attachment M provides a visual representation that exists between the school and the ESP (if one is selected). This organizational chart with reporting directives documents reporting responsibilities as well as collaborative communication between the school and the Board. The intention of these charts is to reflect a collaborative structure. This is paramount since the Board is ultimately responsible for the day-to-day operations, policies, procedures, and fiscal responsibilities of the school (not-for-profit). The chart also intends to reflect the collaboration that will exist between the Board and the school in order to be compliant with State and Local laws as well as the expectations of the Sponsor as communicated in the charter contract. **Attachment M** reflects all years under the charter contract and will be revisited annually if growth of the organization requires a revision to reporting responsibilities.

1. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The school principal will be hired by Leadership Academy of South Florida, Inc. and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. Plans are to begin recruiting applicants beginning in December. A series of interviews will take place with the objective of securing the principal no later than March to begin in June of 2018. In addition, Leadership Academy of South Florida, Inc. will recruit and consider candidates that believe in and embrace the school's mission, vision, and philosophy of education. Leadership Academy of South Florida, Inc. will also adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek and consider individuals who have:

- educational background: Master's Degree or higher (preferred)
- administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- strong leadership and managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations and recommendations from previous administrative position(s);
- excellent communication skills;
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards
- knowledge of science, or STEM education
- knowledge or intention of implementing *The Leader in Me* with fidelity

In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, be based on

the following components:

1. Performance of students – One-third of a performance evaluation will be based upon

data and indicators of student performance. This portion of the evaluation will include growth and achievement data of the students attending the school over the course of at least 3 years. If less

than 3 years of data are available, the years for which data are available will be used.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-2016.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the component for performance of students (s. 1012.34, F.S.).

1. Instructional Leadership – One-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
1. Professional & Job Responsibilities - The remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

Accordingly, the FCPCS School-Based Administrator Evaluation System meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education. The Board reserves the right to develop an evaluation tool that meets the statutory requirements listed above and is approved by the Sponsor, should it feel that the FCPCS evaluation tool does not meet the needs in evaluating teachers and/or instructional leaders as it relates to the unique educational program at Leadership Academy of Health Sciences and Communications. The evaluation systems for the administrator must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective
 2. Effective
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing
 4. Unsatisfactory
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

The governing board will conduct formal administrator evaluations annually in accordance with s.1012.34, F.S.

- 1. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.**

The management structure for the school's day-to-day operations will be as follows: The Governing Board will hire and oversee the school principal. The principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, data analysis, testing, support services, parental communication, professional development, community outreach, oversight of facilities, etc. The policies developed by the principal will not conflict with any Board adopted policies or procedures. The principal will report to the Board on the school's operations and finances at minimum during every governing board meeting and will be expected to communicate with the Board as often as needed in order for school's needs to be met. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission and Board policy. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties and in their interactions with students, teachers, and parents of the school. The duties and key roles for these key personnel are detailed in the job descriptions, **Attachment P**.

The Board expects it may contract with an Educational Services and Support Provider (ESP), to provide off-site and on-site support to the school principal and leaders when needed. The off-site support services expected to be provided by the ESP functions include but are not limited to: assistance with facilities design and maintenance, staffing recommendations, human resource coordination, curriculum support, research and professional development, sponsor relations and reporting, marketing, general accounting services including bookkeeping, payables, inventory and asset management, budget preparation, risk management, cash flow analysis, grant management, and preparation of financial statements provided to the Governing Board for oversight and monthly approval.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in *Section 21* of the application, oversight of all school-based finances are the ultimate responsibility of the Board. The Governing Board will ensure that the charter school has

retained the services of a certified public accountant for the annual financial audit. The ESP, if contracted by the Board, will assist Leadership Academy of Health Sciences and Communications with the preparation and reporting of the school's finances. The principal will prepare the estimated budget using anticipated enrollment projections prior to the beginning of each fiscal year. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored in order to make sure that appropriate master schedules and hiring decisions remain

within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Board on a monthly basis for oversight. Budgets will be prepared and presented to the Board at all quarterly board meetings and more frequently if deemed necessary by the Board. The Board will have established financial policies and internal controls for the operational and internal school accounts.

- 1. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.**

The staffing plan is based on enrollment and can be found in **Attachment X** which provides a 5-year staffing plan based on enrollment. The staffing plan is available for 100% enrollment for 5 years and 70% enrollment for 5 years. The 70% enrollment was used as a contingency plan in the event that we do not meet our enrollment targets. The staffing plan will be adjusted based on the enrollment using the Charter Support Unit budget template tool.

- 1. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.**

The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff. Leadership Academy of Health Sciences and Communications K-8 will ensure that faculty members are certified, highly qualified professional personnel. In accordance with the above-mentioned expectations of hiring certified and highly qualified staff, Leadership Academy of Health Sciences and Communications will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website and *Teachers-Teachers*
- Coordinate efforts to partner with Universities to serve as host school for interns
- Advertise openings through acceptable professional social-media
- Recommendation from employees
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.
- Job Fairs hosted at the charter school, Universities, or at local community events.
- Recruit from neighboring counties.
- Participate in local community events for in order to demonstrate participation and partnership with the community as well as for recruitment.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers throughout the school's community, job fairs, etc. Considerable efforts will be taken during the interview process to hire the most qualified candidates that embrace the mission and philosophy of the school while also representing the diverse racial/ethnic background of the local community.

The school will look for candidates who demonstrate the following qualifications:

Administration

- administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- strong leadership and managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations and recommendations from previous administrative position(s);
- excellent communication skills;
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards;
- educational background: Master's Degree or higher
- knowledge or intention of implementing *The Leader in Me* with fidelity

Faculty/Staff

- educational background: Bachelor's Degree or higher in field
- state certification for the required position (or status of eligibility in field)
- excellent presentation and interpersonal skills
- satisfactory recommendation and/or evaluations from previous employer
- personal characteristics, knowledge, and belief in the school's mission
- demonstrate a passion for and the ability and motivation to work as part of a team
- letters of reference and recommendations

Leadership Academy of Health Sciences and Communications will not employ an individual if the individual's certificate as an educator is suspended or revoked by Florida or any other state. The Board agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. Leadership Academy of Health Sciences and Communications will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

- Performance of students* – in accordance with s. 1012.34, F.S., one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-2016.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students' component. (s. 1012.34, F.S.)

- Instructional practice – One-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based

upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

- Other indicators – The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Accordingly, Leadership Academy of Health Sciences and Communications will implement the FCPCS Charter School Evaluation System for Classroom Teachers and Other Instructional Personnel in alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S. The Board reserves the right to develop an evaluation tool that meets the statutory requirements listed above and is approved by the Sponsor, should it feel that the FCPCS evaluation tool does not meet the needs in evaluating teachers and/or instructional leaders as it relates to the unique educational program at Leadership Academy of Health Sciences and Communications.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the school or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.) Classroom Walk-Throughs will be used frequently to provide feedback and professional growth to the identified instructional strategies and best practices current in education. This includes but is not limited to instructional strategies, classroom management skills, and engagement of learners in the classroom. Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house evaluation tools aligned to the job description provided.

The evaluation systems for school instructional personnel must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:

1. Highly effective.

2. Effective.

3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.

4. Unsatisfactory.

- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Professional Development Plans – In order to set high expectations for both students and teachers, Leadership Academy of Health Sciences and Communications will maintain a level of high quality instructors by implementing a comprehensive professional development plan. The school will support the development of all professional needs of all staff by facilitating the attainment of continuing education credits and offering trainings. Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as a trainer to the remainder of the staff upon return. Appropriate and relevant school-wide training will occur on teacher planning days as well as on early release days. In-house workshops and meetings will be held frequently by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

Evaluation Criteria: Management and Staffing

Reviewers will look for:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Retention of Staff: Leadership Academy of South Florida, Inc. wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be

clear, and attitudes can be positive. Leadership Academy of Health Sciences and Communications will demonstrate their commitment to employees by responding effectively to employee concerns and invest in their professional growth. Annual “Stay-Interviews” will be conducted with the faculty and staff and “Exit Interviews” will be conducted with all staff voluntarily leaving the school. These best practices also assist in establishing a culture in the school that assists in retaining the best team. A number of the programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget.

Attachments

11.1	M	Prats, Gustavo, 8/1/17 6:15 PM	PDF / 55.671 KB
11.2	Attachment O - Job Description - Principal	Prats, Gustavo, 8/1/17 6:14 PM	PDF / 136.28 KB
11.3	Attachment P - Administrative Job Descriptions	Prats, Gustavo, 8/1/17 6:14 PM	PDF / 359.855 KB
11.4	Q	Prats, Gustavo, 8/1/17 6:12 PM	PDF / 179.747 KB

12. Human Resources and Employment

Section 12: Human Resources and Employment

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the

nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

At Leadership Academy of Health Sciences and Communications, all employees will have contracts stating that they are “at-will” employees. Instructional personnel who are new to the profession or new to the school, will receive 90-day probationary contracts and, once the first 90-days of employment have been successfully completed, the contract will default to an annual contract. Annual contracts will be provided to personnel who have completed a probationary contract or who were already under an annual contract. The contracts will provide just cause reasons, and a process for suspension or dismissal of instructional personnel during the term of an annual contract. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes. The details of employment contracts and offer letters are still being developed and must be approved by the Board. In addition to the aforementioned details, contracts will also provide expectations regarding professional and ethical behavior:

- Employees are expected to observe high standards of job performance and professional conduct.
- When performance or conduct does not meet standards, employment may be terminated, or if it is deemed appropriate, the employee will be provided with a reasonable opportunity to correct the problem.
- If a corrective opportunity is given and the school determines that the employee has failed to make the appropriate corrections, he or she will be subject to further discipline, possibly including termination.
- All instructional and non-instructional personnel who are hired or contracted to fill positions (including members of the Governing Board) at Leadership Academy of Health Sciences and Communications must undergo background screening as required by Section 1012.32, F.S.
- Leadership Academy of Health Sciences and Communications will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug screenings.
- Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080
- Under the No Child Left Behind Act (NCLB) of 2001, all core area teachers must be “highly qualified” to teach in Leadership Academy of Health Sciences and Communications. The definition of a highly-qualified teacher includes meeting the following three criteria:

1. Have at least a Bachelor’s degree
2. Having state credentials or certificate (or eligibility from the state for certification)
3. Demonstrate core academic subject matter competence

1. **Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.**

The Board will adopt the Florida Consortium of Public Charter School’s evaluation procedures and tools for instructional personnel, instructional coaches, and administrators. All school staff will be evaluated by the principal or principal designee using the evaluation tools from the Florida

Consortium of Public Schools while considering each person's job duties and Professional Development Plan (if applicable). The principal will be evaluated by the Governing Board. The Governing Board may rely on input from the Educational Service Provider and any other means of data collection as specified in the Consortium's plan. The board reserves the right to change the evaluation tool at a later date using either existing and approved evaluation tools, or an evaluation tool that is vetted and approved by the Sponsor.

