

# 2017 Model Florida Charter School Application

**New Charter Application #000312**

## Championship Academy of Distinction at Broward

### Submitted To:

Broward County Public Schools  
Broward County Public Schools  
600 SE 3rd Ave.  
Fort Lauderdale, FL 33301

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### Submitted By:

Gus Prats

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# GENERAL

## A. School Information

Open Date: **August 19, 2019**  
 Proposed Name: **Championship Academy of Distinction at Broward**  
 School Type: **Elementary / Middle**  
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**  
 School District: **Broward**  
 Neighborhood / Community:  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **null**  
 Phone: **954-362-3415**  
 Fax:  
 Web Site: **www.championshipacademy.org**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **Florida Charter School Organization (EMO)**

## B. Primary Contact Person

Name: **Gus Prats**  
 Mailing Address:  
 Mobile Phone: **786-371-4422**  
 Alternate Phone:  
 Email: **gusprats24@gmail.com**  
 Current Employer:

## C. Attendance Projections

Grade Level	2019-20 Enrollment		2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		At Capacity 2023-24	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K		72		72		72		72		72		72
1		72		72		72		72		72		72
2		72		72		72		72		72		72
3		72		72		72		72		72		72
4				88		88		88		88		88
5						88		88		88		88
6								88		88		88
7										88		88
8												
<b>Total</b>		<b>288</b>		<b>376</b>		<b>464</b>		<b>552</b>		<b>640</b>		<b>640</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Carreno, Alejandro	Board Member	P: M: 954-242-4355 E: alejandro.e.carreno@outlook.com	Polk County Schools
Gonzalez, Julio	Board Chairperson	P: M: 305-778-0523 E: julio@allgonz.com	HealthSun Health Plans
Johnson Flagg, Derica	Board Member	P: M: 786-973-0296 E: JohnsonDerica@yahoo.com	Broward County Schools

## E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Castellanos, Lazara	Chief Financial Officer	P: M: E: lcastellanos@championshipacademy.org	
Guthrie, Savitria	Consultant	P: M: E: sguthrie@championshipacademy.org	
Prats, Gus	Founder and Chief Executive Officer	P: M: E: gprats@championshipacademy.org	

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

– *No Final Rating* –

Complete Brenda Santiago, 2/26/18

Complete Jill Young, 3/1/18

Complete Jody Perry, 3/6/18

Complete Reynaldo Tunnermann, 3/7/18

Complete Celina Chavez, 3/8/18

Complete Allisyn Axelrod, 3/8/18

Complete Terri Coyle, 3/8/18

Complete Kim Punzi-Elabiary, 3/8/18

Complete Laurie Steinberg, 3/8/18

Complete Detra Adams, 3/8/18

Complete Lourdes Panizo, 3/8/18

Complete Leyda Sotolongo, 3/8/18

Complete Rhonda Stephanik, 3/16/18

The mission of Championship Academy of Distinction at Broward (“CADB” or “School”) is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The vision of CADB is that each student will develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society.

A study of the demographics of the proposed area and anticipated population reveals a need to increase the number of high school graduates attending college and successfully completing a college career that will better prepare them to be productive and contributing members of society. Therefore, the anticipated population of CADB will be students from the area working below grade

level and lacking college and career readiness. The school will work to bridge the achievement gap and prepare students for a successful high school career and ultimately succeed at the college level, their professional careers, and engage positively in their communities and society.

The School will actively pursue three main goals: (1) instilling in students a strong set of values and leadership skills, (2) achieving academic excellence, (3) attaining college and career readiness. In order to achieve these goals, the school will deliver a comprehensive character education and leadership skills program, paired with high academic standards, a standards based curriculum, and research based and data driven instruction. A plan of action and support system will help students achieve college and career readiness and ensure post-secondary success.

The school will target the lowest achieving and educationally disadvantaged students in Broward . As part of the education plan, students in grades K-8 will receive character education and leadership development through the Social Studies block/course, and it will be reinforced in all other classes/courses. College and career readiness skills will be infused throughout all subjects in all grades with particular attention paid in the middle school grades. This will be in addition to the required course for Career and Education Planning. Grades 4 and 5 will be departmentalized. The middle school will have block scheduling that will include eight periods over two days with each day having four periods. The periods will be 100 minutes long. Students in grades 6-8 will receive a double block of language arts so that even with the block scheduling, they will have ELA every day. An extended day will allow for the additional blocks of study. Students in need of additional support beyond the intervention that is provided during the school day, will be provided tutoring after school at no charge. In order to maximize success, students will have educational plans tailored to their educational needs. Beginning in grade 6, students will have individualized action plans designed to help them prepare for a successful high school experience.

Teachers' work day will be from 7:50 AM to 3:50 PM. All teachers will receive a minimum of 1.5 hours of planning per day. Part of their responsibility may include after school tutoring or mentoring a student at risk. Professional development and common planning time will be an integral part of the educational plan of the school.

The school culture will be one of high academic standards, rich with literacy, and promoting 21st century skills, including college and career readiness skills. Instilling an appreciation of the value of higher education will be a priority at the school. The school climate will be a positive one that promotes shared values, mutual respect, and leadership. The school will embody the skills and values the students will be expected to adopt, and therefore, all school stakeholders will work to implement an academic program where all curriculum and activities are geared toward the vision and mission of the school.

Character education and leadership development will be the central theme of the school, and the main topics and skills related to the theme will be taught through the social studies classes/courses. However, the theme will be embedded into every aspect of the school such that students develop a sound moral compass that will help them succeed academically as well. There will be a core value/character trait highlighted every month, and students will have the opportunity to engage in activities and reflections related to each one. Students will be recognized with "distinction" awards for demonstrating the desired character traits. Beginning of the year

school-wide kick-off assemblies with motivational speakers, songs, and skits will be held each year. Morning announcements will include a word and inspirational thought of the day related to the theme. ELA teachers will select stories and poetry that will lead to class discussions related to character and leadership development. Science teachers will encourage students to explore ways to demonstrate environmental stewardship. In class, students will participate in skits, role playing, and project and inquiry based learning related to the theme. Goal setting, growth mindset, and mindfulness will be promoted. Finally, service learning will be an integral part of life at CADB.

To further the goals of the school, a multitude of community partnerships will be brought on board that will provide students with character and leadership development opportunities. These will include guest speakers, mentors, community agencies, and field trips that support the academic program. Family engagement and parent education will be a major component of the school program and the school culture. Community engagement to date includes partnerships with Tobin Properties, ESJ Capital Partners, Pass Program, and Partners in Speech. The school will continue to work toward developing partnerships with local businesses and community organizations.

The School's Board and ESP have the experience necessary to open a successful charter school. The Board has education, legal, office management, government, and accounting experience, and the ESP has a history of successful openings and making a difference in children's lives.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –



# EDUCATIONAL PLAN

## 1. Mission, Guiding Principles and Purpose

### Section Evaluation

– *No Final Rating* –

- Meets the Standard Jill Young, 3/1/18
- Meets the Standard Brenda Santiago, 3/6/18
- Meets the Standard Reynaldo Tunnermann, 3/7/18
- Meets the Standard Lourdes Panizo, 3/8/18
- Meets the Standard Debra Kearns, 3/9/18
- Meets the Standard Terri Coyle, 3/13/18
- Meets the Standard Rhonda Stephanik, 3/16/18

### Section 1: Mission, Guiding Principles and Purpose

A. *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.*

The mission of Championship Academy of Distinction at Broward (CADB) is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The vision of CADB is that each student will develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society.

These are the guiding principles behind the purpose of the school. All decisions regarding the educational program will be geared toward meeting the mission of the school, and the school will operate in a fashion that will allow students to develop the character traits, values, and skills that will help them become successful members of their community and society.

B. *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. Sections: 3 and 4*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. Sections: 3, 4, 5, 10, 11, 14, 21*
- *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. Sections: 3,4,5,6,7,15*

*C. 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. Sections: 3,4,5,6,7,8*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. Sections: 3,4,5,6,7,9*
- *Encourage the use of innovative learning methods. Sections: 3,4,6,7*
- *Require the measurement of learning outcomes. Sections: 3,4,5,6,7,10,11,13,*

*D. 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. Sections:*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. Sections:*
- *Expand the capacity of the public school system. Sections: 2*
- *Mitigate the educational impact created by the development of new residential dwelling units. Sections:*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. Sections: 2,3,4*

## **Attachments**

## Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

## 2. Target Population and Student Body

### Section Evaluation

– No Final Rating –

Does Not Meet the Standard Jill Young, 3/1/18

Partially Meets the Standard Brenda Santiago, 3/6/18

Partially Meets the Standard Marion Williams, 3/9/18

A. *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.*

The anticipated student population to be served in Broward is comprised of approximately 37% White, 29% Black, 28% Hispanic, 3% Asian, with the remaining population being comprised of other races. Broward has a higher white population than the surrounding areas. However, it is estimated that the student population will be reflective of the Championship Academy of Distinction at Davie, which was comprised of 65% Hispanics, 13% White, 16% Black, 2% Asian, and 2% mixed race. It is estimated that around 80% of the students will be economically disadvantaged.

According to the US Census, 88% of the residents age 25 or older in Broward have a high school diploma or higher, but only 22% of residents have a Bachelor's degree or higher. The data reflects that students are graduating high school, but they are not obtaining a college degree. The School's mission and vision are aligned with the need to increase the percentage of residents in Broward age 25 or older graduating with a Bachelor's degree. The School will better prepare students to graduate from High School College and Career ready and therefore succeed at the postsecondary level through character education, leadership development, and a comprehensive academic program. Students who elect not to pursue a [\[1\]](#)college education after high school will be better prepared to enter the workforce and contribute positively to the community.

The anticipated student population is expected to enter the school performing below grade level. Therefore, the mission is perfectly aligned to serve the students who will be entering the school, focusing on meeting the needs of the anticipated student population. Students entering CADB will be presumably on a trajectory to not succeed at the high school level or attend college. The

school will focus on bridging the achievement gap and changing the trajectory of the entering students so that upon completion of the program, students will be on a path that will lead to college success, and will be ready to be productive and contributing members of the community and society.

Enrollment preference will be provided in accordance with section 1002.33(10)(d) & (e), F.S. Please see Section 14 for more information.

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

The anticipated target area for the School location is in the County of Broward .

*C. 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	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4		88	88	88	88
5			88	88	88
6				88	88

<b>7</b>					88
<b>8</b>					
<b>TOTAL</b>	288	376	464	552	640

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

Florida Statute 1013.21 requires school districts to remove relocatables which are twenty (20) years old or older. The district schools should be at 100% capacity or less of the space and occupant design capacity of its non-relocatable facilities. Based on the increase of student enrollment expected and the requirements that certain relocatable facilities be removed, the School has determined that a need exists in Broward for a charter school. The charter school will be able to construct a new educational facility or modify an existing facility to properly accommodate and relieve the expected increase in enrollment.

*E. 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.*

The rationale for the number of students and grade levels served in year one is based on the number of students the School believes will be in need of services based on the population growth and requirements. The basis for the growth plan in subsequent years is based on providing all of our current students with the opportunity to continue in the program through eighth grade. The School believes it can alleviate many of the challenges students face in middle school by providing a consistent, safe environment focused on character education and reinforcing leadership and college and career ready skills.