The school sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis through-out the school year and all new educators are evaluated within the first forty-five days using the Formal Professional Evaluation Form. Teachers are provided with a variety of tools to ensure success in the classroom which include, but are not limited to:

- Professional Development Plans and employee self-evaluation and reflection tools
- Classroom Management skills and techniques to reduce misbehavior in the classroom
- Strategies for working with SPED and ELL students with allowable accommodations
- Effective lesson planning
- Effective instructional strategies including differentiation of instruction, interventions, and RtI
- BEST Team– Beginning Educator Support and Training
- Variety of informal evaluation tools (walkthroughs, lesson plan reviews, the coaching cycle, etc.)
- Formal evaluation tools
- Standardized Professional Practices for Teachers including rubrics for evaluations

All new teachers in the BEST team will be paired with a mentor. Professional development and in-service opportunities are also provided for all new teachers and any teacher demonstrating deficiencies or not meeting expectations. Evaluations, staff surveys, and student performance data will be analyzed for trends and used to develop a needs assessment for the purpose of professional development planning.

- 1. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

Leadership Academy of Health Sciences and Communications K-8 will provide competitive salary and compensation plans in order to attract and retain loyal, competent, and committed employees. Leadership Academy of Health Sciences and Communications is a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits. The board is in the process of obtaining bids for payroll services as well as benefits providers. The use of a professional employer organization and payroll services allows the school staff to benefit from the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Leadership Academy of Health Sciences and Communications K-8 will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to Compensation and Salary Schedules. The Board's

plan includes a base salary schedule for classroom

teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is "effective," as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements.

Supplements will be annual additions to the base pay, but will not be not part of the continuing base salary.

At this time, the Board is researching and considering retention compensation options for employees which may include, but are not limited to:

- Resigning Bonuses
- Referral Bonuses (recommending a person for employment who is hired and retained beyond the 90-day probationary period)
- A seniority plan with reduced benefits cost (employer will pay a larger percentage or full coverage) once they have been with the company beyond 4 years.

The board also believes that by fostering a positive school culture and continued investment in the professional growth of our teachers and staff will reduce turnover and provide a healthy, productive, and enjoyable work environment that will retain the best employees. Below is the attached salary schedule that Leadership Academy of Health Sciences and Communications is currently intending to use in budget plans and job offers. Leadership Academy of Health Sciences and Communications believes that, in order to recruit the best, you must be able to attract and retain the best teachers. By closely following the BCPS salary schedule, we can stay competitive with recruitment and retention.

	Bachelor's Degree	Advanced Degree
Beginning Teacher Salary Range	\$41,000 – \$46,000	\$3,000 Stipend
Annual Increase for Educators		

<p>Annual Increase</p>	<p>1% minimum increase for cost of living. May be more pending Board approval based on budgetary constraints.</p>	
<p>Bonus The amount of the bonus is determined annually based on budgetary constraints.</p>	<p>Highly Effective as determined by his or her evaluation, would receive a salary increase through the form of a bonus.</p>	<p>Effective as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.</p>

1. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Leadership Academy of Health Sciences and Communications will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team along with parents and the community. Leadership Academy of Health Sciences and Communications will look for personnel who have a shared vision with the school as well as the enthusiasm and commitment required.

As previously stated, employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, Leadership Academy of Health Sciences and Communications may terminate employment, or it may decide to provide the employee a reasonable opportunity to correct the problem. However, if a corrective opportunity is given and the principal determines that the employee has failed to make expected corrections, he or she may be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions (including Board Members) must undergo background screening as required by Section 1012.32, F.S. Leadership Academy of Health Sciences and Communications will be a safe, Drug-Free and Tobacco-Free school. All employees will be required to undergo background checks and drug-screenings. Additionally, employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080. Employees will be made aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action. Leadership Academy of Health Sciences and Communications expressly reserves the right to dismiss employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. Leadership Academy of Health Sciences and Communications assures that terminated employees will receive all earned pay during the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, incompetency, misconduct, insubordination, or other violations of the school's rules of conduct for employees as approved by the Board's comprehensive policy manual.

Employees may be disciplined/discharged for poor job performance, including but not limited to:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

All school instructional personnel will be required to adhere to the Principles of Professional Conduct for the Education Profession in Florida as defined in FAC Rule 6A710.081. Violation of any principles detailed therein shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law. In addition, any employee may be disciplined or discharged for misconduct, including but not limited to:

- Dishonesty
- Insubordination
- Theft
- Rude or discourteous to students, parents, peers, supervisors, etc.
- Misusing or destroying property of the school or the property of another
- Disclosing or using confidential or proprietary information without authorization (including FERPA)
- Falsifying or altering school records, including but not limited to the application for employment;
- Interfering with the work performance of others;
- Any kind of harassment of employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or while supervising students;
- Possessing a firearm or other dangerous weapon on school property
- Conduct which raises a threat to the safety and well-being of the school, its employees, students, property (including being charged or convicted of a crime)
- Failing to report to the school any charge or conviction under any criminal, drug, state or felony arrests. All employees must self-report any incidents within forty-eight (48) hours to the Human Resources Department or to the principal any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- Failing to immediately report suspicion or knowledge of child abuse, abandonment or neglect. Leadership Academy of Health Sciences and Communications will follow the district policy regarding any and all procedures for reporting child abuse, abandonment or neglect. All employees who know or have reasonable cause to suspect that a child is an abused, abandoned, or neglected child, must report such knowledge or suspicion immediately to the Department of Children and Families Florida Abuse hotline. The employee should immediately notify the school principal and follow the districts procedures including completion of appropriate reporting documentation. Failure to immediately report suspected

child abuse, abandonment, or neglect may result in termination by the school, criminal penalties by law enforcement authorities, and revocation of licensure from the Florida Department of Education.

Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment. Leadership Academy of Health Sciences and Communications will consider an employee to have voluntarily terminated or abandoned his or her employment if:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified
- Fails to return to work without notice to the school for three (3) consecutive days

Leadership Academy of Health Sciences and Communications may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the principal deems such action is appropriate. If an employee is recommended for dismissal by the principal, the principal will propose such dismissal to the Governing Board choose to review all terminations on behalf of the Board. Employees shall have the right to contest the dismissal at the next Board meeting and present testimony or evidence in connection with the dismissal action thus providing them with due process.

- 1. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

The Board of Leadership Academy of Health Sciences and Communications believes that developing personnel policies and procedures clearly communicates guidelines for a variety of personnel related issues including issues concerning employment, evaluation, discipline, dismissal, benefits, and code of conduct, etc. The policies will clearly set forth and communicate the principles of fairness and due process that will be in followed and are aligned with all applicable laws and regulations. The Governing Board for Leadership Academy of Health Sciences and Communications will need to review and approve the comprehensive policy manual. This manual is currently being developed using vetted resources, manuals, policies, and procedures from the Charter Support Unit. The Charter Support Unit (CSU) is a grant-funded support structure developed with the purpose of assisting new and start-up charter schools in the areas of administration, curriculum, finance and governance. Specifically, the CSU is designed to “provide short-term, intensive, and targeted support for new charter schools.” This comprehensive policy manual will be completed in the Fall and extensively reviewed and ratified by the Board through a majority vote.

- 1. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.**

The Governing Board believes that, by clearly communicating expectations and providing ongoing professional growth and feedback, all employees can be successful at Leadership Academy of Health Sciences and Communications. Once unsatisfactory performance is made evident, a Professional Intervention Plan (PIP) will be developed by the principal or principal designee. The PIP will include:

- A review of job duties and expectations

- Specific and detailed identification of unsatisfactory performance or behavior
- Examples to replace areas of unsatisfactory performance or behavior
- Identify the support to be provided
- Identify how improvement of performance or behavior will be evaluated
- Identify a reasonable timeframe for the PIP to be implemented and completed

Should an administrator demonstrate deficiencies, the Governing Board will work with the administrator to develop a PIP. The Board may elect to work with the Educational Service Provider to develop a PIP with the administrator in order to ensure that adequate feedback, support, and professional development opportunities are provided so that administrators at Leadership Academy of Health Sciences and Communications are successful. When performance or conduct does not meet standards, and after a corrective opportunity is given and it is determined that the employee or administrator has failed to make expected corrections, he or she may be subject to further discipline or termination. Teacher and staff turnover is costly for any organization, especially when dealing with the education of children. Thus, the aforementioned proactive strategies and support, along with the Professional Intervention Plans for employees not meeting expectations, should assist in curtailing unnecessary turnover. Employees who voluntarily leave the school will participate in an exit survey. The feedback from exit surveys will assist school leaders and the Board to identify any areas such as professional support, work environment, or benefits can be improved to avoid further turnover.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Attachments

- No Attachments -

13. Professional Development

Section 13: Professional Development

1. **Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:**
 1. **Identify the person or position responsible for overseeing professional development activities.**

Frequent and ongoing professional development is a proactive approach to education. Education is constantly evolving based on the latest research, data, and the needs of students and teachers. It is because of these frequent developments in educational research and the need for effective instructional strategies that professional development must be ongoing.

Leadership Academy of Health Sciences and Communications, the principal will work collaboratively with the Instructional Leadership Team (ILT) to decide the professional development needs of instructional personnel. The ILT consists of the instructional coaches, lead teachers, department heads, and any other person selected by the principal who can provide the input necessary to make decisions on professional development. In order to select the appropriate professional development workshops, information will be collected using staff surveys, informal walkthroughs, formal evaluations, instructional coaches, and results from student assessments. Using the information gathered, the principal will work with instructional coaches (or any other member from the ILT) to plan and host Professional Learning Communities (PLC) throughout the school year. PLC and PD workshops may be conducted by someone at the school or by someone outside of the school with the ability to train teachers and staff on required topics. The goal of PLCs and PDs is to increase the repertoire of instructional staff with the goal of increasing student achievement.