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[1] 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**

### **Section 2: Target Population and Student Body**

– No Attachments –

## Notes

### **Marion Williams, 3/9/18 4:04 PM:**

The application implies that their enrollment will come from the surplus of District students. "Florida Statute 1013.21 requires school districts to remove relocatables which are twenty (20) years old or older. The district schools should be at 100% capacity or less of the space and occupant design capacity of its non- relocatable facilities. Based on the increase of student enrollment expected and the requirements that certain relocatable facilities be removed, the School has determined that a need exists in Broward for a charter school. The charter school will be able to construct a new educational facility or modify an existing facility to properly accommodate and relieve the expected increase in enrollment" Question, What data did the applicant used to justify that Broward County Schools was at capacity?

### **Brenda Santiago, 3/6/18 7:16 PM:**

The application failed to clearly describe how the anticipated student population will align with the school's mission. In Section 1, the application stated, "the mission of Championship Academy of Distinction at Broward (CADB) is to provide students with a comprehensive education with a focus on character education, facilitated by a high-quality staff, promoting academic excellence, leadership skills, and college and career ready skills." In Section 2, the application goes in details about the racial and socio-economic composition of the targeted population. It is unclear how this information was obtained, or if it was obtained from reliable sources and when (dates). Additionally, how was it determined that the anticipated student population expected to enter the school is "performing below grade level?" How will the school align its mission to serve these particular student groups: ethnically diverse, economically disadvantaged and performing below grade level. Is it the intent of the school to specifically target these groups? If so, why was it not stated in the mission?

### **Jill Young, 3/1/18 6:33 PM:**

Section A: "The anticipated student population to be served in Broward is comprised of approximately 37% White, 29% Black, 28% Hispanic, 3% Asian, with the remaining population being comprised of other races. Broward has a higher white population than the surrounding areas. However, it is estimated that the student population will be reflective of the Championship Academy of Distinction at Davie, which was comprised of 65% Hispanics, 13% White, 16% Black, 2% Asian, and 2% mixed race. It is estimated that around 80% of the students will be economically disadvantaged." Q: The average student population of Championship Academy of Davie is of 69% Hispanics, 77% White, 17% Black, 2% Asian, and 3% mixed race. The percentage of economically disadvantaged students at this school is 46%, not 80%. What source of information did you use to provide the student race and ethnicity data cited in your application? Section B: "The anticipated target area for the School location is in the County of Broward." Q: If the targeted area for this school is Broward, wouldn't the demographics be those of Broward County rather than Championship Academy of Davie? Section D: "Florida Statute 1013.21 requires school districts to remove relocatables which are twenty (20) years old or older. The district schools should be at 100% capacity or less of the space and occupant design capacity of its non- relocatable facilities. Based on the increase of student enrollment expected and the requirements that certain relocatable facilities be removed, the School has determined that a need exists in Broward for a charter school. The charter school will be able to construct a new educational facility or modify an existing facility to properly accommodate and relieve the expected increase in enrollment." Five year student population is not forecasting an increase for District nor charter school students in Broward. Charters are forecasted to remain with the existing 28,000 under enrollment in charters and 22,000 under enrollment in District schools for a total of 50,000 empty seats. The Championship charters in Broward have decreased in enrollment throughout this current school year. Below are the under enrollments at this years benchmark enrollment count (total under enrolled by 1,611). In 1617 SY all Championship charters in Broward were also

under enrolled. The demand for charter schools has not exceeded the supply not just in Broward but many other school districts in the United States. Q: Please explain your source for Broward County student population growth and school facility capacity depletion.

### 3. Educational Program Design

<b>Section Evaluation</b>	
<p>Meets the Standard Tanya Hutkowski, 3/1/18</p> <p>Partially Meets the Standard Ann-Marie Evans, 3/5/18</p> <p>Partially Meets the Standard Terri Coyle, 3/5/18</p> <p>Partially Meets the Standard Detra Adams, 3/5/18</p> <p>Meets the Standard Merilyn Johnson, 3/9/18</p> <p>Does Not Meet the Standard Sandra Reyes, 3/9/18</p> <p>Partially Meets the Standard Hanne Rega, 3/9/18</p> <p>Meets the Standard Matt Schroeder, 3/9/18</p> <p>Meets the Standard LoriAyn Stickler, 3/10/18</p> <p>Meets the Standard Louise Ball, 3/12/18</p> <p>Partially Meets the Standard Sarah Decotis, 3/13/18</p> <p>Meets the Standard Donna Haynes, 3/14/18</p>	<p><b>– No Final Rating –</b></p>

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

The mission of Championship Academy of Distinction at Broward (CADB) is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The vision of the Championship Academy of Distinction at Broward is that each student will develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society. The educational program has been designed to achieve the School's mission and vision while providing parents flexibility in choosing an alternate educational opportunity for their children such that they may attain high standards of academic achievement.

The three primary student goals that will be actively pursued by the School are (1) instilling in students a strong set of values and leadership skills, (2) achieving academic excellence, (3)

attaining college and career readiness. As such, the educational program will focus on providing (1) a character education program (2) a high standards academic program (3) opportunities to develop college and career ready skills.

The main theme of the educational program at CADB is character education and leadership development. This has been fittingly chosen as a main focus because it will meet the needs of the high- risk students who will be attending the school. The rationale is that in order for students to be successful in their college careers, they need to have developed positive behaviors that will help them meet the challenges of 21st century learning and ultimately be contributing citizens of a global society. To that end, the theme of the school will be developed and implemented with the following key components:

**Promoting Core Values and Positive Character Traits:** The school will adopt a positive school culture where all stakeholders (students, parents, administration, teachers and other staff, community partners) participate and contribute to a climate of mutual respect. The school will further promote the core values and character traits through the character education classes and school-wide activities. Values such as kindness, compassion, respect, integrity, responsibility, and perseverance will become an integral part of every aspect of the school existence.

**Resources:** The School will implement Steven Covey's school transformation program of *The Leader in Me* and utilize the books aligned with the program that include *The 7 Habits of Happy Kids* and *The 7 Habits of Happy Teens*. This program is focused on teaching 21st century life and leadership skills such as critical thinking, goal setting, self-directed learning, listening and speaking, and teamwork, and instilling a sense of empowerment in the students.

**Service Learning:** All students will participate in purposeful and planned service learning. Each grade level will have a designated service learning project that is tied to a unit of study.

**Leadership Development:** All students will have the opportunity to take on various leadership roles in the school through extracurricular activities that may include, but are not limited to, safety patrols, morning news team, student service clubs, and others. Stephen Covey's *The Leader in Me* program will also play an important role in the leadership development of all students. Through the character education classes, students will be exposed to various leadership learning opportunities such as guest speakers, role playing, and group activities that promote effective communication skills.

**Goal Setting:** In order to help students develop self-motivation and drive, goal setting will be an important component of the program. Teachers will work with students to set personal and academic goals that will be reviewed periodically to ensure fidelity, progress, and accountability.

**Growth Mindset:** Students, teachers, and parents will all receive training in Growth Mindset. Growth Mindset requires a shift in thinking and refers to the belief that abilities, intelligence, and accomplishments can be achieved through dedication and hard work. It fosters the resilience that is necessary for success in life. It will be a goal of the school to help students distinguish between a fixed mindset and a growth mindset and work toward the latter at all times.

**Civic Education and Citizenship:** Closely tied with the promoting of core values and character traits is Civic Education. Civic Education will be infused in all grade levels and integrated



into Character Education and Social Studies beyond the requirements of the Social Studies standards. Students will learn to appreciate the virtues of good citizenship and will be able to apply it through the election of class officers and student government in the middle school years.

**Challenge-Based Learning and Projects:** Students at all grade levels will be exposed to this multidisciplinary approach to solving real world problems. Students will be able to apply all the skills they learn through character education and leadership development as they collaborate to identify needs and challenges in the school, community, or world, develop action plans, and apply real life solutions to real life problems.

**Community Engagement:** Parents and families will be engaged in school activities so as to help students truly assimilate the skills they are learning as part of this program. Parent workshops in some of the same topics students are learning such as Growth Mindset, Goal Setting, and others, will be provided throughout the school year. Community partners will also be engaged and utilized to deliver the program and theme of the school.

**Social/Emotional Learning:** Through this approach, students will become more self-aware of their emotions and develop the ability to understand and manage their emotions better. This contributes to the ability to set goals, apply core values in their daily lives, and establish positive relationships with others.

**Mindfulness:** This practice of bringing attention to one's thoughts and feelings is very effective in helping students understand their emotions. It also increases focus, promotes love and kindness to oneself and others, and therefore raises self-esteem and self-control. Teachers will receive training in mindfulness and apply the practice daily with their students in the classroom. Parents will also have the opportunity to participate in the training of mindfulness through the parent training program.

The second focus of the educational program at the school is providing a high standards academic program. This will be achieved by implementing the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS) and by delivering research-based instruction that is guided by data. As required by 1002.33, F.S., the School will deliver a comprehensive research based curriculum aligned with the FS/NGSSS. Students will receive a year's worth of learning each year they are in school. The following is a brief description of the educational program in each of the core subjects.

**ELA:** The school will adopt with fidelity the Broward County Public Schools Research-based Reading Plan (BCPS CRRP). Following the plan and the LAFS, teachers will provide students with a print-rich environment and many opportunities to immerse in literacy. Students will be exposed to all components of a comprehensive reading plan, including fluency, phonemic awareness, phonics, vocabulary, reading comprehension, listening and speaking, and writing. Two major focuses of the ELA curriculum will be reading to learn and text-based writing, which will promote college and career readiness. Whenever possible, social studies will be integrated with ELA. Interactive reading and writing journals will be maintained.

**Mathematics:** Using the MAFS, students will receive instruction that is sequential and builds on prior knowledge and skills. A hands-on approach, problem solving, inquiry, reasoning, and metacognition will be evident in every classroom and play an important role in the mathematics

program. As much as possible, math will be integrated with science.

**Science:** Using the NGSSS, teachers will expose students to a hands-on approach to learning science. Students will explore various topics within the four bodies of science knowledge: Earth and Space Science, Life Science, Nature of Science, and Physical Science. Science lessons will be filled with inquiry, exploration, experimentation, and discovery. Science will connect to the character education program and citizenship as students learn to take responsibility for the Earth. Math skills will be reinforced through science.

**Social Studies:** The Social Studies program will be aligned with the NGSSS and will focus on the main themes of Social Studies which will provide opportunities to deliver the character education and citizenship focus as well. Social Studies will also be used as a means to reinforce reading and writing skills.

Several effective instructional practices will be implemented in the academic program of the school so as to maximize student achievement:

**Research Based Instruction:** The School will implement a variety of research based instructional strategies including but not limited to differentiated instruction, inquiry-based and project based learning, cooperative learning, integrated subject areas, Marzano's strategies, Gardner's multiple intelligences, and the Broward County Comprehensive Research-based Reading Plan.

**Data Driven Instruction:** The School will use multiple methods of assessments to guide and differentiate instruction including but not limited to the SAT 10, Florida Standards Assessments (FSA), FCAT 2.0 Science, End of Course Assessments (EOC), Development Reading Assessment (DRA), I-Ready diagnostic and progress monitoring testing, pre and post course assessments, and the baseline and interim assessments from each of the textbook series. The School will use Baseline test results taken from the prior year's SAT-10, FSA, pre course assessments, I-Ready and other assessments later described in this application to inform and guide instruction. The Florida Continuous Improvement Model will be utilized to monitor and analyze the student data and drive decisions for the teaching and learning process.

**Literacy:** Literacy will be an integral component of the entire academic program. It will be fostered and infused throughout all subjects as the development of reading and writing is essential to academic success.