1. **Discuss the core components of professional development and how these**

components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

It goes without saying that professional development is crucial in any occupation and nowhere more than in the field of education. Many times, professional development is looked upon as a training that takes up time with minimal influence and little to no follow up. In 2015, Forbes magazine published an article by Nick Morrison who identified 8 components of great professional development:

1. Duration – ongoing professional development that lasts at least 2 semesters and has a rhythm of follow-up
2. Target – relevant to the needs of the teacher and day-to-day experiences
3. Aligned – not one single activity, but a combination of activities that work and reinforce the outcome of the training
4. Content – considers the needs of subject knowledge as well as the subject-specific instructional strategies
5. Activities – varying forms of providing information such as discussion, experimentation, analysis and reflection
6. External Input – provides new perspective and challenges conventions of education
7. Collaboration – peer support provides a valuable opportunity to have participants work together and refine the new approaches learned
8. Leadership – effective leaders get involved in development, define opportunities, and provide the support needed to initiate the change

Keeping these 8 components in mind and, in alignment with the Florida Educator Accomplished Practices (FEAPs) and teacher's Individual Professional Development Plans (IPDP), professional developments will be carefully selected and reinforced, mainly through ongoing PLCs. The principal will work with the ILT to ensure these PLCs are taking place and that new strategies learned are implemented and refined. In addition to the aforementioned PLCs, instructional rounds will be available to teachers in order to share best practices while showcasing exemplar teachers and classroom settings. It is the philosophy of the Board that teachers can benefit from observing exemplary peer educators.

As a new charter school, most PD activities will be uniform. Leadership Academy of Health Sciences and Communications K-8 will support educators in any specific needs they may have that require a more individualized training approach. Professional development opportunities will be evaluated based on the extent to which it is effectively implemented with a positive effect on increasing student achievement as evidenced by walkthroughs, observations, lesson plans, and survey results. PLC and PD workshops may be conducted by someone at the school or by someone outside of the school with the ability to train teachers and staff on required topics. Some examples of professional development opportunities that Leadership Academy of Health Sciences and Communications intends to bring to the school include, but are not limited to:

1. The Leader in Me
2. PCG -Public Consulting Group of Florida
3. Project Wet (Health Sciences)
4. Project Wild (Health Sciences)
5. PLTW – Project Lead the Way (Health Sciences and Communications)
6. C-Palms (Health Sciences and Communications)
7. Clinical Educator Training

8. Health Sciences and Career education Initiative
9. Infusing Technology into the Curriculum

- Classroom Walk-Throughs will be used frequently to provide feedback and professional growth to the identified instructional strategies and best practices current in education. This includes but is not limited to instructional strategies, classroom management skills, and engagement of learners in the classroom.
- Common (team) planning, either by grade level for Elementary or Departmentalized in Middle School, when the schedule permits, will provide an additional opportunity for teachers to collaborate and share best practices. It is essential for new teachers to learn from experienced teachers. Experienced teachers can also learn and acquire ideas from newer teachers.
- Professional Development Plans – In order to set high expectations for both students and teachers, Leadership Academy of Health Sciences and Communications will maintain a level of high quality instructors by implementing a comprehensive professional development plan. The school will support the development of all professional needs of all staff by facilitating the attainment of continuing education credits and offering trainings. Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as a trainer to the remainder of the staff upon return. Appropriate and relevant school-wide training will occur on teacher planning days as well as on early release days. In-house workshops and meetings will be held frequently by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

1. **Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?**

As a new charter school, teachers will report to the school two weeks prior to the start of the school year in order to attend required professional development workshops and to properly prepare for the school year. Some of the professional development sessions that will take place include but are not limited to:

- Leader in Me – These series of PDs is a process that will take several years to complete and will begin with a book study. This will allow the teachers to begin understanding and implementing The Leader in Me.
- Rigorous Classroom Instruction through Strategic Inquiry
- Effective Lesson Planning – Participants will be introduced to the lesson plan templates and essential components like the learner outcomes and their alignment with the Standards and learning targets in order to ensure both rigor and differentiated instruction. Unwrapping the standards and learning targets will be the focus of the first year's PLC and will last throughout the first school year.
- Curriculum and Textbook PDs – Conducted by publisher during textbook adoption years and with follow-up trainings as needed.
 - Reading Basal (Wonders and Junior Great Books)
 - Math Textbook Series (Florida My Math)
 - Science, Engineering and Aerospace resources, standards, and expectations
- Classroom Management and School-wide Discipline Plan
- School Policies and Procedures

- 1. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

During the first year, there is a great need for professional development opportunities. Some are essential for curriculum focus, and others will be ongoing. Leadership Academy of Health Sciences and Communications K-8 will diligently work to ensure that PD time is effective in order to maximize time and results. The first two weeks prior to the start of the school year will require approximately 50 hours of professional development. There are approximately 8 teacher planning days throughout the school year and, it is estimated that at least 6 of those will be dedicated to full-day professional developments (approximately 40 hours of PD). In addition to that, early release days will be dedicated to PLC opportunities that can also be counted towards professional development. Also, time will be dedicated during early release days and during teacher planning periods (teachers will have common planning daily) to reinforced, follow-up and collaborate on PD topics to reinforce PD outcomes.

Evaluation Criteria: Professional Development

Reviewers will look for:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Attachments

- No Attachments -

14. Student Recruitment and Enrollment

Section 14: Student Recruitment and Enrollment

- 1. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

Leadership Academy of Health Sciences and Communications K-8 will make every effort to reach families reflective of the demographics of the county and the surrounding areas of the school. A comprehensive advertising and promotional plan will be developed and will include the use of print and online media and will be inclusive of minority and community newspapers in order to disseminate information about our school's educational program and open enrollment process. Efforts to begin disseminating this information will begin in June of 2018 by meeting with prospective community and business partners. We are finalizing school color schemes, logo, and mascot in order to facilitate branding and marketing. All marketing will include information in multiple languages. Other recruiting initiatives will include:

- A school website will be developed and launched in July of 2018 to start informing the community and prospective families of the mission and vision of the school as well as the unique educational plan for Leadership Academy of Health Sciences and Communications K-8. The webpage allows parents to add themselves to an email list in order to stay abreast of all new information regarding the school.
- Social media will also be used to share the school's webpage information through the use of *Facebook, Twitter, and Instagram*.
- Continued meetings with prospective business and community partners in order to publicize the school's educational focus and further disseminate information out to the community.
- Attend meetings of local civic groups (Kiwanis, Rotary, The Humane Society) to help disseminate information about the school.

As soon as the application is approved with the Sponsor, Leadership Academy of Health Sciences and Communications K-8 will begin taking applications. At that time, we will increase our marketing efforts to aggressively begin obtaining applications so that, once the charter contract with the Sponsor is signed, we can begin enrolling students. Some increased marketing efforts planned include:

- Ongoing parent information meetings located within the community of the school (and within the school if possible) and in multiple languages
- Attend weekend community events to talk to prospective families and handout promotional

flyers and brochures

- Adds in the local community newspaper, “penny-saver” publications as well as Spanish newspapers
- Mail outs using the US Postal service for promotional postcards in multiple languages
- Signage outside of the school property
- Work with community partnerships, local businesses, and public facilities to help advertise the school by posting flyers and supplying brochures
- Work with local agencies such as local City council, local churches, community centers, and a variety of agencies assisting families in the area in order to inform families of the opportunity to apply to Leadership Academy of Health Sciences and Communications K-8.

1. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33 7) a)8., F.S.

Students will be considered for admission without any regard to ethnicity, national origin, gender, or achievement level. Leadership Academy of Health Sciences and Communications K-8 expects to achieve diversity reflective of the community. Our marketing plan aims to reach a broad audience and will be inclusive of all racial/ethnic groups within it. By disseminating information in multiple languages to various media outlets including minority and community papers, mailers delivered directly to residential addresses in surrounding communities, the racial/ethnic balance of the school should be equivalent to that of public schools within the area.

Informational meetings will be held in a variety of venues throughout the community to ensure that diverse groups and families are reached and thus, given the opportunity to learn about the educational opportunities offered at Leadership Academy of Health Sciences and Communications K-8. The Governing Board has already begun to talk to and work with diverse groups within the community to obtain help in disseminating information.

1. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the admissions policy of Leadership Academy of Health Sciences and Communications K-8 will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the charter school will accept applications from students residing within the County. Any eligible student, as described in F.S.§1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications falls short of the established capacity, supplemental registration periods and subsequent lotteries may be held for the purpose of reaching student capacity.

In accordance with 1002.33(10)(d), F.S. Leadership Academy of Health Sciences and Communications K-8 *may* give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of:
 - An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or
 - A resident or employee of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c) or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of the charter school.
 - Students who have successfully completed a voluntary prekindergarten education program under ss. [1002.51-1002.79](#) provided by the charter school or the charter school’s governing board during the previous year.
 - Students who are the children of an active duty member of any branch of the United States Armed Forces.
 - Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#).

A tentative timeline has been developed to facilitate enrollment and meeting our projected enrollment numbers:

November 2017	Begin accepting applications
February, March and April 2018	Lottery and student registration
May 2018	Students registered will be enrolled
June, July, August 2018	Continue accepting applications, registering and enrolling students following the aforementioned policies and procedures until enrollment capacity is met.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Attachments

14.1	No Title	Prats, Gustavo, 8/1/17 6:16 PM	PDF / 33.396 KB
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Notes

Jill Young, 8/14/17 7:09 PM:

"If the number of applications falls short of the established capacity, supplemental registration periods and subsequent lotteries may be held for the purpose of reaching student capacity." What is the purpose of a lottery if enrollment falls short of reaching student capacity? "An open admissions policy will be implemented wherein the charter school will accept applications from students residing within the County." Florida state law required schools to enroll students from outside the county pending available seating.

15. Parent and Community Involvement

Section 15: Parent and Community Involvement

- 1. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Parental and community involvement at Leadership Academy of Health Sciences and Communications K-8 is a fundamental and required part of the philosophy of the school. Parents are encouraged to fulfil their contractual obligation by volunteering at the school and completing their volunteer hours. Our goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program. Through our mission, Leadership Academy of Health Sciences and Communications K-8 plans to work with the community in order to teach children to be civic-minded and socially responsible leaders. Parents and community members will have extensive opportunities for involvement in aspects of school activities. Parent/Teacher groups, Educational Excellence Advisory Council (EESAC), and other such committees will enable parent and community representation as well as input into the educational processes whenever possible. Similarly, the administration will also require the faculty and staff of Leadership Academy of Health Sciences and Communications K-8 to uphold a strong belief in and understanding of the school's philosophy. Through the inclusion of parents in the educational process we achieve open lines of communications. Faculty and staff will also encourage parental involvement through activities such as:

- Educational Excellence School Advisory Council (EESAC) - This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Parent/Teacher Conferences – These are hosted at the school where parents can discuss topics that affect their children's educational progress. These will be held quarterly, at a minimum, and at the first sign of a student not making adequate academic or behavioral progress. In some cases, follow meetings can occur as often as need to maintain a good relationship and plan to ensure that the student is getting the help he/she needs. This builds trust and teamwork between the teachers and the family to work together.
- Open houses, Career Fairs, Family Day – The purpose of these events is to recruit new students, maintain communication and involvement between the school and the surrounding community while providing fun family and community oriented events during and after school hours.
- Frequent communication with family and the community will be facilitated through updated information on the school website, monthly newsletters, event calendars, social media posts, call outs, etc.
- Community Service Projects – Activities that provide opportunities to raise civic-minded students. With the support of faculty and parents, students can participate in activities to help, give back to, and connect with their community.
- PTSO – Parent Teacher Student Organization coordinates extra-curricular events and fundraiser activities often involving the community.
- Room Parents – Each homeroom will elicit the assistance of a parent to help contact classroom parents to remind them of events, needs, and other ways they can be involved in the school.

- Phone apps like Remind101 and Class Dojo can also be used by the classroom teacher and the school to quickly and efficiently communicate with parents using cellphones or other hand-held devices.
- Parents may chaperone field trips and other educational excursions on an as-needed basis. This may include volunteering or chaperoning events with the Humane Society, pet adoption events, and other community-based activities.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic grade book will also encourage parents to be fully informed of the school's activities and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent volunteer hours (communicated through newsletters, the school website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the school, participating in Career Week and Family Day, to name a few.

Everyone knows that it takes a village to raise a child and Leadership Academy of Health Sciences and Communications K-8 believes that parents and the school can work together as a community to model responsible behavior and citizenship. As noted through the parent contract, parents and students agree, as members of the school's family, to abide by all of the school rules and regulations. By completing their required volunteer hours parents are investing in the child's education. Leadership Academy of Health Sciences and Communications K-8 will provide ample opportunities for families to complete such volunteer obligations, in accordance with State law.

- 1. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.**

Leadership Academy of Health Sciences and Communications K-8 intends to work with local civic agencies, business and community partners to support the school in a variety of ways. Some examples of ways that Leadership Academy of Health Sciences and Communications intends to elicit and involve the community at the school is through guest speakers, volunteers, field trips, educational excursions, in-kind donations, or any other means by which the community can enhance the educational experience for the students at Leadership Academy of Health Sciences and Communications.

- 1. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).**

See Attachment T for Letters and Evidence of Support from the Community

Evaluation Criteria: Parent and Community Involvement

Reviewers will look for:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Attachments

- No Attachments -

BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section 16: Facilities

If the site is acquired:

1. Describe the proposed facility, including location, size, and layout of space.
2. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
3. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
4. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources other than state and local funding) that will be applied to facilities-related costs and include evidence of such e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
5. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

1. **Explain the school's facility needs, including desired location, size, and layout of space.**

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of Leadership Academy of Health Sciences and Communications. The facility would need a multi-story structure built or renovated to meet all required codes and life-safety regulations set forth by the applicable governing agency. The Board is actively looking for a location in the Hollywood area. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed K-8 school facility will include program elements such as traditional classrooms as well as rooms for art, science and computer labs, multi-media instructional areas, including a classroom for TV and multimedia communications, lunch/multi-purpose room, food prep areas, and indoor and outdoor activity spaces. There will be ample parking to allow for maximum enrollment and convenient access to the building. In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to s. 633.208. The school has projecting a minimum of 55-60 sq. ft. per student station.

1. **Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources other than state and local funding) that will be applied to facilities-related costs and include evidence of such e.g. letter, MOU) as Attachment U.**

All development expenses including, but not limited to; legal, engineering, permitting, interior

renovation construction, site plan related expenses, and playground development are expenses agreed to by the facility's developer/owner in exchange for a lease with the school tenant in the amounts described in the attached financial plan. Rent is tied to enrollment and is calculated at a per student rate equal to Year 1 - \$700/student; Year 2 - \$800/student; Year 3 - \$900/student; Year 4 - \$1,000/student; Year 5 - \$1,020/student. Rent rates beyond year 5 will be calculated on base rent and an accelerator clause using CPI or a minimum 2% to 3% annual increase. These calculations are based on comparable expenses from working with other charter schools. Leadership Academy of Health Sciences and Communications is working with the consultant to the Governing Board for Start-up funding sources.. **Attachment Z**. There is no lease agreement since we have not secured a location at the time of the application. Leadership Academy of South Florida, Inc. will inform the Sponsor immediately once a location has been secured.

1. Explain the strategy and schedule that will be employed to secure an adequate facility.

The Board understands the importance that proper site selection plays with regard to the success of a new charter school. The Governing Board understands that after receiving approval from the municipality, the site will be subject to Federal/State/Municipal laws/rules regarding safety-to-life, fire, ADA, accessibility, parking, playground, and other requirements before the opening of school. The proposed educational facilities will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. 633.025 as adopted by the authority in whose jurisdiction the facility is located. <http://www.flsenate.gov/Statutes/index.cfm>

Estimated Facility Timeline

August – October 2017

- Present charter application for approval
- Modify charter application based on district feedback, if appropriate

November 2017 – December 2017

- Continue facility search and due diligence
- Complete schematic design phase
- Finalize facility and needs configuration
- Finalize facility contract
- Begin build-out of facility

January – April 2018

- Continue facility build-out
- Conduct construction administration review
- Identify, plan, and order furniture, fixtures, and equipment (FF&E) for July arrival

May – July 2018

- Conduct site review of project management
- Finalize building construction and conduct inspections
- Conduct quality site inspection

The facility location will serve the school's needs, and the facility plan will include phases to best align enrollment demands and program needs with the facility. The phased development of the facility will also help the school meet its financial obligations. The Board will consider the best interests of the students, parents, and community in identifying, vetting and selecting potential sites. The Board will consult with architects experienced in municipality zoning and building codes to perform a plan and code compliance review prior to any plans being submitted to the municipality for approval. The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) 7 the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc. Leadership Academy of Health Sciences and Communications will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment for OSHA compliance. Leadership Academy of Health Sciences and Communications will show proof of the required inspections prior to the first day of operations.

Once a suitable site is secured, Leadership Academy of Health Sciences and Communications will work closely with local officials to document that the School is in full compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. Leadership Academy of Health Sciences and Communications will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and maintaining current inspections. Evacuation routes will be posted in every classroom and throughout the building for fire safety precautions or other emergencies. A facility security plan will be established in order to control access to the building and maintain a safe environment for students and staff. There are procedural steps that must be taken in order to officially establish a property's use as a charter school and these cannot commence until the charter has been approved. Leadership Academy of Health Sciences and Communications will retain a land use consultant and architect who is familiar with the procedures of the County and with the charter school establishment process. It will monitor the progress of these efforts very closely and continuously evaluate the feasibility of the proposed opening of the school. Should a determination be made that the proposed site's approval will not be obtained in time for the proposed opening of the School for the 2018-2018 academic year, and a suitable back-up facility cannot be secured, Leadership Academy of Health Sciences and Communications is prepared to defer the opening of the school. Given the ample time to find and build the school, Leadership Academy of Health Sciences and Communications does not anticipate any delays.

1. Describe the back-up facilities plan.

In the event that there are unforeseen circumstances that render a location not being available the first allowable year, Leadership Academy of Health Sciences and Communications may request a deferral to its second year. As a facility acquisition measure, the school may identify alternate facilities suitable for charter school use until the building is able to open in the facility identified, or in an alternative facility option agreed upon and presented to the Sponsor at the earliest possible time. However, the applicant will request a one-year deferral of the school's opening subject to the

Sponsor's approval should the applicant be unable to provide the Sponsor with all required facility documents prior to the scheduled opening of school. In the outside chance that a Certificate of Occupancy (CO) is not obtained prior to the scheduled opening of schools, consistent with the Sponsor's calendar, the Governing Board will locate and arrange for alternate facilities to accommodate the school's enrolled students temporarily until all construction is complete and the CO has been issued by the local building department.

Evaluation Criteria: Facilities

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Attachments

- No Attachments -

17. Transportation Service

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

In accordance with F.S. §1002.33 (20) (c), transportation will not be a barrier to equal access for all students within a reasonable distance of the school. Leadership Academy of Health Sciences and Communications K-8 will provide free school bus transportation by contracting out the service to a third-party vendor. Transportation will be provided for students who live beyond 2 miles and up to 4 miles from the school or whose walking path to the school presents safety concerns. Leadership Academy of Health Sciences and Communications K-8 acknowledges the requirements of §1006.23 with regards to the hazardous walking conditions. The statute indicates that the charter school and the district, along with other governmental entities, should work cooperatively to identify areas that would be considered hazardous walking conditions. If any of students enrolled at Leadership Academy of Health Sciences and Communications reside within such an area, they will be offered transportation at no cost. Leadership Academy of Health Sciences and Communications will issue an RFP for bus service provided by a third-party District approved vendor. The RFP will call for the vendor to provide school buses with a maximum capacity and maximum mileage that meet all federal and state requirements for school bus transportation. The RFP will call for a total price per bus per day that includes the buses, drivers, maintenance, insurance, fuel and any other cost the vendor will incur to provide the service.

The busses used to transport students shall meet the requirements of FAC 6A--?3.003. Federal Motor Vehicle Safety Standards, National Standards for School Buses, and the Florida School Bus Specifications. In addition, the transportation provider will ensure that all buses undergo the required maintenance inspections and upkeep as required by FAC 6A--?3.0171. Specifically, the bus shall be inspected in accordance with the procedures and items listed in the State of Florida School Bus Safety Inspection Manual by a technician certified as a school bus inspector in accordance with the same manual. This inspection must occur at a maximum interval of thirty (30) school days, and any deficiencies discovered during the safety inspection must be rectified and documented prior to the bus being returned to service. The charter school will work with the Sponsor to ensure that there is a procedure in place so that appropriate personnel conduct inspections. The costs for these inspections and repairs will be included in the overall contract between the school and the transportation provider.

The contract with the transportation provider will also spell out the division of responsibilities between the school and the transportation company with regards to required transportation tasks, such as FEFP reporting and required audit trails for students who ride the bus. Leadership Academy of Health Sciences and Communications K-8 acknowledges that the school's administrator will be responsible for sending out annual notices to parents regarding the safe transportation of their child. Specifically annual notices to parents shall include notice that the parent is responsible for planning safe travel to and from bus stop, ensuring that the student only rides in the assigned bus, that the student is still responsible for abiding by the code of student conduct, and that if the student requires any special assistance getting onto or off the bus, that the parent is responsible unless another document (such as an IEP) specifically identifies another individual as being responsible for this task. This will be included in the Parent/Student Contract provided to families enrolled in the school. The school administrators shall be responsible for dealing with any behavioral infractions that occur by students while on the bus, and working with the bus driver to ensure a safe bus environment. The principal shall also be responsible for ensuring that a safe area exists on the property for loading and unloading of students as well as conducting emergency evacuation drills twice per year, or as required by the sponsor. The school principal shall also ensure that students are provided with any necessary instruction during the first six weeks of each semester regarding safe practices while on a school bus.

Once students have enrolled in the school, and have filled out a bus transportation request form that has been verified and approved for transportation, a specific pick--?up and drop--?off plan will be developed which will be provided to families. Leadership Academy of Health Sciences and Communications K-8 will work closely with the selected transportation provider to ensure that routes are created with a maximum regard for safety and adequate protection of the health and well-being of students. The routes will be developed to ensure safe locations for student drop-off and pick-up, and to ensure that the capacity of the bus and safe transport of students is adhered to. We anticipate that this will be completed by the end of July 2017.