The third and final focus of the educational program at CADB is developing college and career readiness. College and career ready skills will not be taught in isolation; rather, it will be infused throughout the curriculum. However, particular attention will be paid to it in certain subjects:

**College and Career Readiness Skills:** This component in the middle school is based on the

free CollegeED College Planning Program developed by the College Board. The elementary program is based on the Eight Components of College and Career Readiness Counseling found in the Elementary School Counselor's Guide developed by the College Board. The School will also refer to the Middle School Counselor's Guide developed by the College Board as a resource for the middle school. Other resources will be combined with these.

21st Century Skills: In order to better prepare students for the challenges of the 21st century, and more specifically for the challenges of high school, college, and career, students will be exposed

to a myriad of experiences that will be ingrained in all subjects related to collaboration, communication, technology, citizenship, and leadership.

The three components of the educational program at CADB are directly aligned with the three student goals and the mission and vision of the school. The three components will be ingrained into every aspect of the educational program and palpable throughout the curriculum and the school day. The School will create an educationally conducive learning environment that promotes student achievement as benchmarked by the attainment of the FS and NGSSS and where teachers not only promote academic growth, but social and emotional growth as well.

*B. 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.*

The basic learning environment is classroom-based. It includes whole class instruction, small group instruction, cooperative learning, and one-on-one instruction. Students will have physical movement through the classroom throughout their instructional day. The School will be in compliance with the state of Florida's charter school class size requirements, and it will comply with F.S. 1003.03 in the manner required by F.S. 1002.33 which provides classes in grades K-3 will have a maximum of 18 students per class; classes in grades 4-8 would be capped at 22 students (to be calculated as the average at the school level). The rationale for class size and structure is based on the School's commitment to meeting its mission. The learning environment will play an important role in allowing students and teachers the opportunity to collaborate, explore important topics related to the theme of the school, and optimize the teaching and learning process. The School has determined that in order to best serve its students so that they become citizens of good character, achieve academic excellence, be college and career ready, and become productive and contributing members of society, maintaining the class size and structure identified most conducive to supporting the vision and mission of the school.

*C. Describe the research base used to design the educational program.*

Studies show that successful schools and programs have a curriculum that is clearly aligned with standards and assessment (Corallo & McDonald, 2002); (Levine & Lezotte, 1995); (Montecel & Cortez, 2002); is meaningful, academically challenging, and incorporates higher order thinking

(Bloom, 1956); and is holistically integrated (Berman et al., 1995; Doherty et al., 2003; Montecel & Cortez, 2002; (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007)). Learning goals will apply to all students.

CADB has used various research-based instructional approaches to design the educational program and will employ the same research base in the implementation process and in alignment with the school's mission. At the core of the educational program is character education, the development of leadership skills, college and career readiness, and academic excellence.

Character Education is a main focus and theme of the school and a major component of its mission. Research indicates there is a correlation between character development and student achievement. Students who are exposed to character education behave better, are more focused and responsible, and typically do better in school. The School believes providing a comprehensive character education program will enable students to become more responsible and focused, make wiser decisions, and become more dedicated to school, leading to postsecondary success. This is why the school has chosen to focus on building students' characters and helping develop a foundation of core values that will help guide them in their academic career. Closely tied to character education is the development of leadership skills. Studies have shown that when students are exposed to leadership skills and encouraged to participate in leadership opportunities, they achieve more academically. Instilling leadership skills in students has proven to be an effective way of helping students mature and become more responsible. Moreover, students who are able to engage in leadership opportunities at the school become more empowered and develop a sense of optimism in their ability to make a positive impact in the world. Increased maturity, responsibility, independence, and dedication ultimately lead to academic success.

In recent years it has become evident that it is critical for students to leave high school with college and career ready skills that will help them to succeed in their college and professional careers. The FS and NGSSS have been developed and adapted to incorporate college and career ready skills. It has been established that in order for students to be ready to enter and succeed at the college level, they must be exposed to a "rigorous and relevant" curriculum and develop skills in critical thinking, problem solving, communication, collaboration, and creativity and innovation. Additionally, students must develop information, media, and technology skills as well as life and career skills they will be expected to apply. College and career readiness will be essential in order for students to succeed in the 21st century.

Academic excellence is the other fundamental component of the educational program at the school. The single, most important factor that leads to student achievement is the effectiveness of the teacher and the teaching and learning process that takes place in the classroom. Therefore, careful attention will be paid to the instructional process and strategies that will be applied by the teachers. The educational program at CADB will be aligned to the FS and the NGSSS. It will be academically challenging, will demand higher order thinking from the students, and will appeal to different learning styles. Research shows that it is important to use a variety of techniques that address different learning styles. (Berman et al., 1995; Doherty et al., 2003; Guerrero & Sloan, 2001).

The following is a review of various research-based instructional approaches that will be incorporated into the educational program:

**Active learning** is anything course related that all students are called upon to do other than simply watching, listening, and taking notes. (Felder, 2009) It includes cooperative learning and project based learning, and it allows students to take responsibility for their own learning (Smink, 2004). Active learning has many benefits such as allowing each learner to be recognized and rewarded for special strengths; providing opportunities for learners to adapt their studies to their interests and learning preferences; reducing the chances of boredom by offering a variety of activities; and providing a teaching/learning methodology that works for all students.

**Curriculum mapping** is a procedure for collecting and documenting the actual curriculum being taught. Since curriculum maps are created while learning is taking place, there will not be curriculum maps available until after the first year of the charter. Data will be gathered in a format that will allow each teacher to present an overview of his or her students' actual learning experiences. The curriculum map is broken down by themes or units and identified on a calendar as a scope and sequence. Teachers will input the data individually or as a group. The curriculum maps will include information on the standards and objectives, material being taught, the skills and strategies being addressed, the assessments being utilized, and the resources used to attain student mastery. Teachers will input information about what is taught, when it is taught, duration, and the rationale for teaching it. The fundamental purpose of mapping is communication and articulation. Each teacher's curriculum map is cross referenced with others in the same grade level and other grade levels. This provides information as to consistency between grade levels (vertically) and across grade levels/subject areas (horizontally). The School will correlate the data on the curriculum maps with the results of the student assessments. Curriculum mapping is an extremely useful tool for creating a "big picture" for curriculum decision making. (Jacobs, 1997). It is beneficial to determine if teachers are targeting instruction and student outcomes as per the FS/NGSSS, and it allows the administration to determine if there are overlaps, gaps or inconsistencies in curriculum that need to be addressed. They are also helpful in planning for school wide professional development.

**Pacing guides** based on the LAFS, MAFS, and the NGSSS for Social Studies and Science will enable teachers to create a path for learning and to determine mastery of the standards while assessing benchmarks. The pacing guides will focus attention on the critical ideas and information essential to each content area and in each grade level. (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002).

The School will also apply several research-based instructional strategies that are associated with being highly effective in the delivery of an instructional program and will help the school achieve the goals of the educational program and the mission of the school. The following is some of the strategies:

**Inquiry Based Learning** will require students to think outside the box and use creativity to

solve real world problems. Students will create questions of their own, obtain supporting evidence to answer the question(s), explain the evidence collected, connect the explanation to the knowledge obtained from the investigative process, and create an argument and justification for the explanation. (Bell, Urhane, Schanze, & Ploetzner, 2010)

**Differentiated Instruction** will target each student's individual learning needs and strengths. Lessons will be authentic and involve problem solving, pre-assessments and ongoing assessments. (Tomlinson, 1999). A University of California San Diego/West Ed study (Larry McClure, 2011) concluded that schools pay too little attention to the importance of personalization. The study found that student attitudes about personalization and connectedness were significantly related to academic outcomes. Teachers will progress monitor students continuously, and the results, together with the results of diagnostic testing and other forms of formative and summative assessments, will be used to differentiate instruction.

**Cooperative Learning** involves students working together in small groups to increase each other's learning. (Hertz-Lazarowitz & Miller, 1995) Students will be highly engaged in their learning through a strong commitment to the principle of teacher as facilitator and student as worker. The students will be required to make a commitment and remain responsible for their role as an active participant in the learning process. Through cooperative learning techniques, students will act as workers doing both learning and peer teaching, and teachers will be on the sidelines acting as coaches and assisting the students in reaching their academic goals. This will lead to students to learn the importance of teamwork; positively provide and accept criticism; and plan, self-monitor and self-evaluate their progress individually and as a group. Utilizing cooperative learning, teachers will instill interdependence, independent accountability, shared responsibility, and social skills, all of which will help students develop a sense of empowerment. Teachers will use models such as Sharan's Group Investigation and Aronson's Jigsaw Cooperative Learning models to increase student achievement. (Sharan & Sharan, 1989), (Aronson & Patnoe, 2011)) These models have been used for years and have proven successful methods of increasing student learning. "Considerable research has shown that techniques of cooperative learning can boost student achievement," (Perkins & Saris, 2001).

**Project Based Learning** is an instructional strategy whereby students are able to produce a final product by working individually or collaborating to create a project that is directly connected to the unit they are learning about in class. Students learn from the research they put into the project, the process of creating the project, and the connection to real world situations. It is a form of active learning the School will implement. Students will participate in authentic project based learning that will be aligned with the content and their areas of academic and career interest that are relevant to real world application in order to foster students' situated cognition. Situated cognition is based on learning knowledge and skills in contexts that reflect real-life applications. (Brown, Collins, & Duguid, 1989) This approach is beneficial to all students including ELL and SWD.

**Integrating subject areas** through a holistic approach, such as math with science and language arts with social studies allows for a more in-depth study of the concepts. (Fisher & Heiber, 1990) (Miller) It helps reinforce new skills and integrate new knowledge throughout a student's day. Learning subject areas in isolation removes their applicability to real life situations

and is less effective than integrated subject area learning. (Shoemaker, 1989) Whenever possible, subject areas will be integrated and will include long and short-term theme projects.

**Flexible grouping** such as small group instruction and one-on-one instruction will be provided to students with same abilities or instructional needs. Research has shown that this method is remarkably effective. ((Cohen, Kulik, & Kulik, 1982) (Ehly, 1980), (Medway, 1991)) Small group and individualized instruction will be offered during class time to assist students who need additional help and to enrich students able to accelerate their learning. It will also be used for after school tutoring. Most importantly, flexible grouping will assist with the compliance of the Multi-tiered System of Support (MTSS).

**Gardner's Multiple Intelligences (MI)** (Gardner, 2011) will be implemented by teachers across the curriculum. The theory of MI is that intelligence is differentiated by various modalities rather than by a single aptitude. Therefore, students develop strengths in and are better able to learn in the modalities they are stronger in. These may include visual, kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical. MI can be used to appeal to students' varying learning styles and also to strengthen the modalities they are not as strong in. Teachers can use MI to vary their teaching methods and students' opportunities to demonstrate learning and mastery. It is effective in providing differentiated instruction and in allowing students to discover, research, learn new skills, and grow emotionally, socially, and academically.

Finally, as parent involvement is critical to student success, it is critical to the implementation of the educational program at the school. The School will enhance learning and student achievement by encouraging parents to be actively involved in their child's academic and social progress. Parents will be instrumental in stimulating their child's intellectual development which will enhance their learning. (Walberg & Paik, 2000) Parents will be encouraged to initiate informed conversations about school and everyday events; participate in parent workshops; attend PTA meetings, volunteer in and out of the classroom, encourage and discuss leisure reading with their child; monitor and review television, computer use and peer activities; encourage students to defer immediate gratification to accomplish long term goals; embody and model the character traits the School is promoting through its character education; and expressing affection and interest in their child's personal and academic progress. Parents will be asked to sign a Parent Contract that encourages parental involvement and communication between the parents and the School on a regular basis. They will be asked to volunteer 20 hours or its equivalent each school year and will be provided with several opportunities to meet this requirement.