Evaluation Criteria: Transportation

Reviewers will look for an outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Attachments

- No Attachments -

18. Food Service

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

The plan for food service at Leadership Academy of Health Sciences and Communications K-8 is in accordance with its belief that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and

socially. This includes providing a seamless nutritional plan for students, including unique services that account for special diets and needs.

Leadership Academy of Health Sciences and Communications K-8 will contract with an independent provider to prepare and serve meals. The charter school will solicit bids from approved private vendors who will prepare, deliver and serve food to the students in accordance with the standards established by the Florida Division of Food, Nutrition and Wellness. Vendors will be selected by an open, competitive bid process as prescribed by the U.S. Department of Agriculture. A Request for Proposal (RFP) announcement will be advertised prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will be required to submit evidence of Florida Department of Agriculture approval as a food service vendor for the National School Lunch Program. The evidence must include documentation that the vendor has not experienced any serious health violations resulting from Health Department Inspections for the six months prior to submitting a bid. Leadership Academy of Health Sciences and Communications will identify a committee to review the final bids using the DOA's bidding procedures. Vendors will be ranked according to experience, price, etc. The winning bidder will be notified and asked to execute a Food Service Agreement with the Board. If that vendor refrains from continuing the process, then the Board will move to the next bidder per the ranking established by the Committee. After an agreement has been executed between the Board and the food service vendor, all remaining vendors will be informed of the Committee's decision.

The facility will include a cafeteria that meets state nutritional and sanitation standards. Further, the School will adhere to dietary guidelines under the National School Lunch Program and the National School Breakfast Program. The private vendor will adhere to dietary guidelines under the National School Lunch and Breakfast Programs. The private vendor will be required to maintain and supply the school with daily breakfast and lunch records of all meals served and current copies of inspection and insurance certificates. Leadership Academy of Health Sciences and Communications K-8 agrees to have two annual inspections required to maintain Food Sanitation Certificate from the Florida Department of Health. The charter school will adhere to all the reporting requirements and document the necessary paperwork to meet the specifications of the annual sanitation certification.

An organized area for meal services (i.e. cafeteria) that meets health regulations will be designated at the school site. The selected vendor will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment (such as refrigerators and food warming equipment). Foods will be maintained at the proper temperatures using the proper equipment.

Free and Reduced Meals

Leadership Academy of Health Sciences and Communications K-8 will participate in the National School Lunch and School Breakfast Programs, and will provide free and reduced priced meals to all eligible children. The charter school will provide applications to parents on the first day of school. The applications will be available throughout the school year for families whose income status changes or any new families enrolling at the school. Leadership Academy of Health

Sciences and Communications will adhere to the following procedures when distributing and processing Free and Reduced Meal Applications.

Procedures:

- 1.The school will distribute a Free and Reduced Meal Application (school will use NSLP prototype) to all of its students within the first five days of the opening of school. Applications will be available in multiple languages.
- 2.Returned applications will be evaluated by appropriate school personnel using the current table for income and number of persons in the household to determine free or reduced price status.
- 3.A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b) (2) (c), a confidential list will then be compiled and forwarded to the food service manager.
- 4.Meal benefits will begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for the first thirty days of the next school year.
- 5.Applications will be retained for three years beyond the current eligibility year.
- 6.Applications will be kept confidential per USDA requirements.
- 7.The charter school will process as many students as possible via a Direct Certification Method utilizing data provided by the Department of Agriculture.
- 8.Records will be kept regarding how applications were selected for verification, and how each application was verified; the date notices were sent; notes on contacts made; the results or the reasons for any changes in eligibility; and the signature of the official.
- 9.Students approved by direct certification will not be required to have an application on file. Application forms will be sent to all homes with a letter to parents and guardians.
- 10.At the Point of Sale, students who have eaten breakfast or lunch will be marked to keep track of who has received their breakfast or lunch.
- 11.Edit checks will be conducted to compare the number of free and reduced meals claimed to the number of approved active applications.

Evaluation Criteria: Food Service

Reviewers will look for:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Attachments

- No Attachments -

19. School Safety and Security

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

In Maslow's Theory of Motivation, safety is one of the basic requirements that must be satisfied in order to reach self-actualization. The same theory can be applied to school safety. Until a sense of security is established at a school, students and faculty cannot reach a level of comfort that allows for the focus to be solely on learning. The same is true with parents. Parents entrust their children to a school and, in today's society, parents deserve to know that there are measures in place that allow for their children to be safe at all times, even when faced with challenging situations. Providing a safe environment for students, faculty, and staff is one of the foundational concepts developed when planning Leadership Academy of Health Sciences and Communications K-8.

All employees must successfully complete a criminal background check and pass a drug test before they can work at the school. Leadership Academy of Health Sciences and Communications K-8 is a locked campus, meaning that all exterior doors are locked so that no one can enter the school. During the school day, visitors (including vendors) must enter through the main office. They must present a valid identification that can be run through a screening software that will allow for all visitors, vendors, volunteers, and parents to undergo a screening to ensure that it is safe for them to remain on property. Once cleared, they will be provided with a visitor's pass that they must wear at all times. Upon leaving, the visitor's pass must be returned in order to obtain their identification card. All employees and students are required to wear their ID badge during school hours. All employees and students know that, anyone not wearing an official school badge should be reported to security personnel and/or the main office.

In addition to the above-mentioned security measures, additional measures are in place to add an additional layer of security:

- All classrooms doors will remain locked at all times
- Students will only be allowed outside of their classroom with an official pass or agenda
- Students in Kindergarten and First Grade will be required to leave the classroom with an official pass and in pairs using the "buddy" system
- Security cameras are strategically placed throughout the building to monitor the hallways
- Frequent security sweeps are scheduled multiple times throughout the day to ensure that there is no breach of safety
- All students and staff are trained to "say something if they see something." Even if there is a slight concern, it is best to err on the side of caution. Sometimes, seeing something suspicious is the first evidence of a possible problem that can be averted with notice to the proper school authority
- Routine safety drills will be in place to ensure that, in the event of a real emergency, all students and staff know what to do and how to react in a calm and effective manner.
- Emergency Management Plan (EMP) will be in place. Part of the plan is the identification of Emergency Management Team (EMT), their assigned roles, and posts during a variety of emergency scenarios, including rare emergency incidents. Some examples include, but are not limited to:
 - Media on the property
 - Chemical Spill

- Bomb Threats
- Active Shooter
- Concealed Weapon on Campus

All faculty and staff will be trained on the specific and detailed procedures in place for a variety of emergency situations. In order to ensure that there is no breach of security, all faculty and staff will be informed that these procedures will not be shared with parents or the public. Emergency phone contact information will be predominantly posted in the main office and by the front door. A school-wide speaker system will be used for communication with classrooms when it is safe to do so. Emails and text messages will be used when it is not safe to use the school's speaker system. Walkie-talkies and cellphones are used for communication with the EMT during emergency situations. The District's communication system, as well as an automatic call-out system, will be used for mass communication with the District, parents and staff.

Safety Drills – Detailed instructions for safety drills will be provided to all teachers and staff using color-coded cards for easy reference. Again, for security purposes, these procedures will not be available to the public. Some of the drills that will be routinely practiced include, but are not limited to:

- Fire Drills – An alarm that communicates the need to evacuate the building when smoke or fire is suspected.
- Evacuation – An evacuation that is ordered using the fire alarm system when there is a need to efficiently evacuate the building in an effort to ensure the safety of all students and staff.
- Code Red Lockdown – A “Code Red” announcement is made on the school-wide speaker system any time the building must be secured. This takes place when there is a suspicion of an intruder or during an emergency in the areas surrounding the school.
- Code Red Lockdown with alarm – An alarm that is sounded after a Code Red is in place. This trains all staff and students that, during a lockdown, you do not evacuate the building.
- Code Red Strong – Like a Code Red Lockdown, but it elicits additional safety measures for teachers and students to take cover and remain out of sight.
- Code Strong – A emergency situation communicated to security and administration in the event of a fight or altercation between any 2 or more people.
- Code Blue – A medical emergency called into the main office or through security personnel that triggers a team to take action in order to effectively handle a possible medical emergency that may require 911 to be called.
- Code Yellow – An announcement for severe weather requiring personnel to take certain precautions to ensure everyone's safety during inclement weather. This may include a tornado drill, tropical storm-like weather, hail, severe thunderstorms, etc. A code Yellow is usually followed with quick and specific precautions that must be followed.

Leadership Academy of Health Sciences and Communications K-8 may choose to obtain feedback from emergency personnel or trained security teams to ensure that there are no “holes” or lapses in security, especially in any of our emergency plans.

Evaluation Criteria: School Safety and Security

Reviewers will look for a plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

Attachments

- No Attachments -

20. Budget

Section 20: Budget

1. **Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

A five-year operating budget with projected revenue, expenses and anticipated fund balances is included in the attachments. The Charter Support Unit Budget template was used to develop the attached budget and all decisions were based on these projections and made as conservative as possible while ensuring that Leadership Academy of Health Sciences and Communications has all the resources available to open the school. Although the budget is conservative, there are areas that can be reduced, in many cases significantly, in the event of shortage in funding or enrollment. Leadership Academy of Health Sciences and Communications will apply for the Charter School Program (CSP) planning, program design and implementation grants. The potential funds from these grants are included in the school's budget. The budget includes financial information for the school's instructional personnel, administration, instructional support and facilities. The Governing Board will strive to maintain a positive fund balance for each year of its existence. The Five-Year Budget and Cash Flow financials show the Surplus and Cumulative Surplus for the school.

Attachment X provides different charts and spreadsheets that demonstrate the complete operating budget for 5 years and includes the planning year as well as details on staff allocations and the available cash flow. **Attachment W** has 5 years of Revenue Estimation Worksheets using the most recent Florida Department of Education's template.

1. **Provide a start-up budget as Attachment Y that contains a balance sheet, revenue**

projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Start-Up Budget

	Deposit	December	January	February	March	April	May	June	Total Exp
Function 3720 Line of Credit	150,000								0
Function 6500							4,500	4,500	9,000
Function 7100		10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000
Function 7300				924					924
Function 7500							10,138	10,138	20,276
Total Operating Expense		10,000	10,000	10,924	10,000	10,000	24,638	24,638	100,000
Fund Balance	150,000	140,000	130,000	119,076	109,076	99,076	74,438	49,800	

*The Board for Leadership Academy of Health Sciences and Communications has chosen to hire a consultant that will provide services required to prepare a new charter school. This includes webpage design, marketing, curriculum development, hiring, etc.