*D. 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) Please see Attachment B.*

*E. 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.*

The services the School will provide to the target population will support attainment of the state-adopted standards as part of its mission. The target population the School is expected to enroll many students who are performing below grade level. The School is committed to serving the needs of all its students, regardless of their level, learning style(s), and/ or special needs. As required by Section 1002.33, F.S. the School will deliver a comprehensive, researched based educational program and a curriculum aligned to the LAFS/MAFS/NGSSS. In alignment with the school's mission, academic excellence will be the expectation, and to that end, teachers will utilize research-based instructional strategies and provide individualized assistance to promote mastery of the Florida Standards, as required by section 1002.33 F.S. Students will demonstrate a year's worth of learning each year through learning gains.

The School believes that exposure to these essential components of a comprehensive education will better prepare its target population for academic success. Teachers and support staff will use data from all available assessments, including but not limited to state and district required assessments, to deliver an instructional program that meets the needs of all students so that each child can realize his maximum potential, ensure student achievement, and ultimately pursue a college career, a real need in the community the School will be serving.

All students will be monitored closely and assessed as necessary through a variety of formative and summative assessments to ensure they are meeting the standards and making adequate progress. Students who are struggling or are below grade level will be identified and their needs will be addressed through a MTSS that will include whole and small group instruction, one-on-one assistance, Rtl, and/or after school tutoring. This process will also ensure the proper support structure is provided to Exceptional Student Education (ESE) students and English Language Learners (ELL). Both curriculum design and delivery will be based upon comprehensive student data. In order to ensure the optimal implementation of data-driven instruction, the teachers will receive training in data analysis. The school will maintain a tracking system of the students' data in order to make sure students are making learning gains and progressing adequately. Teachers will maintain data-at-a-glance charts that will help them monitor the students and their progress toward attainment of the standards. Data will be communicated to the students through data chats and to parents through parent/teacher conferences.

Among the many research-based instructional strategies teachers will apply as part of the educational program that will contribute to student attainment of the standards is differentiated instruction. Through differentiated instruction, teachers will target students and their needs individually by targeting specific benchmarks and standards they have not mastered and appealing to their individual learning styles.

Teachers will have access to a variety of professional development, including professional learning communities (PLCs), which will focus on the research based-strategies adopted as part of the educational program, and they will be given opportunities to collaborate and plan as teams in order to maximize their expertise in the classroom. All teachers will have an average minimum of 90 minutes of planning per day where they can work both independently and collaboratively to



analyze student data and develop units and lessons. Teachers who share the same group(s) of students will also develop interdisciplinary and career integrated units and projects. Teachers will be given opportunities to plan vertically and horizontally ensuring alignment of the curriculum

## Attachments

### Section 3: Educational Program Design

3.1 [Attachment B](#)

Prats, Gus, 2/1/18 6:37 PM

PDF / 256.253 KB

## Notes

### **Hanne Rega, 3/9/18 7:40 PM:**

The application does not mention World Languages in this section.

### **Sandra Reyes, 3/9/18 5:07 PM:**

The application makes general statements regarding science methodologies without clearly and concisely stating how science instruction will be approached and what an effective science block would look like.

### **Terri Coyle, 3/8/18 7:35 PM:**

Reviewed by Terri Coyle, Sarah Decotis, Detra Adams: Literacy: The application fails to clearly and coherently provide specifics on how The Leader in Me character education program will be implemented and monitored. ---- Please clarify how the Leader In Me will be implemented and monitored? (Supplemental resources, training, implementation plan, monitoring, integration into curriculum) (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 states that "The school will maintain a tracking system of the students' data to make sure students are making learning gains and progressing adequately." ----Describe or define what system will be used to track this data, person(s) responsible for populating and maintaining the system. (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 states that "...there will not be curriculum maps available until after the first year of the charter" What guidance and resources will teachers receive on a framework for instruction for the year/quarter/semester? ----Provide more details as to how the curriculum maps and pacing guides will be established. (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 references the implementation of Cooperative Learning, Inquiry Based Learning, Differentiated Instruction, Project Based Learning, and Integration of Subject Areas, Flexible Grouping, Multiple Intelligences. ----What professional development(s) will be offered to teachers to support the implementation of these instructional strategies? Who will deliver the PD, and how will teachers be monitored and supported after best practices learned? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan)

### **Detra Adams, 3/8/18 9:12 PM:**

The application fails to discuss a grade forgiveness or credit-recovery plan for middle school students who need to recover credits for promotion. Question: How will middle school students recover classes that are needed for student promotion to the next grade level? (1003.4156, F.S., 1003.4282, F.S.).

### **Ann-Marie Evans, 3/4/18 7:18 PM:**

This application fails to align with the school's mission and does not respond to the needs of the school's target population. After reviewing the sample annual calendar, it appears that students who are enrolled in an Intensive Mathematics Course, will lose an elective that is geared toward Career and Education planning. This goes against the third goal in your Mission Statement. Subsequent Questions: 1) Is there a plan in place for students to engage in Career and Education Planning if they need to enroll in an Intensive Mathematics course?

## 4. Curriculum and Instructional Design

### Section Evaluation

**– No Final Rating –**

Partially Meets the Standard Tanya Hutkowski, 3/1/18

Partially Meets the Standard Ann-Marie Evans, 3/4/18

Partially Meets the Standard Terri Coyle, 3/5/18

Partially Meets the Standard Detra Adams, 3/5/18

Meets the Standard Louise Ball, 3/8/18

Meets the Standard LoriAyn Stickler, 3/9/18

Meets the Standard Merilyn Johnson, 3/9/18

Meets the Standard Sandra Reyes, 3/9/18

Partially Meets the Standard Hanne Rega, 3/9/18

Meets the Standard Matt Schroeder, 3/9/18

Meets the Standard Donna Haynes, 3/9/18

Partially Meets the Standard Sarah Decotis, 3/13/18

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.*

In order to meet its mission, CADB will implement a curriculum in all core academic areas that is based on the Florida Standards (FS) for English Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Social Studies and Science. The curriculum will be supplemented by a character education and leadership skills curriculum and program that will work toward the school's mission and vision and further enhance the academic program.

The School will follow the Broward County Public Schools' Student Progression Plan, SB Policy 6000.1. This plan is consistent with Florida Statutes 1008.25, including those provisions related to curriculum, instruction, assessment, and college readiness. The policy incorporates all standards adopted by the State Board of Education, including the FS and NGSSS. The School's curriculum

will follow a standards-based approach with a focus on mastery of the standards as benchmarked by the Florida Standards Assessment (FSA), the FCAT 2.0, and End of Course Exams (EOCs) combined with other state and district-developed formative and summative assessments. The curriculum will continuously reflect high quality instruction and research-based strategies that will facilitate achievement of the standards for all students. Further, the School will implement a Multi-tiered System of Support/Response to Intervention (MTSS/RtI) that will help ensure student achievement for all.

The goals and objectives in the school's curriculum are derived from the FS and the NGSSS, and research-based instructional strategies will be aligned to the standards, goals, and objectives such that an effective instructional program that results in student achievement may be delivered. In order to achieve academic excellence, teachers will maintain literacy at the core of the program and will use data-driven, differentiated, and interdisciplinary and inquiry based instruction, among other effective strategies, to maximize the results of the academic program.

The School's K-5 elementary curriculum will focus on clear and measurable expectations for student learning based on the FS and will cover the following subject areas (Florida Statute 1003.41):

English Language Arts: Reading, Writing, Speaking, Listening, and Language

Mathematics: Algebra, Geometry, Statistics and Probability, Number and Quantity, Functions, and Modeling

Social Studies: Geography, US and World History, Government, Civics, Humanities, Economics, and Financial Literacy; Character Education will also be offered through the Social Studies.

Science: Nature of Science, Earth and Space Science, Physical Science, and Life Science

Foreign Language: The Spanish curriculum will be aligned with the LAFS and the Social Studies NGSSS to promote continuity and integrated learning.

Physical Education/Health

Music

Art

Technology: Technology integration will support the FS/NGSSS of the core subjects, including Science, Technology, Engineering, and Math (STEM) skills.

The School's 6-8 middle school curriculum will also focus on clear and measurable expectations for student learning based on the FS and will include the following middle school courses:

English Language Arts: Three middle grades or higher courses. F.S. 1003.4156 (1) (a)

Mathematics: Three middle grades or higher courses. At least one high school mathematics

course will be offered. Successful completion of a high school level Algebra I or Geometry course will not be contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I or Geometry, a middle grades student will need to take the respective statewide, standardized EOC assessment and pass the course; the student's performance on the EOC assessment will constitute 30 percent of their final course grade. F.S. 1003.4156 (1) (b)

Science: Three middle grades or higher courses. At least one high school science course will be offered. Successful completion of a high school level Biology I course will not be contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. To earn high school credit for a Biology I course, a middle grades student will need to take the statewide, standardized Biology I EOC assessment, which will constitute 30 percent of the student's final course grade, and earn a passing grade in the course. F.S. 1003.4156 (1) (d)

Social Studies: Three middle grades or higher courses through which character education will be reinforced. One of these courses must be a civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. A student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 will constitute 30 percent of the student's final course grade. A middle grades student who transfers into the school from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 will not be required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. F.S. 1003.4156 (1) (c). The required middle school social studies courses will be as follows:

6th Grade: US History

7th Grade: Civics (EOC)

8th Grade: US History (2017-2018) / World History (starting in the academic school year of 2018-2019)

Career and Education Planning: One course in grades 6, 7, or 8. The course will be internet based, easy to use and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, students will complete a personalized academic and career plan. The course will emphasize the importance of entrepreneurship skills; emphasize technology or the application of technology in career fields; and include information from the Department of Economic Opportunity's economic security report. The required personalized academic and career plan will inform students of high school graduation requirements, including a detailed explanation of the diploma designation options; high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification. The School will inform parents about the course curriculum and activities. This course may be implemented as a stand-alone course or integrated into other course or courses. The School will support and reinforce the objectives of this course throughout the educational program. F.S. 1003.4156 (1) (e).

Physical Education/Health: The equivalent of one class period per day of physical education for one semester of each year as per F.S.1003.455.

CADB will implement the following systems and processes that are related to the curriculum at the school and classroom level in order to ensure students attain the FS and the NGSSS and are able to demonstrate a year's worth of learning each year:

Continuous review of student achievement to ensure at a minimum a year's worth of learning

Team planning, collaboration, and articulation within and across grade levels and departments

Implementation of research based instructional practices/strategies

Principal evaluations of teachers' application of the research based practices and strategies and students' active involvement in the learning process

A system of continuous improvement, including the School Improvement Plan's alignment of the FS and NGSSS, the curriculum, and research-based practices and strategies

Continual review of assessment data to ensure the delivery and mastery of the FS/NGSSS

A professional development program for teachers focused on the curriculum, data analysis, research based strategies, and effective teaching and learning

Monthly staff meetings focused on school matters and maximizing student achievement

Flexible grouping to differentiate instruction for students with the same abilities or instructional needs, provide additional support for students, and enrichment opportunities

Compliance to MTSS, including Rtl, and targeted interventions for students working below grade level or at risk of not meeting grade level expectations

Integration of long and short term projects integrating the core academic areas and special areas

Integration of technology across all disciplines

Application of ELL and SPED strategies across the curriculum as appropriate

Clear and consistent school discipline and classroom management systems aligned with the Broward County Code of Student Conduct and the school's core values

Accountability of the delivery of instruction including curriculum maps, thematic unit planning, and daily lesson plans that reflect the FS/NGSSS, research-based practices/strategies, higher order thinking, appropriate use of texts and resources, authentic assessments, and appropriate formative and summative assessments. The administration will periodically meet with all teams to ensure all teachers are working effectively toward the goals of the school.

Administration will conduct walkthroughs to provide feedback on classroom management, productivity of instructional time, effective teaching strategies, and student engagement

Formal observation of teachers to ensure teacher effectiveness consistent with Dr. Robert Marzano's research-based strategies and appropriate feedback to promote teacher growth

A school-wide system to promote core values, build character, and develop leadership skills.

College and Career ready skills will be supported throughout the curriculum.

Parent/family engagement and volunteer program in support of the curriculum such as parent workshops, school-wide activities, and chaperoning of field trips

The School will utilize state approved texts and supplemental instructional materials and programs aligned with the FS/NGSSS. These materials will be used in a variety of ways to support remediation, enrichment, research, student productivity, and web-based learning.

In support of the standards-based and research-based approach, teachers will work collaboratively with administration and support staff on the analysis of student data which will serve as a basis for the data-driven instruction that will guide student learning toward the standards. To further support this process, teachers will have daily common planning time and opportunities to network with peers.

The School's curriculum in the core academic areas will follow the guiding principles detailed below:

English Language Arts (ELA): The ELA curriculum will intently focus on literacy and the development of skills in the four strands of the LAFS: Reading, Writing, Speaking and Listening, and Language. The foundation of a strong academic program is Reading. Thus, the School will adopt with fidelity the Broward County Public Schools Comprehensive Research-based Reading Plan (BCPS CRRP). Teachers will use a variety of instructional resources and effective practices/strategies to ensure students meet the LAFS, develop the ability to read to learn, and achieve college and career readiness by the time they graduate. School-generated pacing guides will ensure all standards are taught and will provide for continuity. The School's reading plan will focus on text complexity and close analytical reading. A deeper, more rigorous, and systematic implementation of the standards for reading literary and informational text, writing, speaking and listening, inquiry-based research, language, and literacy in history/social studies, science and technical subjects will be implemented to support all of the Career and College Readiness Anchor Standards for students in Grades K-8. The School will also design comprehension instructional sequence lessons for the purposes of reading intervention and content reading instruction.

The School will ensure the ELA/Reading curriculum is aligned with Just Read, Florida! a statewide reading initiative that puts reading first in Florida's public schools. Just Read, Florida! is based on

the latest reading research that includes emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Consistent with the recommendations of Just Read, Florida!, the School will employ a reading coach to provide additional support with the reading program. The reading coach will be responsible for reviewing data, providing teachers with support of the MTSS, modeling lessons, and collaborating with the leadership team regarding the ELA curriculum.

The BCPS CRRP provides for:

Structured student learning opportunities around the framework of the Daily 5 that helps students develop habits of reading, writing, and working independently to build literacy independence.

Structured literacy instruction around the CAFE (Comprehension, Accuracy, Fluency, and Expanding vocabulary) model to include individualized student goal setting through one-on-one conferencing, visually displaying student goals, grouping students for instruction of similar goals, and targeting whole-class instruction on emerging student needs.

Use of complex informational text for instruction at a ratio matching the LAFS (50% informational text to 50% literary text).

Making the close reading of texts central to lessons and focus on texts that elicit close reading and re-reading for understanding.

Effective instructional scaffolding that enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students

Gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures

Text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate they follow the details of what is explicitly stated as well as make inferences from the text, ensuring valid claims are based on evidence in the text.

Writing opportunities for students to draw evidence from texts to support logical inferences and reasoning, present careful analyses, and construct objective summaries of information.

Questions and learning tasks that require careful comprehension of the text before asking for further connections, evaluation, or interpretation.

Supporting students in writing arguments and analyses using valid reasoning and relevant evidence.

Engaging students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media.

Engaging students in research to answer substantive questions (including student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple sources.

Word study that focuses on students using a variety of strategies to acquire and use academic and content-specific words sufficient for reading, writing, speaking, and listening.

The School's ELA instruction will include the state adopted Houghton Mifflin Harcourt Journeys Common Core 2014 Comprehensive Core Reading/Language Arts Program (CCRP), a scientifically, research-based reading/language arts series that fully incorporates the LAFS for grades K-5. The Journeys CCRP is focused on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing. It provides lesson plans for whole and small group instruction as well as differentiated instruction. Finally, it is designed to promote scaffolding and meet the needs of on-level learners, advanced learners, below-level learners, and ELL.

ELA instruction in grades 6-8 will include the state adopted Houghton Mifflin Harcourt Collections. The

School will adopt the reading textbook adopted by the Sponsor at the time of purchase of the textbooks. Other

resources for ELA are detailed in the Curricular Choices.

In order to accommodate students through the school's MTSS, the School will utilize the Journeys CCRP which includes a scope and sequence that provides for differentiated instruction in order to meet the needs of all students. Students receiving Tier 2 (strategic) or Tier 3 (intensive) intervention instruction, will use Leveled Literacy Intervention (LLI). LLI supports reading and writing learning through leveled readers. Additionally, Soar to Success will be used with grades 3-8 students struggling with reading comprehension. Soar to Success uses reciprocal teaching, rich dialogue, and the use of clarifying, predicting, summarizing, and questioning.

In addition to the reading series, the School will use informational/non-fiction texts as well as trade books/novels to further enrich literacy in the classroom. These will be used to create holistic lessons and implement interdisciplinary instruction. When developing the school's pacing guides, the leadership team will work with the grade levels and English departments in the selection process of the texts/novels. Resources such as Just Read! Florida will be accessed to ensure the best quality literature for the different purposes. The priority will be for students to read more complex texts, develop vocabulary, build content knowledge, improve comprehension, and cultivate literacy skills.

Students in grades K-5 will receive an uninterrupted 2 hour ELA block that will include a half hour of writing. The block will be used for teacher-directed instruction, guided reading, teacher modeling, small group instruction, flexible grouping, and independent reading and writing. Students reading below grade level will receive an extra 30 minutes of intensive reading instruction. When possible, these 30 minutes will immediately follow the uninterrupted 2 hour ELA block. Students not receiving intensive reading instruction will receive Spanish, with a focus on reading and writing skills. The ELA teachers in grades 4 and 5 will be departmentalized to allow for more teacher expertise.

Students in grades 6-8 will receive 100 minutes of uninterrupted instruction in ELA. Students in need of intensive reading will receive an additional 100 minutes of intensive reading every day. The middle school's block scheduling will facilitate this allotment of time. Students in grades 6-8



will have a total of 8 periods over two days. There will be a schedule A and a Schedule B. Students will have ELA on Schedule A and Schedule B with the same teacher for the same period. Lessons will align the LAFS with the science and social studies NGSSS to make possible an interdisciplinary approach. The essential components of reading will be addressed in all subjects, and there will be evidence of reading and writing throughout the curriculum. Students will be engaged in inquiry based and project based learning that integrates several disciplines and will enable them to deepen their understanding of literary and informational text through close reading of complex text, text-based writing, research skills, and the development of academic and domain-specific vocabulary.

The second strand of the LAFS is writing, and thus formal and informal writing will be an integral part of the ELA block and the entire instructional program. In order to be college and career ready, students need to be able to analyze text and cite from multiple sources to support their ideas. In order to develop their writing skills, students will be required to write daily for different purposes throughout all subject areas. Writing instruction will include informative/explanatory and opinion/argumentation essay writing. Writing instruction for K-5 will focus on the writing process, generating ideas, organization, voice, citing, word choice, fluency, and conventions of standard English. Grades 6-8 students will focus on grammatical foundations, the writing process, essays in a variety of genres, and all elements of the research writing process. Writing research papers that critically analyze sources and reflect a deep understanding of the sources will be required throughout the curriculum; students will identify appropriate sources, form a bibliography, and acknowledge sources properly. Students will explore creative and poetry writing in a variety of forms that will provide opportunities for higher order thinking and deepening of reading comprehension skills. Middle school students will also learn to prepare memos, business letters, and news reports as part of their college and career ready skills.

The third strand of the LAFS is Listening and Speaking, and these skills will be reinforced throughout the curriculum as students are given opportunities to participate in group discussions, prepare and make informal and formal oral presentations, and apply appropriate diction and tone in their presentations. An emphasis will be made on making eye contact and projecting voice as part of the development of leadership skills as well.

Finally, the fourth strand of the LAFS is Language. Therefore, as part of the ELA curriculum, students will be exposed to the development of grammar and vocabulary skills. The development of these skills is embedded in the reading series the School will be adopting. However, grammar will be additionally reinforced through the development of the writing process, and vocabulary will be additionally

reinforced through the use of Worldly Wise 3000. This research-based vocabulary development program will help students expand critical vocabulary and improve reading comprehension.

The ELA curriculum will serve to further advance the character education and leadership development program of the school as well as college and career ready skills. Through the reading of related literature and writing opportunities, students will be able to explore a variety of themes related to the core values of the school, words of the day, desired character and leadership traits, and 21st century skills. K-8 students will continuously be exposed to learning

experiences that promote and develop college and career ready skills. The curriculum for students in grades K-6 will be developed by the curriculum specialist based on the Elementary and Middle School Counselor's Guides- NOSCA's Eight Components of College and Career Readiness Counseling which provide guidance on how to promote a college-going culture, promote college and career readiness for all students, and close achievement gaps. Students in grades 7-8 will specifically participate in a College Ed program created by the College Board that will be offered through the ELA curriculum. The College Ed program includes skills such as using graphic organizers and note taking skills which align with the BCPS CRRP. They will also be exposed to MyCareerShines which is a comprehensive education and career planning system available free of charge to all Florida middle and high schools. Students in grade 8 grade will complete an ACT Profile and complete the ACT interest inventory, ACT abilities inventory, and the ACT values inventory.

Technology will also play an important role in the development of all ELA skills as web-based programs are used to improve important reading skills including fluency, vocabulary, reading comprehension, and writing. Word processing skills will also be reinforced, and students will be taught to use technology to enhance presentations. This will be facilitated by the School's Bring Your Own Device (BYOD) initiative. The comprehensive ELA curriculum at CADB will result in students who are active and purposeful readers, clear and articulate writers, and college and career ready individuals.

**Mathematics:** The Math curriculum at CADB will focus on the development of skills in all strands of the MAFS by grade levels. The Mathematics program will be focused on providing all students with the mathematical skills they need to be college and career ready. The goal of the mathematics program will be to enable students to comprehend concepts, operations, and relationships in mathematics as well as to develop proficiency in the application of those concepts to model and solve problems. Instruction will be rich with hands-on activities, inquiry, problem solving, connections to real world, collaboration, mathematical reasoning, metacognition, and reflection. Knowledge and skills will build on prior knowledge, and a continuous system of scaffolding will lead to the attainment of the standards. The School will utilize the following state approved textbooks: Go Math! Florida by Houghton Mifflin Harcourt for students in grades K- 5, and Connects by Glencoe/McGraw Hill for students in grades 6-8.

At least one high school level mathematics course will be offered in middle school for which students may earn high school credit. Successful completion of Algebra I or Geometry is not contingent on passing the end-of-course assessment. However, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment. For a Geometry course, a middle school student must take the geometry end-of-course assessment, which is 30% of the final grade and pass the course. For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student will receive remediation the following year, which may be a separate course, integrated into the student's required mathematics course, or provided after school through the free tutoring sessions.