Leadership Academy of Health Sciences and Communications will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period

when the school will begin to receive operational funding from the sponsor. This is **NOT** included in the budget

Start-Up Budget Revenue: In addition to the CSP grant monies, many services incurred during the planning period will be provided by the Educational Service Provider as part of the contracted services. In the event that the start-up grant is not awarded, the Leadership Academy of Health Sciences and Communications has identified lender that will provide a line of credit to support the opening expenditures.

Startup Budget Expenses: The expenses for the startup budget listed above use the Redbook's Functions codes. Details for these expenditures are also evident in **Attachment Y** where a significant fund balance is available. This fund balance allows for unexpected start-up expenses as well as making any purchases early enough for a smooth and efficient opening of schools.

1. **If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments such as funding from foundations, donors, grants), provide evidence of such funding e.g. MOU, letters) as Attachment Z.**

Leadership Academy of Health Sciences and Communications has secured a line of credit through the educational consultant, Gustavo Prats. This will provide the start-up cash flow required to begin making purchases prior to receiving funds from FEFP.

1. **Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

Leadership Academy of South Florida, Inc. understands the enormous responsibility in managing public funding. With this in mind, the budget was carefully developed to ensure sound and responsible fiscal decisions. The budget was also developed using data and comparable budgets from existing charter schools as well as recommendations from the Charter Support Unit. This data included specific costs and items that has allowed us to make a sustainable budget.

Revenue: Leadership Academy of Health Sciences and Communications' budget was created using The Charter Support Unit Budget Template and FEFP revenue estimator provided on the FLDOE Charter School website. All Budget sheets are included in **Appendix-X** and the Revenue Estimated Worksheets for 5 years can be found in **Attachment W**. FTE was calculated using the revenue estimator based in the projected student enrollment numbers provided in Section 2 of the application. Year 1 is based on estimated FEFP for 2016-17. Years 2-5 are based on the FEFP for 2016-2017 and did NOT include an average annual increase of 1%.

Expenses

The majority of our budgeted expenses is for salaries, benefits, and expenses related to our staff. With the intent of hiring the highest-quality staff possible, the school has planned for an average full-time teacher salary of \$46,000 with an additional \$3,500 per employee for insurance benefits and 4 percent of each employee's salary for retirement or other benefits.

Year 1 Year 2

The following is a list of major line items, over \$5000, incurred in the first year and a description of how these amounts were calculated. The Charter Support Unit's Budget Template was used for the calculations. Many of the line items were calculated using the suggested amounts/percentages in the template with a few adjustments based on prior experience and/or research based on area charter schools in existence.

- **Supplies - 5100-510** – Academic supplies per student were calculated at \$35 per student for classroom supplies and materials.
- **Textbooks - 5100-520** - Approximately \$240 per student for textbooks in the first year. Where appropriate, class sets of textbooks will be purchased with the accompanying workbooks. We have set aside enough each year in the budget to purchase new books for new students, replacements, when/if needed.
- **Instructional AV Materials - 5100-621** – \$1,800 per classroom in technology will be spent to on 27 classrooms during the first year with an annual increase of 1% per classroom to add each additional section of students thereafter.
- **Classroom Furniture - 5100-641** – An estimated \$2,850 will be spent per classroom for furniture.
- **Computers - 5100-643** – We will purchase computers for one computer lab and one mobile computer carts, and additional computers for each classroom during the first year of operation. This will be a total of 89 computers for academic use.
- **ESE Services - 5200-310** – The school will hire outside specialists to provide ESE services to students as needed based on their IEPs. We budgeted for approximately 10 hours per week of services at \$65.00 per hour during the first year with an increasing budget based on the enrollment projections each year thereafter.
- **Professional and Technical Services (PD) – 6400-310** – The amount of \$7,000 has been allocated for Professional Development. These include but are not limited to: The Leader in Me, Project Lead the Way, and textbook publisher trainings.
- **Insurance and Bond Premiums - 7100-320 and 7900-320** – Insurance was calculated in two parts. General liability, employer liability, student accident insurance, etc. were calculated at an estimate of \$33 per student. The facilities insurance costs were estimated at a rate of \$0.60 per square foot.

- **District Administrative Fees - 7200-730** – The school acknowledges that it is responsible for a 5% administrative fee on 250 students enrolled at the school. We anticipate that the district will likely withhold these funds from our monthly FEFP disbursements.
- **Administrative Supplies - 7300-510** – We have set aside \$22 per student for administrative / office supplies to operate the school.
- **Administrative / Office Furniture - 7300-641** – The school will spend approximately \$10,000 for office furniture.
- **Auditing & Accounting Services - 7500-510** – We have set aside \$10,100 per year (with a 2% annual increase) for the independent annual audit to be completed.
- **School Lunch Program - 7600-570** – We anticipate that the school lunch program will, with the exception of the additional staffing needed, be a break-even point in our budget.
- **Transportation Services - 7800-390** – The school intends to offer transportation through a sponsor approved third party vendor as described in section 17 of this application.
- **Rentals - 7900-360** – The school will be paying \$290,000 in rent the first year and will increase according to student growth as outlined in the Lease Agreement in **Attachment V (Draft)**
- **Other Purchased Services - 7900-390 & 7900-380**– The CSU template was used to calculate the additional services costs related to operating the school’s facility. An estimated \$12 per student for utilities (such as water and sewer), \$85 per classroom for services (such as fire alarm, pest control, etc.), and an additional \$5,000 for inspections and general repairs during the first year of operation. Each of these multipliers includes a 2 percent annual increase each year.
- **Electricity - 7900-430** – The electricity costs for operating the facility were estimated at a rate of \$1.20 per square foot per year, based on the usage of other charter schools and industry recommendations.
- **Facilities Supplies - 7900-510**– We have anticipated approximately \$25 per student in building supplies for cleaning and maintenance purposes.

1. **Discuss the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

The school’s budget is based on 100% of the projected student enrollment. In the event that thresholds in enrollment are not met to the 100% capacity, the expenses can be adjusted accordingly based on the number of actual students. This allows our budget to be flexible and give the Board the ability to make adjustments as necessary to ensure a balanced budget.

Attachments X and Y show an example of a budget at 70% enrollment as a provision and in the event we do not meet our enrollment targets. Using the CSU budget tool, a budget with a minimum of 70% of revenue projections was run. Using this new projected revenue, it was determined that with proper and appropriate adjustments in expenditures, the school would be able to sustain itself and still provide the expected educational results. Staff, classroom furniture and computers, textbooks, management and professional fees would include some of the

expenditures that would undergo adjustments for the school to operate with a positive fund balance.

1. **Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met or not met on time).**

Leadership Academy of Health Sciences and Communications has secured a line of credit through the educational consultant, Gustavo Prats. This will provide the start-up cash flow required to begin making purchases prior to receiving funds from FEFP.

1. **Provide monthly cash flow projections for the school's start-up period i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

See **Attachment X** for Monthly Cash-Flow Projections which were included in the evidence for the proposed operating budget.

Evaluation Criteria: Budget

Reviewers will look for:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Attachments

20.1	Attachment X - Broward Year 1 Cash FLOW 2018-19	Prats, Gustavo, 8/1/17 6:22 PM	PDF / 674.973 KB
20.2	Attachment X - Broward Complete Budget 2018-19	Prats, Gustavo, 8/1/17 6:21 PM	PDF / 593.353 KB
20.3	Attachment x - Operating Budget	Prats, Gustavo, 8/1/17 6:20 PM	PDF / 1.544 MB
20.4	Revenue Worksheets	Prats, Gustavo, 8/1/17 6:19 PM	PDF / 400.384 KB
20.5	Broward Plan Year Cash FLOW 2018-19	Prats, Gustavo, 8/1/17 6:18 PM	PDF / 510.188 KB
20.6	Budget #20	Prats, Gustavo, 8/1/17 6:17 PM	XLSM / 1.832 MB

Notes

Cecilia Zereceda, 8/22/17 7:14 PM:

1. Application failed to meet the 5-year operating budget based on the projected student enrollment indicated on section 2 of the application (Budget narrative 20.A). The projected student enrollment from Section 2 of the application for years 3 and 5 is 694 and 866 students respectively; however, the Five Year Budget Projections for years 3 and 5 are based on 712 and 844 students respectively. 2. Application failed to include any evidence of start-up cost in the form of line of credit for \$150,000 provided by Mr. Prats (should be Attachment Z). 3. Attachment named Budget #20 belongs to another application (Leadership Tech & Humane). 4. The applicant's response for Budget Narrative 20.E states: "Attachments X and Y show an example of a budget at 70% enrollment as a provision and in the event we do not meet our enrollment targets"; However, there are no attachments with a budget at 70% enrollment. 5. The Start-Up Budget Revenue narrative states: "many services incurred during the planning period will be provided by the Educational Service Provider as part of the contracted services." Application failed to provide a draft contract between the school and the ESP. 6. Expenses for the ESP contract could not be identified. The line of coding 6300-310 Professional and Technical Services shows an expense for \$70,000 for year 1; however, the ESP contract expense should be approximately \$400,000, which is 12% of the total revenue. 7. The start-up cost expenses from Budget Narrative 20.B does not match Start-Up Cost attachment. 8. Expenses for Instructional Supplies, Textbooks, Classroom Furniture, and Office Furniture do not match the budget narrative provided in the application. 9. The budget narrative shows an expense of \$66,000 for AV Materials-Capitalized; however, the 5-year operating budget does not reflect any expenses for this item. 10. Expenses for Facility Rental and expenses for the Lease Agreement Draft do not match the budget narrative provided in the application. The expense in the 5-year operating budget is \$337,400; however, the budget narrative states \$290,000 and the Lease Agreement Draft states \$428,400.

21. Financial Management and Oversight

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

Leadership Academy of Health Sciences and Communications Governing Board has the ultimate responsibility to ensure that the finances are managed properly. The Board will review and approve a preliminary annual budget prepared by the principal prior to the beginning of the fiscal year. The principal of Leadership Academy of Health Sciences and Communications K-8 will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary. The principal with assistance of the school-based business manager/book keeper, will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The principal will work to ensure that these policies established by the Board are followed by the book keeper/business manager. The principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the principal and remain responsible for all financial matters delegated to the principal. As the school grows, the Board may decide to contract with a third-party vendor or ESP to provide book keeping services and report back to the Board. The Board will establish and adopt a system of internal controls to safeguard against unauthorized use and that transactions are done in accordance with the Board's policies and that they are recorded properly in the financial recording system. These practices will be in accordance to all applicable federal, state, and, local laws and adhere to industry best practices and standards.

A. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board of Leadership Academy of Health Sciences and Communications K-8 will have established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the charter school on at least a quarterly basis during regularly scheduled Board Meetings.