Literacy will be brought into the math program, and math will be applied in other subjects whenever possible. A direct correlation will be made with science as math and science will be integrated as much as possible, particularly in the K-5 classes. In particular, the integration of

Science, Technology, Engineering, and Math (STEM) will play an important role in the design of the math program as students are given opportunities to explore these four areas together in alignment with college and career ready and 21st century skills. One of the many ways STEM will be addressed is through coding which requires students to work with patterns and relationships consistent with the MAFS. For more information on the coding see the section below on technology.

The School will also use the Khan Academy to complement, provide additional practice, and offer support for student learning in Mathematics. Khan Academy will be used to reinforce skills learned in school, monitor student progress, expose advanced students to new concepts beyond their grade level, and assist students in need of reinforcement of skills.

Students in Grades K-5 will have an uninterrupted 60 minute block for math instruction daily. Math teachers in grades 4 and 5 will be departmentalized, and math and science will be integrated as much as possible. Middle school students will receive 100 minutes of instruction every other day. An Intensive math course will be available for middle school students receiving Tier 2 (strategic) or Tier 3 (intensive) mathematics intervention instruction unless they are required to receive intensive intervention in reading. Students requiring intensive intervention in reading and math will receive intensive math during their mathematics course or free tutoring services offered after school.

Teachers will use flexible grouping and other effective research-based teaching practices/strategies to promote higher-order thinking and mastery of basic skills students can build on. In order to drive instruction and ensure mastery of the MAFS and a year's worth of learning, a systematic assessment program that includes formative and summative assessments as well as authentic assessments will be part of the mathematics program.

Science: The science curriculum will prepare students to achieve the Science NGSSS through the four bodies of science knowledge: Earth and Space Science, Life Science, Nature of Science, and Physical Science. STEM will be infused into the science program as the school seeks to cultivate the following in its students:

Scientific Literacy - The ability to use scientific knowledge and processes to understand the natural world as well as the ability to participate in decisions that affect it.

Technological Literacy - Know how to use new technologies, understand how they are developed, and analyze how new technologies affect us, our nation, and the world.

Engineering Literacy - The understanding of how technologies are developed via the engineering design process using project-based lessons that integrate lessons across multiple subjects.

Math Literacy - The ability to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret data and solutions in scientific problems in a variety of situations.

Teachers will focus on developing depth of understanding in students through inquiry, innovation, problem-solving, hands-on activities, exploration, discovery, and project-based learning. Literacy will play an important role in the science program as students practice reading to learn, read informational text, develop domain-specific vocabulary, and dig deeper into valuable information that contributes to their scientific knowledge base. Students will apply writing skills through annotations of their observations and exploration of ideas. Teachers will apply instructional practices at all levels of Bloom's Taxonomy and Webb's Depth of Knowledge, focusing on the higher levels of thinking from both.

The School will use a state approved textbook for the instruction of K-8 science, the Florida Science Fusion by Houghton Mifflin Harcourt. ScienceSaurus by Houghton Mifflin Harcourt will be used to supplement the science textbook. The school will choose other supplemental materials such as Science Weekly or National Geographic for Kids to further enhance science learning through holistic lessons, integrate subjects, and contribute to interdisciplinary learning. For example, students may use a science article as a basis for a science experiment, write a news story about it, create math graphs depicting the results of their experiment, and identify and debate any ramifications related to the experiment. Gizmos, interactive math and science simulations that help build conceptual understanding will also be utilized.

Students at the elementary level will receive 30 minutes of science instruction per day that will follow math instruction whenever possible to facilitate subject integration. A main goal of scheduling will be for teachers to routinely integrate math and science in the classroom. Students at the middle school level will receive 100 minutes of science instruction every other day. High-school level Biology I will be offered to middle school students as well.

Students will continuously explore the scientific method by participating in weekly experiments and class activities that require a hands-on approach. Special attention will be paid to environmental stewardship as part of the character education program. Authentic assessments will be ongoing and problem solving will be included in all formative and summative assessments.

In addition to the 30 minutes a day of science learning, students will also receive an additional one hour a week of technology instruction. The science standards related to technology will be addressed as well as the LAFS and MAFS. One of the many ways STEM will be addressed in the technology block is through coding which requires students to work with patterns and relationships consistent with the MAFS and the NGSSS. The school will infuse coding into the program by implementing an Hour of Code event. Teachers will expose students to computer programming/coding through the Hour of Code and will supplement this exposure through the Beyond an Hour activities. Code.org®, a non-profit dedicated to expanding access to computer science and increasing participation by women and underrepresented students of color, provides this free program for schools. The program increases diversity in computer science by reaching students of all backgrounds, at their skill-level, in their schools, and in ways that inspire them to keep learning. Once again, this will be facilitated by the school's BYOD initiative and the school's computer labs.

**Social Studies:** The social studies curriculum will prepare students to achieve the Social Studies NGSSS, utilizing research-based practices/strategies and addressing all themes of the social studies including Civics, Economics, Geography, and History. More than any of the other core academic subjects, social studies is closely tied to the theme of CADB, character education and leadership development. Therefore, there will be a special focus in the areas of citizenship and civic engagement, appreciation of diversity and cultures, fiscal responsibility, and global perspective. The social studies curriculum will aim to promote a love of country and community and foster responsible citizens. Students will be exposed to studies of the Holocaust, African American History, Hispanic Contributions, Women's Contributions, Veteran's Contributions, the Principles of Democracy, and Celebrate Freedom Week among others. The curriculum will also meet the middle school requirements for U.S. History, Civics, and World History.

K-5 teachers will make every effort to integrate the social studies with the ELA, and often times lessons will be interchangeable. Literary and informational sources will be used to further the study of the various themes, and close reading strategies will be implemented through the social studies to further deepen an understanding those themes. Specifically, historical fiction books will be selected that are aligned with Florida history, American history, and World history accordingly. Writing will be used as a means to reflect on the themes as students respond to text and apply evidence-based writing. One such way teachers will implement this interdisciplinary approach is through current event reports. Through current events students will be able to research current news stories that will expose them to a variety of themes, read about the stories, and write to report on the stories. The social studies curriculum will have vast opportunities for project-based learning as students culminate units of study with authentic assessments. Teachers of middle school social studies courses will work closely with the ELA teachers to achieve the same goals and meet the same objectives of an integrated program. The use of primary and secondary sources will be explored deeply, and teachers will engage the students in lab studies that require them to research, read, write, and prepare presentations and projects.

The School will adopt the textbook *Discovering our Past Series* by McGraw Hill. Other sources may include programs such as Brainpop that provides educational short clips for students or Discovery Education that digitally engages students in standards-related content through streaming and other digital resources.

K-5 students will receive 60 minutes of daily Social Studies instruction, and middle school students will receive 100 minutes every other day. Elementary students will have an extended social studies block to provide adequate time to cover the character education components. Social studies classes will be engaging and geared to make the social studies "come alive" for students. The social studies curriculum will further the advancement of the college and career readiness skills as students are exposed to big ideas and exercise critical thinking, social responsibility, communication, and collaboration.

The School will offer character education through the Social Studies classes. All students will be immersed in Steven Covey's *The Leader in Me* school transformation program. *The Leader in Me* is based on the idea that every child can be a leader with the 21st Century and life skills. The

Leader in Me is aligned with best practices and provides a logical, sequential, and balanced process to promote the positive culture of the School. The Leader in Me is more than a curriculum, it is a leadership training that is integrated in everything the School does. Students will be exposed to The 7 Habits of Happy Kids in the elementary school grades and The 7 Habits of Happy Teens in the middle school grades. Students will also participate in a wide array of activities that will help develop core values, positive character traits, and leadership skills in the students. All students will be required to participate in service learning. Students in grades K-5 will be required to develop a community service project and execute it as a class project. Students in grades 6-8 will be required to develop and execute a community service project in small groups. The students will be assessed on meeting their community service project based on rubrics, journal entries, participation and end result. The goal of this requirement is to instill in the students a sense of civic duty and responsibility.

CADB recognizes that the most important factor in the classroom is the teacher and the impact he/she potentially has on student achievement. Therefore, teachers at the School will receive professional development in the most current and effective pedagogy to deliver a standards-based curriculum. During classroom walkthroughs and formal observations, administration will specifically look for evidence of these effective research-based strategies in the classroom. Teachers will be expected to vary their teaching strategies depending on the needs of the students and provide the techniques that are most conducive to active learning depending on the content. Teachers will be expected to maintain high standards, continually challenge students, and create a climate of higher order thinking. The following is some of the primary instructional strategies teachers will be expected to implement:

Project-based Learning (PBL)

Explicit Teaching

Teacher Modeling

Gradual Release of Responsibility

Reading and Writing across the Curriculum

Flexible Grouping

Inquiry-based Learning (IBL)

Close Reading

These primary instructional strategies are appropriate for our target population because they include both current and established research-based strategies that are conducive to the FS and NGSSS, and therefore are the most effective in ensuring students meet the standards. The target population data reflects that students are graduating high school, but they are not obtaining a college degree. If we are to succeed in accomplishing our mission, we will need to use instructional strategies such as these that engage the students, create background knowledge, improve performance, and lead to student achievement so that our students have successful high school careers and ultimately attend and graduate from college.

In addition to the instructional strategies mentioned above, differentiated instruction will be a critical component of the instructional program. Students' individual needs will be targeted through this essential framework that provides all students with the potential to meet the same standards in spite of varying readiness levels. Differentiated instruction will be incorporated into all other instructional strategies. The methods and systems teachers will have for providing differentiated instruction to meet the needs of all students will include using data to drive the instruction, building differentiation into lesson planning, flexible grouping, using leveled texts, appealing to different learning styles, intervention and/or tutoring, web-based programs, learning centers, tiered assignments, SPED and ELL strategies, and experiences that will help develop background knowledge. These methods and systems lend themselves to maintaining the same expectations for all students while adjusting the vehicle used for learning in accordance with the students' needs. Through differentiated instruction, students requiring additional support or enrichment will be able to receive it. Differentiated instruction will also be used in the MTSS and RtI.

Key to the success of differentiated instruction will be the appropriate training of teachers in effective techniques for differentiating through the school's professional development plan. Special attention will be given to the interpretation of data to guide student grouping for differentiated instruction and classroom management that will be conducive to providing it.

Students who enter the school below grade level will be engaged in and benefit from the curriculum because it will provide them the support they need to make learning gains and close the achievement gap. The theme of the school has been chosen to specifically serve those students who may be working below grade level. Students entering the school below grade level will be identified through data collection and analysis of previous assessments, including the SAT-10, FCAT 2.0, and FSA. The administration will be responsible for communicating this information to the students' teachers and ensuring the students receive the appropriate services. The curriculum will be delivered using a variety of research-based instructional strategies that are meant to promote active learning, engage the students, and build on their successes. All students will benefit from the curriculum, including students working below grade level, ESE, and ELL students. The school will adhere to all applicable provisions of federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

Teachers will differentiate instruction through flexible grouping that will include small group and one-on-one instruction. Specific needs of the students, including benchmarks and standards that are not being mastered will be targeted, and students will receive differentiated instruction in support of those standards. Student performance will be continuously assessed and monitored as described in Section 5 through a series of diagnostic, formative, and summative assessments. Students not making adequate progress will be targeted and serviced through a MTSS. If need be, the following measures will be taken according to the students' individual needs:

Extra assistance through small group instruction

Substitution of Foreign Language with additional time for support

Intervention

Free after school tutoring

PS/Rtl process

Referral to a Student Study Team

CADB will implement a formal Multi-Tiered System of Support (MTSS) following an evidence-based model and using data-based problem solving to meet the needs of all students and ensure proficiency and student achievement for all. With a progress monitoring plan in effect and using data to drive and differentiate instruction, teachers will deliver instruction and intervention at varying intensities in each tier. The intensity of the instruction will be differentiated by the focus and amount of time required for each student. The administration will be responsible for identifying students performing below grade level or at risk for poor learning outcomes. Administration will meet with teachers to establish MTSS for the school and ensure fidelity through student progress monitoring, research-based instructional strategies, and a process for adjusting the intensity of the instruction based on student's responsiveness.

The School will also be used to support the PS/Rtl process, and students with learning disabilities or other disabilities will be identified so that they can receive services and resources that are directly aligned to their individual needs.

The MTSS at CADB will consist of the following three tiers as established by the FLDOE:

Tier 1 instruction will provide core instruction by the classroom teachers to all students.

Tier 2 instruction will provide increased intensity beyond Tier 1 by classroom teachers to identified students, specifically in those areas that pose a barrier for proficiency.

Tier 3 instruction will provide intensive support to students not meeting grade level standards even after they have received Tier 1 and Tier 2 instruction.

The problem-solving process will be applied to the MTSS which will include:

1) Identifying a measurable goal for each student, 2) Analyzing the issue and determining underlying causes of the goal not being met, 3) Developing and implementing a plan that includes research-based strategies to that addresses the goals and the issues, and 4) Evaluating the effectiveness of the plan/intervention.

Additionally, the following four features will be identified in order to ensure the successful implementation of the MTSS:

How much time will be required to ensure targeted students meet the standards?

What strategies will best fit the need of the targeted students?

Who will be responsible for delivering the intervention?



Where will the intervention be provided to maximize concentration and resources?

*B. 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.*

**The curriculum is not yet fully developed. However, many curricular choices have been made to date, and they are as follows:**

Subject:	Grade Levels:	Curricular Choices:	Reasoning:
ELA/Reading	K-5	Journeys Houghton Mifflin Harcourt	Research-based, comprehensive ELA program  Aligned with the BCPS CRRP and LAF
ELA/Reading	6-8	Collections (Florida) Houghton Mifflin Harcourt	Digital and print approach provides students with opportunities to analyze complex text, find evidence, think critically, and communicate effectively  Aligned with the BCPS CRRP and LAF
Reading	K-8	STAR Reading & Accelerated Reader 360 (AR) Renaissance Learning	Cloud-based software provides reading comprehension assessment and promotes independent reading
			Leveled books for guided reading and

Reading	K-5	The Fountas & Pinnell Leveled Literacy Intervention System (LLI)	differentiated instruction  Aligned with the BCPS CRRP
Reading	K-8	Soar to Success Houghton Mifflin Harcourt	Intensive reading intervention program with quality literati and effective strategies  Aligned with the BCPS CRRP
ELA/Reading	3-8	Wordly Wise 3000 EPS Literacy and Intervention	Builds vocabulary and strengthens reading comprehension  Aligned with the LAFS
Reading	6-8	Inside National Geographic Learning	Authentic, multicultural literature and informational texts  Aligned with the BCPS CRRP
Reading	K-8	i-Ready Curriculum Associates	Diagnostic and ongoing progress monitoring customizes instruction to meet students individual needs  Aligned with the BCPS CRRP
Math	K-5	Go Math Florida Houghton Mifflin Harcourt	Engaging and interactive approach to teaching the MAFS
Math	K-8	Khan Academy	Free online classes that offer additiona support

Math	K-8	i-Ready Curriculum Associates	Diagnostic and ongoing progress monitoring customizes instruction to meet students' individual needs
Algebra I	7-8	TBD	Textbook for this course will be selected from state adopted list at the time when the school has expanded to grades 7-8
Math/Science	3-8	Gizmos Explore Learning	Interactive, inquiry-based math and science simulations
Science	K-8	Florida Science Fusion Houghton Mifflin Harcourt	Inquiry-based design to build STEM skills in the classroom, home, personal device, or through the textbook Aligned with the Science NGSSS
Science	5-8	ScienceSaurus Houghton Mifflin Harcourt	Multipurpose resource that increases science knowledge and literacy
Biology I	8	TBD	Textbook for this course will be selected from state adopted list at the time when the school has expanded to grades 7-8
Physical Science	7-8	TBD	Textbook for this course will be selected from state adopted list at the time when the school has expanded to grades 7-8
Social Studies	K-8	Discovering our Past Series McGraw Hill	Connects students to stories of the past through a print and digital curriculum

Civics	7	TBD	Textbook for this course will be selected from state adopted list at the time when the school has expanded to grades 7
Character Education	K-5	The Seven Habits of Happy Kids/The Leader in Me	Program helps kids develop leadership skills connected to the theme of the school
Character Education	6-8	The Seven Habits of Happy Teens/The Leader in Me	Program helps pre-teens and teens develop leadership skills to help them navigate through the teenage years
College and Career Planning	6-8	My Career Shines Middle School Students	Online planning tool helps students assess their interests and abilities, learn about careers, and plan for high school
College and Career Planning	6-8	Career Cruising	Program helps students map out a plan that connects school work to real life.

College and Career Ready			
*To be included in ELA	8	ACT Profile	College and career planning platform to help students explore their interests, abilities, and career paths
College and Career Ready	7-8	CollegeEd Middle School Student Workbook	College planning and career

*To be included in ELA	College Board	exploration program for middle schoolers
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CADB purposely selected many of the textbooks currently used by the Broward County School District so that transferring students would have a smoother transition when relocating to the School. When the School updates its textbooks, the new textbooks will be selected from the state-approved list based on research-based resources that have a proven success rate in schools with students not meeting grade level expectations. Textbooks will be thoroughly researched before selection and will be aligned to the LAFS/MAFS/NGSSS and the school's mission and educational plan.

The plan and timeline for completing the curriculum by the opening of the school is as follows: The principal will be hired in January 2019. The principal will begin recruiting and interviewing key employees of the school who should be hired by April of 2019 and begin working by July. The ESP has on staff a curriculum specialist and a Director of Education. The curriculum specialist and Director of Education will assist the Principal in finalizing the curriculum. The key personnel hired to begin in July will be invited to collaborate in finalizing the curriculum and be part of the decision-making process. The key employees for curriculum development may include but are not limited to the principal, ESE/ESOL coordinators, classroom teachers, reading coach, and curriculum specialist. The individuals ultimately responsible for the completion of the curriculum are the principal and ESP. The curriculum plan should be completed by June 30, 2019.

The focus of the curriculum plan is to meet the mission of the school which is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The curriculum will focus on the following: 1. Providing a comprehensive education aligned to the FS/NGSSS, 2. Providing a Character Education Program, 3. Promoting academic excellence through a high quality staff and research-based curricular choices and instructional strategies; 4. Promoting leadership skills, 5. Promoting college and career ready skills.

The curriculum plan will be implemented with fidelity. The curriculum plans for all core subject areas will work toward developing literacy and helping students achieve and exceed grade level expectations such that they are promoted from middle school ready to succeed at the high school and college levels. It will include pacing guides with a scope and sequence that teachers will be trained to implement. Through the school's professional development plan, teachers will also be trained in best practices and effective instructional strategies so they may implement the curriculum plan in the most effective way possible. As data is collected, adjustments will be made to the delivery of the curriculum maps as teachers assign students to the MTSS and differentiated instruction accordingly. Grade levels and departments will be encouraged to collaborate and maintain curriculum maps with feedback that can be used when the curriculum plans are reviewed as part of the continuous improvement model.

The core subjects offered in K-5 will be:

- English Language Arts
- Mathematics
- Science
- Social Studies

All students requiring ESOL or Special Education in K-5 will be serviced as per state requirements. More information regarding ESOL and Special Education can be found in the ELL and ESE sections.

Gifted services will also be offered, and the model will be determined based on the number of students enrolled/identified as being Gifted. If the number of students per grade exceed 20, a Gifted class will be created for that grade level. If the number of students per grade is less than 20, a pull out model of 2.5 hours of Gifted services will be implemented. Teachers servicing Gifted students must be Gifted endorsed or have a signed out-of-field waiver and be working toward endorsement.

The core subjects offered in 6-8 will be:

<p>English Language Arts</p>	<p>M/J Language Arts 1</p> <p>M/J Language Arts 1 Advanced/Gifted M/J Language Arts 1 through ESOL M/J Language Arts 2</p> <p>M/J Language Arts 2 Advanced/Gifted M/J Language Arts 2 through ESOL M/J Language Arts 3</p> <p>M/J Language Arts 3 Advanced/Gifted M/J Language Arts 3 through ESOL M/J Intensive Reading for Grades 6, 7, 8</p> <p>M/J Reading and Career Planning Course</p>
<p>Mathematics</p>	<p>M/J Grade 6 Mathematics</p> <p>M/J Mathematics Grade 6 Advanced/Gifted M/J Grade 7 Mathematics</p> <p>M/J Grade 7 Mathematics Advanced/Gifted M/J Grade 8 Pre-Algebra</p> <p>M/J Intensive Mathematics for Grades 6, 7, 8 Algebra I (available for</p>

	high school credit) Geometry (available for high school credit)
Science	<p>M/J Comprehensive Science 1</p> <p>M/J Comprehensive Science 1 Advanced M/J Comprehensive Science 2</p> <p>M/J Comprehensive Science 2 Advanced M/J Comprehensive Science 3</p> <p>M/J Comprehensive Science 3 Advanced</p> <p>Physical Science Honors (available for high school credit)</p> <p>Biology 1 Honors (available for high school credit)</p>
Social Studies	<p>M/J U.S. History for Grade 6</p> <p>M/J Civics and Career Planning for Grade 7</p> <p>M/J World History for Grade 8</p>

All students requiring ESOL or Special Education in 6-8 will be serviced as per state and federal requirements. More information regarding ESOL and Special Education can be found in the ELL and ESE sections. Gifted services will also be offered for Gifted 6-8 students through the Advanced classes. Gifted students may be placed in these classes with non-gifted students, but the other students in the Advanced classes will be required to have no less than an achievement level of 4. Instruction will be differentiated at all times to meet the needs of all the students. Teachers servicing the Gifted students must be Gifted endorsed or have a signed an out-of-field waiver and be working toward endorsement.

*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 primary focus of the school. The school is adopting with fidelity the BCPS CRRP. The BCPS CRRP utilizes the Journeys ELA program, which will be implemented in K-5, and the Collections ELA program, which will be implemented in 6-8. Both programs are aligned with the LAFS and the instructional shifts attached to the new standards. The BCPS CRRP provides strategies for student reading at grade level or higher as well as strategies for students reading below grade level.

The BCPS CRRP that will be implemented abides by Florida's Formula for Reading Success: 6+4+ii+iii. Initial Instruction (ii) will be grounded in scientifically based reading research strategies and will be aligned with the LAFS. It entails a minimum of 90 minutes of uninterrupted reading instruction where assessment data will guide instruction that is research-based and differentiated. Children that require Immediate Intensive Intervention (iii) to make adequate progress in learning to read will be targeted and provided with research-based strategies that include, but are not limited to small group instruction, differentiated instruction, explicit instruction of targeted skills, and close reading.

The School will promote a culture of reading and will implement the research-based instructional strategies identified in section three above. Instructional content in reading will be based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and oral language. Authentic literature and nonfiction informational texts will be used to promote reading and literacy. Teachers will afford students a learning environment that is print-rich, conducive to learning, and rich with reading resources. The framework for teaching ELA and reading will include the use of direct explicit instruction, flexible grouping, close reading, data-driven and differentiated instruction, questions and strategies that promote higher-order thinking, and research-based literacy strategies. Some of the literacy strategies students will be engaged in include using graphic organizers, responding to text, using text-based evidence for writing, using interactive reading response journals, and CRISS strategies that reinforce reading and critical thinking skills.