The Board is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board will have clearly established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting

- Risk management
- School inventory & capital assets
- Student records
- Employment records

Some of the standard procedures that will be in place in order to ensure sound internal accounting and a system of checks and balances include:

- General accounting through the use of accepted state codification (Redbook) of accounts. Internal accounting procedures for the charter school, pertaining to accounts receivables and payables will include:
 - Receivables - all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs.
 - Payables – Payment will be made only to approved vendors and must be appropriately authorized by the school principal. For internal accounts, all payments will require two signatures. For operating accounts, payments require two signatures for any check in the amount of \$1,000 or more. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the school principal or principal designee and any others as approved by the Board.
- Bank statements will be reconciled on a monthly basis.
- Leadership Academy of Health Sciences and Communications K-8 will provide regular (monthly) financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.
- Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.
- Funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the business manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.
- Purchase orders are required for all capital expenditures and are pre-approved by the Board. Limits are set by the Board. These purchase orders are prepared in triplicate with one going to the vendor, one going the Board, and the other remaining on file at the school. Any purchase order totaling more than the limit as set by the Board will require Board action.
- All expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board for review.
- Authorized signers on school accounts are limited to certain specified individuals as approved by the Board.
- The school principal, or principal designee, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The third party vendor or an ESP, if contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

- reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
- reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
- annually adopting and maintaining operating budget for the school
- retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- reviewing and approving the audit report, including audit findings and recommendations
- reporting to all applicable legal agencies including the charter school's sponsor
- overseeing the school's principal and all financial matters delegated to the principal

A. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

Florida statutory requirements for charter schools require the collection of bids through the use of an RFP (Request for Proposals) process in order to select an auditor. Some of the steps include:

1. Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
2. Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
3. Evaluate proposals using the established factors.
4. Rank and recommend at least three proposals deemed to be the most highly qualified in order of preference.

The FLDOE provides a technical assistance paper that will be used to ensure the procedures for conducting an annual audit. In order to manage an annual audit, Leadership Academy of Health Sciences and Communications K-8 will:

1. Maintain a good system of internal controls which includes but is not limited to:
 - a. Ensure that there is a clear segregation of duties
 - b. Develop a system of checks and balances
 - c. Follow proper coding of revenues and expenditures
2. Keep account analysis
3. Prepare and close Financial Reports
4. Maintain Fixed Asset Schedules
5. Ensure early preparation of the Management's Discussion and Analysis (MD&A)
6. Maintain all contracts in easily accessible manner

In order to properly prepare for the annual audit, the school will follow the approved Board policies which will include:

- Internal Controls
- Policies and Procedures
- Financial Statement Review
- Contracts
- Human Resource Management
- Payroll administration
- Fixed Assets
- Accruals

Leadership Academy of Health Sciences and Communications K-8 will also use resources from the Charter Support Unit, a not-for-profit agency dedicated to the success of Florida's charter schools, and contact them should there be a need for advice or guidance during this process.

A. Describe the method by which accounting records will be maintained.

Leadership Academy of Health Sciences and Communications K-8 will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook), as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor. Additionally, these policies which are specified in the approved Board's manual of policies and procedures will ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities. Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Leadership Academy of Health Sciences and Communications K-8 will open an operating bank account and a school fundraising account with an FDIC insured institution.
- All transactions will be managed by these accounts in a QuickBooks or similar program.
- Reconcile all monthly reports and bank statements and scan to retain a copy in monthly filing system at the school.
- Record and log all cash and checks received and deposited. All cash collection will be at a minimum and only when needed.
- Leadership Academy of Health Sciences and Communications K-8 will require dual signatures for all checks over \$1,000.00, as established by the Board.
- All bills to be paid at the school-site must be authorized by the principal and submitted to a third party vendor or ESP with appropriate supporting documentation of services rendered or materials received.
- All payments will be made to authorized/approved vendors only. This is to be approved by the Board to ensure that there are no violations to the Sponsor's vendor policies nor that of the Board.
- The charter school will conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets and ensure grant compliance (if applicable). In addition to that the school will categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed of and under the supervision of, and following Board approved policies.

A. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The Board will ensure financial transparency with the Sponsor and the public by ensuring that Florida statutes are followed as well as the reporting expectations of the Sponsor. These best practices will help ensure financial transparency that should exist in a charter school as well as a 501C3 non-profit entity. Monthly financial statements will be provided to the Sponsor and made accessible to the public via the school's website. The annual budget will also be available in the same manner as the financial statements. Board meeting minutes discussing the budget and the

financial status of the school will also be available to the public. In addition, Leadership Academy of Health Sciences and Communications K-8 will comply with all records requests under Florida's Public Records Laws.

A. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The Board will contract with an auditor to review the yearly budget as required by Statute. The school has budgeted approximately \$10,000 annually for these services. As stated above, the school will go through an RFP process to select this service provider.

G. Describe how the school will store financial records.

Leadership Academy of Health Sciences and Communications K-8 will maintain both student and financial records in accordance with Chapter 119 of Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. All financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage unit. Proper record keeping will be maintained by any person who is authorized to access the records. In order to guarantee financial data security, financial data will be maintained on a secured system or network where only the school principal or authorized personnel of the Board of Directors to have access to the data. Additionally, appropriate file backups and physical records will be maintained in a secure environment at all times.

A. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance, and directors' and officers' liability coverage.

Leadership Academy of Health Sciences and Communications K-8 will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements. The school's insurance shall cover the school (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act. There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy may be but is not limited to

- Employers Liability Each Accident: \$500,000
- Employers Liability Each Disease-Policy Limit: \$500,000
- Employers Liability Disease-Each Employee: \$500,000

Limits and deductibles on Insurance are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000

- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$25,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$5,000 All other Perils

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Attachments

- No Attachments -

Notes

Reynaldo Tunnermann, 10/12/17 8:39 PM:

The applicant fails to specify who will keep the books of the school in a regular basis. There is a reference to a CPA or auditor for the preparation of the annual review; but there is no clarity in regards to who will keep and maintain the accounting records.

Reynaldo Tunnermann, 9/6/17 7:05 PM:

The applicant fails to specify who will keep the books of the school in a regular basis. There is a reference to a CPA or auditor for the preparation of the annual review; but there is no clarity in regards to who will keep and maintain the accounting records.

22. Start-Up Plan

Section 22: Start-Up Plan

- A. **Present a projected timetable for the school's start-up, including but not limited to the following key activities:**
- i. Applying for and securing appropriate legal status e.g. status as a state corporation, federal non-profit)
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff leaders, teachers, and other staff)
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing board training
 - vii. Policy adoption by Board if necessary)
 - viii. Recruiting students
 - ix. Enrollment lottery, if necessary
 - x. Establishing financial procedures
 - xi. Securing contracted services
 - xii. Fundraising, if applicable
 - xiii. Finalizing transportation and food service plans
 - xiv. Procuring furniture, fixtures and equipment
 - xv. Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the

start-up budget, it should be clearly indicated. This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Already secured	Applying for and securing appropriate non-profit status (501C3)
August-October 2017	Application review by the Sponsor and the Application Review Committee
September-October 2017	Meet with the Sponsor to discuss the application and recommendations to the School Board for approval or denial of charter application
November-December 2017	Facilities/location search Grant solicitation and preparation
December 2017 – January 2018	Contract negotiations with the school district
January 2018	Finalize business and community partnerships Begin marketing and student recruitment Host parent information nights Create website
February 2018	Recruitment of Principal Initial recruitment of faculty and staff Finalize application for Lottery (registration if no lottery is ready) Request sample curriculum material and textbooks Finalize transportation and food service plans
March 2018	Principal selection and hiring by the Board Establish financial procedures Securing contracted services

	<p>Fundraising (if applicable)</p> <p>Continue recruitment of faculty and staff</p>
April 2018	<p>Training of the Governing Board, fingerprinting and clearance per Sponsor</p>
March-May 2018	<p>Continue recruitment of faculty and staff</p>
May-July 2018	<p>Finalize student registration for enrollment (continue process of lottery, registration and enrollment until enrollment numbers are met)</p> <p>Finalize curriculum planning and purchasing of instructional materials</p> <p>Purchase technology and school furniture</p> <p>Preparation of facilities</p> <p>Finalize faculty and staff recruitment and hiring</p> <p>Complete all policy adoption required by the Board and the Sponsor</p> <p>Finalize background checks and drug testing of all faculty and staff</p>
July 2018 – August 2018	<p>Conduct staff trainings</p> <p>Complete property and textbook inventory as materials arrive</p> <p>Complete set up of school facilities</p> <p>Conduct Final Safety Walk-Through (facilities)</p> <p>Conduct orientation meetings with new families</p> <p>Conduct final facilities and safety inspections</p> <p>Finalize master scheduling</p>

Evaluation Criteria: Start-Up Plan

Reviewers will look for a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Attachments

- No Attachments -

Notes

Rhonda Stephanik, 9/20/17 5:27 PM:

Nothing in the plan indicates how the school will address any unanticipated events.

Jody Perry, 9/19/17 5:50 PM:

The applicant The applicant failed to provide a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

23. Addendum A: Replications

N/A

Attachments

- No Attachments -

24. Addendum A1: High Performing Replications

N/A

Attachments

- No Attachments -

25. Addendum B: Education Service Providers

N/A

Attachments

- No Attachments -

26. Addendum - Consultant Information * District Request

See attachment

Attachments

26.1	No Title	Prats, Gustavo, 8/1/17 5:11 PM	PDF / 217.079 KB
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27. Addendum - Review Extension Waiver * District Request

N/A

Attachments

- No Attachments -

ATTACHMENT TEMPLATES

28. Application Cover Sheet

See attached cover sheet.

Attachments

28.1	No Title	Prats, Gustavo, 7/31/17 6:30 PM	DOCX / 67.101 KB
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29. Statement of Assurances

See attachment.

Attachments

29.1	Statement of Assurances	Prats, Gustavo, 8/1/17 5:16 PM	PDF / 785.882 KB
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30. Board Member Information Form

See attachment

Attachments

30.1	Board Member Information	Prats, Gustavo, 8/1/17 5:14 PM	PDF / 785.882 KB
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Notes

Rhonda Stephanik, 9/20/17 7:50 PM:

The complete Board Member Information Form was not completed.

Brenda Santiago, 9/19/17 6:06 PM:

In Section D of the application, only one board member is identified.

31. Applicant History Worksheet

N/A

Attachments

- No Attachments -

Notes

Brenda Santiago, 9/5/17 2:03 PM:

The applicant failed to complete the Applicant History Worksheet - Addendum B. According to the application, Mercy Lopez and Regla Pulido (or Regla Alvarez) are identified as board members (page 76 in the PDF). These two ladies are also board members of Championship Academy of Distinction at Hollywood Middle School, Inc.; Championship Academy of Distinction at Davie High School, Inc.; Championship Academy of Distinction at Hollywood, Inc. and Championship Academy of Distinction at Davie, Inc.

CHART OF ATTACHMENTS

1. Chart of Attachments

See attachments

Attachments

1.1	Attachment L -Governing Board	Prats, Gustavo, 8/1/17 5:08 PM	PDF / 785.882 KB
1.2	Attachment Y - Broward Plan Year Cash FLOW 2018-19	Prats, Gustavo, 8/1/17 5:08 PM	PDF / 510.188 KB
1.3	Attachment x - Operating Budget	Prats, Gustavo, 8/1/17 5:07 PM	PDF / 1.544 MB
1.4	Attachment X - Broward Year 1 Cash FLOW 2018-19	Prats, Gustavo, 8/1/17 5:07 PM	PDF / 674.973 KB
1.5	Attachment X - Broward Complete Budget 2018-19	Prats, Gustavo, 8/1/17 5:06 PM	PDF / 593.353 KB
1.6	Attachment X - Broward Charts 2018-19	Prats, Gustavo, 8/1/17 5:06 PM	PDF / 621.446 KB
1.7	Attachment W - Revenue Worksheets	Prats, Gustavo, 8/1/17 5:05 PM	PDF / 400.384 KB
1.8	Attachment V - Sample Lease Agreement	Prats, Gustavo, 8/1/17 5:04 PM	PDF / 226.005 KB
1.9	Attachment S - Student Application K-8	Prats, Gustavo, 8/1/17 5:03 PM	PDF / 33.396 KB
1.10	Attachment R - Salary Schedule	Prats, Gustavo, 8/1/17 5:03 PM	PDF / 45.029 KB
1.11	Attachment R - Comprehensive Policy Manual	Prats, Gustavo, 8/1/17 5:02 PM	PDF / 1.288 MB
1.12	Attachment Q - Teachers' Job Descriptions	Prats, Gustavo, 8/1/17 5:01 PM	PDF / 179.747 KB
1.13	Attachment P- Job Description - Data Processor (2).docx	Prats, Gustavo, 7/31/17 7:54 PM	DOCX / 25.935 KB
1.14	Attachment P - Job Description -PARA.docx	Prats, Gustavo, 7/31/17 7:50 PM	DOCX / 23.84 KB
1.15	Attachment P - Job Description - Receptionist	Prats, Gustavo, 7/31/17 7:48 PM	DOCX / 25.276 KB
1.16	Attachment P - Job Description - Reading Coach	Prats, Gustavo, 7/31/17 7:47 PM	DOCX / 26.377 KB

1.17	Attachment P - Job Description - Office Manager	Prats, Gustavo, 7/31/17 7:47 PM	DOCX / 26.091 KB
1.18	Attachment P - Job Description - Math Coach	Prats, Gustavo, 7/31/17 7:46 PM	DOCX / 26.307 KB
1.19	Attachment P - Job Description - IT Specialist.pdf	Prats, Gustavo, 7/31/17 7:45 PM	PDF / 209.583 KB
1.20	Attachment P - Job Description - Guidane Counselor.pdf	Prats, Gustavo, 7/31/17 7:44 PM	PDF / 385.926 KB
1.21	Attachment P - Job Description - Facilities Coordinator.pdf	Prats, Gustavo, 7/31/17 7:43 PM	PDF / 212.544 KB
1.22	Attachment P - Job Description - Dean of Students	Prats, Gustavo, 7/31/17 7:42 PM	PDF / 383.458 KB
1.23	Attachment P - Job Description - Assist Principal	Prats, Gustavo, 7/31/17 7:41 PM	PDF / 504.173 KB
1.24	Attachment P - Administrative Job Descriptions (1).pdf	Prats, Gustavo, 7/31/17 7:39 PM	PDF / 359.855 KB
1.25	Attachment O - Job Description - V Principal.pdf	Prats, Gustavo, 7/31/17 7:38 PM	PDF / 504.132 KB
1.26	Attachment O - Job Description - Principal	Prats, Gustavo, 7/31/17 7:37 PM	PDF / 505.082 KB
1.27	Attachment N - Job Description - Principal	Prats, Gustavo, 7/31/17 7:36 PM	PDF / 505.082 KB
1.28	Attachment M - 4 Org Chart End of Charter Ter or Capacity.pdf	Prats, Gustavo, 7/31/17 7:34 PM	PDF / 178.562 KB
1.29	Attachment M - 3 Org Chart Year One.pdf	Prats, Gustavo, 7/31/17 7:33 PM	PDF / 176.479 KB
1.30	Attachment M - 2 Org Chart Pre-Opening.pdf	Prats, Gustavo, 7/31/17 7:32 PM	PDF / 169.689 KB
1.31	Attachment M - 1 Org Chart	Prats, Gustavo, 7/31/17 7:31 PM	PDF / 169.342 KB
1.32	Attachment K - Conflict Statement.pdf	Prats, Gustavo, 7/31/17 7:29 PM	PDF / 364.561 KB
1.33	Attachment J Bylaws Leadership Academy of South Florida	Prats, Gustavo, 7/31/17 7:28 PM	PDF / 222.437 KB
1.34	Attachment I - Corporation.pdf	Prats, Gustavo, 7/31/17 7:27 PM	PDF / 116.9 KB
1.35	Attachment H - ARTICLES OF INCORPORATION - Leadership Academy of South Florida (1)	Prats, Gustavo, 7/31/17 7:26 PM	PDF / 240.992 KB
1.36	Attachment G Middle School Discipline Matrix Broward.pdf	Prats, Gustavo, 7/31/17 7:25 PM	PDF / 246.927 KB
1.37	Attachment G Elementary Discipline Matrix Broward	Prats, Gustavo, 7/31/17 7:24 PM	PDF / 255.725 KB

1.38	Attachment G Code Book for Student Conduct Broward (2).pdf	Prats, Gustavo, 7/31/17 7:23 PM	PDF / 6.393 MB
1.39	Attachment G - Parent Student Contract Leadership Academy	Prats, Gustavo, 7/31/17 7:22 PM	PDF / 557.844 KB
1.40	Attachment F - Student Data Chat Reading	Prats, Gustavo, 7/31/17 7:21 PM	PDF / 427.308 KB
1.41	Attachment F - Student Data Chat Math	Prats, Gustavo, 7/31/17 7:20 PM	PDF / 410.093 KB
1.42	Attachment F - K12UniformAssessmentCalendar16-17_11092016	Prats, Gustavo, 7/31/17 7:19 PM	PDF / 511.909 KB
1.43	Attachment F - Assessment OPM Calendar Miami	Prats, Gustavo, 7/31/17 7:18 PM	PDF / 526.025 KB
1.44	Attachment F - Assessment Calendar	Prats, Gustavo, 7/31/17 7:17 PM	PDF / 195.062 KB
1.45	Attachment E - Student Progression Plan	Prats, Gustavo, 7/31/17 7:16 PM	PDF / 1.648 MB
1.46	Attachment D - Reading Curriculum Broward K-8.pdf	Prats, Gustavo, 7/31/17 7:15 PM	PDF / 145.665 KB
1.47	Attachment D - MS.pdf	Prats, Gustavo, 7/31/17 7:14 PM	PDF / 213.552 KB
1.48	Attachment D - Chart K-3.pdf	Prats, Gustavo, 7/31/17 7:13 PM	PDF / 571.704 KB
1.49	Attachment D - Chart 4-5.pdf	Prats, Gustavo, 7/31/17 7:12 PM	PDF / 425.445 KB
1.50	Attachment C - Subject Selection Forms.pdf	Prats, Gustavo, 7/31/17 7:12 PM	PDF / 393.164 KB
1.51	Attachment C - Sample Scope and Sequence - Shurley Grammar Year at a Glance.pdf	Prats, Gustavo, 7/31/17 7:10 PM	PDF / 621.18 KB
1.52	Attachment C - PLTW Launch Module Descriptions	Prats, Gustavo, 7/31/17 7:09 PM	PDF / 44.916 KB
1.53	Attachment C - PLTW Gateway Unit Descriptions (1)	Prats, Gustavo, 7/31/17 7:07 PM	PDF / 30.729 KB
1.54	Attachment C - PLTW Engineering Course Descriptions.pdf	Prats, Gustavo, 7/31/17 7:06 PM	PDF / 32.696 KB
1.55	Attachment C - PLTW Computer Science Course Descriptions (1)	Prats, Gustavo, 7/31/17 7:06 PM	PDF / 30.963 KB
1.56	Attachment C - PLTW Biomedical Science Course Descriptions	Prats, Gustavo, 7/31/17 7:05 PM	PDF / 25.414 KB
1.57	Attachment C - Leader in Me Sample Lessons G3-H3-BrushthatBullyingAway.pdf	Prats, Gustavo, 7/31/17 7:04 PM	PDF / 1.07 MB
1.58	Attachment C - Leader in Me Sample Lessons G3-H3-UrgentOrImportant.pdf	Prats, Gustavo, 7/31/17 7:02 PM	PDF / 142.895 KB

1.59	Attachment C - Leader In Me Sample Lessons G2-H5-BrushThatBullyingAway (2)	Prats, Gustavo, 7/31/17 7:01 PM	PDF / 1.07 MB
1.60	Attachment C - Leader In Me Sample Lessons G2-H5-BrushThatBullyingAway (1)	Prats, Gustavo, 7/31/17 7:00 PM	PDF / 1.07 MB
1.61	Attachment C - Leader in Me Sample Lesson Plans Habit+2+--+Grade+8	Prats, Gustavo, 7/31/17 6:58 PM	PDF / 197.836 KB
1.62	Attachment C - Leader in Me Sample Lesson It's Raining, It's Pouring	Prats, Gustavo, 7/31/17 6:56 PM	PDF / 858.354 KB
1.63	Attachment C - Leader in Me Sample Lesson G5-H5-ThePowerOfFeelingUnderstood.pdf	Prats, Gustavo, 7/31/17 6:55 PM	PDF / 857.726 KB
1.64	Attachment C - K-8 Textbooks Broward (2)	Prats, Gustavo, 7/31/17 6:53 PM	PDF / 172.153 KB
1.65	Attachment C - Curriculum Guide Leadership Academy (3)	Prats, Gustavo, 7/31/17 6:52 PM	PDF / 1.67 MB
1.66	Attachment C- Curriculum Guide	Prats, Gustavo, 7/31/17 6:49 PM	PDF / 1.67 MB
1.67	Attachment B - School Calendar	Prats, Gustavo, 7/31/17 6:47 PM	PDF / 104.665 KB
1.68	Attachment B - Bell Schedule	Prats, Gustavo, 7/31/17 6:46 PM	PDF / 484.138 KB

Notes

Rhonda Stephanik, 9/20/17 7:50 PM:

Not all attachments uploaded were complete.