Reading instruction will include teacher read-alouds, shared reading, guided reading, reader's theater, literature circles, and independent self-selected reading. Students' assessment data will be used to identify students' needs and guide initial instruction. Supplemental materials will be used to reinforce, extend, and enrich the skill or strategy being taught. The ELA teacher or special education teacher will provide differentiated instruction through small group instruction. The small groups will provide students with additional practice of the skills they are lacking. This will be part of the MTSS.

Vocabulary skills will be an important component of the reading program. Wordly Wise 3000 will be used in every grade level to improve comprehension and expand vocabulary skills that include context clues, word study, word parts, and word meaning.

Writing is the natural extension of the reading process and will be incorporated across the curriculum. The more students read, the better writers they become, and the more they write, the better readers they become. Therefore, students will be encouraged and expected to write daily in a variety of formats in their interactive writing notebooks. Teachers will focus text-based writing instruction on the LAFS and will prepare students to write both informative/explanatory and opinion/argumentation essays. They will model writing for students, and they will provide continuous feedback on student writing. CADB will also incorporate the FLDOE research model, Focus, Investigate, Notes, Develop, Score (FINDS), to further extend students' research, reading, and writing skills of complex texts and instructional tasks across all content areas.



Reading will be taught across the curriculum, and literacy instruction will be incorporated into ALL subject areas to extend and build discussion of text and deepen understanding. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain domain-specific vocabulary, dense information, and unfamiliar concepts. Teachers will use reading strategies with the content area textbooks in order to meet the unique requirements of the content area. Students will learn to read and understand informational text and draw information from multiple sources of information. Utilizing a variety of authentic reading sources from content area text and materials, the teacher will assist students in making connections between literacy and the real world. Reading skills, such as reference and research, author's perspective, and text structure, will be reinforced with content material, and conversely, will help students gain a better understanding of what they are reading. Students will be lead to:

Understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;

Recognize organizational patterns in text

Understand how pictures and graphic representations contain information that is important

Understanding the text

Understand that reading is a process and utilize appropriate reading strategies before, during, and after reading

Know which reading strategies are appropriate to use with a particular text

Use a variety of study and note taking skills

Understand vocabulary context clues

Use word attack skills.

A highly qualified reading coach, following the criteria outlined in Just Read! Florida, will be hired to model lessons, analyze data, and provide professional development in research-based literacy to support all teachers.

Teachers will participate in a professional development plan that will facilitate the implementation of effective instructional strategies in reading.

CADB will implement Just Read, Florida! Initiatives to assist in the process of developing students to become successful, independent readers and to assist them in meeting the LAFS. The School will meet specified requirements outlined in the State Board Rule 6A-6.053:

Leadership at the school level will guide and support the BCPS CRRP. School

administrators will be the curriculum leaders of the school and serve as a valuable resource. A Reading Leadership Team will be established to include the school administration, curriculum coordinator, reading coach, school ESE/ELL coordinators, ELA department head, and representatives for ELA teachers and content teachers

The analysis of data will drive all decision making. Student data will be collected, organized, and analyzed for review on an ongoing basis

Professional Development will be systemic and targeted at individual teacher needs as determined by needs assessment and available data. In addition to the School provided PD, the School will participate in district trainings when available and applicable.

Measurable student achievement goals will be established and clearly described by the School Advisory Council on an annual basis. Student progression towards attaining those goals will be monitored and reviewed regularly (at least four times per year) for ongoing progress in reading as well as writing, math, and science.

Appropriate research-based instructional materials and strategies will be used to address specific student needs. Research will be used in evaluating and selecting materials and the textbook series.

The reading program at CADB will address the needs of all students. All students, whether they are reading at, above, or below grade level, will be exposed to the BCPS CRPP and receive the same high- standards ELA and reading curriculum through the ELA block/course. Instruction will be differentiated and individual needs will be addressed through the MTSS. Students reading above grade level will receive enrichment instruction that is tailored to their needs. At the middle school level, students will also be able to enroll in advanced classes. Students reading below grade level will be targeted through the MTSS, small group instruction, intervention, tutoring, and one-on-one instruction. Their progress will be closely monitored and assessment data will be used to tailor instruction to their individual needs through research-based strategies that appeal to their learning styles, strengths and weaknesses.

Finally, not to be underestimated, is the importance of including the parents of below grade level readers in the educational plan of the students. Parents will be included in data chats, will be informed of decision-making when it comes to their children, and will be provided with aren't workshops and free resources they can use at home to further support learning.

- If a student is not responding to all the strategies and resources used to improve their reading level, a PS/Rtl model will be followed in order to identify any learning disabilities and ensure the student receives the accommodations or modifications they are entitled to.

*C. 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.*

The School will not adopt any additional standards beyond those mandated by the state.

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

The research base and foundation materials that have been used or will be used to develop and finalize the curriculum are as follows:

Just Read, Florida! is a statewide reading initiative that puts reading first in Florida's public schools. It is based on the latest reading research that includes emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. It provides valuable information, training, and resources related to early literacy, and serves as a guide for comprehensive reading programs across the state.

Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research with a focus on developing and struggling readers. It has a wealth of information on best practices including the essentials for reading success, elements of effective instruction, how to differentiated instruction, questions to guide instruction, instructional routines, planning instruction and tracking progress, assessments, and resources.

Center on Instruction, funded by the U.S. Department of Education, offers a collection of research data, resources, research based strategies, interventions, PD modules and training materials, PD events, webinars, and online courses. Although the information can be applied to all populations, it is especially useful for low performing schools, students not achieving in math, students requiring intensive instruction, students with special needs, and ELL students.

Fountas & Pinnell Leveled Literacy Intervention System - The study conducted by the Center for Research in Educational Policy called "Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI)" indicates that LLI positively impacts student literary achievement. More importantly it shows that the system is effective with economically disadvantaged students like those we expect to have at our School. This was reviewed by CADB before choosing the BCPS CRRP as its reading plan.

National Geographic Inside- A study conducted by SEG Research on the effectiveness of Inside found that utilizing Inside showed substantial growth in reading comprehension, language and vocabulary. ELL students using Inside showed greater gains in reading comprehension, language and vocabulary compared to ELL enrolled in classes that did not use Inside.

Soar to Success based on extensive research of the most effective reading strategies was shown

to accelerate the reading levels of below-level readers in a small amount of instructional time.

i-Ready is a diagnostic assessment and instruction program for reading and mathematics. It was informed by best practices in assessment development. iReady successfully predicted individual student proficiency on the Common Core State Standards. Case studies conducted showed large increases in the percentage of students performing at or above grade level after students used iReady.

CollegeEd is the College Board's free, standards-based college planning and career exploration program for middle and high school students. The CollegeEd program builds on the College Board's more than 100 years of experience in guiding students on the path to college. It provides lessons and activities designed to help students develop the skills to meet their goals in life.

Renaissance Learning STAR and Accelerated Reader -The National Center on Intensive Intervention reviewed academic progress monitoring tools including STAR and determined that there was convincing evidence that STAR was reliable in determining performance level score, reliable in determining the slope of improvement to accurately represent the rate of improvement. The performance level score correctly represents the underlying construct, and the slope of improvement corresponds to the end-level performance on the outcomes.

American Institutes for Research is a nonprofit organization dedicated to developing and enhancing ideas that enhance people's lives. It specializes in education, and their expertise includes "designing and conducting rigorous and relevant research and evaluations; developing and delivering tools, services, and resources targeted to individual schools, districts, state and federal agencies, and community groups; and analyzing and synthesizing education policy trends and practices". AIR has published research, early indicator guides, College and Career Ready Organizer, and implementation of research based strategies. Some of the research and guides the School reviewed prior to making curriculum decisions were Predictors of Postsecondary Success; Predictive Indicators for College and Career Readiness, Promoting College and Career Readiness: and A Pocket Guide for State and District Leaders.

SRI International- Research on the Use of Kahn Academy in Schools. The research found that "evidence from exploratory analyses of data available ... suggested that students who spent more time on Khan Academy and successfully completed more Khan Academy problem sets to proficiency experienced more positive than expected outcomes in terms of math test scores, reduced math anxiety, and had higher confidence in their ability to do math." (SRI Education, 2014)

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

Other curriculum areas the school will offer other than the core academic areas are:

World Languages - The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop global citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. Part of the School's mission is to provide our students with a comprehensive curriculum and help them develop college and career readiness skills. In order to fulfill its mission the School will offer world languages, specifically Spanish, to all students in K-8 as knowing a second language increases critical thinking skills and expands students college and career opportunities. At the elementary level, students will have the opportunity to participate in Spanish classes where the students will be separated into native and nonnative speakers (or knowledge equivalent). At the middle school level, they will be able to take Spanish as an elective. The goal will be for students to become fully bilingual and to gain the ability to understand, speak, read, and write in Spanish. Further, the School will focus on developing students' understanding of international and cross-cultural issues. Spanish class will be yet another opportunity to further improve students' reading skills as reading skills are transferable from one language to another. The Spanish teachers will use the appropriate materials and resources and implement research-based instructional strategies such as differentiated instruction, inquiry based learning, and close reading.

Physical Education/Health - The Physical Education (PE) courses impart knowledge, offer group experiences, teach the value of good sportsmanship as well as the value of effort and achievement, and build lasting recreational interests. The PE program seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. The health and safety competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body. The P.E. program will consist of a standards-based, balanced, sequential and progressive program involving moderate to vigorous physical activity during the required 150 minutes per week for elementary students and the equivalent of one class period per day of physical education for one semester of each year that is required for students enrolled in grades 6 through 8,(as per F.S. 1003.455). It will be consistent with the current practices and procedures in education that contribute to the all-around development and education of the students. This course will also focus on Health. Students will be encouraged to develop habits of health that contribute to the continued good functioning of the body. To further support the focus on Health, the PE department will support the school in its drug-free campaign. The School will be designated a "Drug Free School Zone" and a smoke-free worksite. It will have a strong "Say No to Drugs" campaign and prevention curriculum which will be highlighted by units of study that focus on substance abuse across the grade levels and by Red Ribbon Week, and if possible, through the D.A.R.E. program in conjunction with the local police department.

Music –The music curriculum, aligned with the FS includes both vocal and instrumental music. Teachers will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. In kindergarten and first grade, music will be infused in the curriculum across all content areas. Teachers in all grades will use music when appealing to students' varying learning styles and multiple intelligences. At the middle school level, students will have the opportunity to enroll in Chorus as an elective. In addition to Chorus, the School intends to fundraise to purchase instruments to offer Band and Orchestra in the future.

Art –The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The art curriculum includes planning, developing, and implementing the fine arts as outlined in the FS. Visual art is a required subject in grades K–5, where students will be exposed to the many components of art including production, history, criticism and aesthetics. Moreover, the School will emphasize the interdisciplinary connections between art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions. Art also will be infused throughout all the subject areas, and more specialized classes will be offered as electives at the middle school level.

Career and Education Planning Course- Section 1003.4156, Florida Statutes, requires students to complete a Career and Education Planning course to be taken in sixth, seventh, or eighth grade. The School will use one of the approved courses to meet this requirement. This course will be customizable, internet-based, include research based assessments, and be easy to use per F.S. 1003.4156 (1) (e). The students will complete a personalized academic and career plan. The course will emphasize the importance of entrepreneurship skills; technology or the application of technology in career fields; and, information from the Department of Economic Opportunity's economic security report. The required personalized academic and career plan will inform students of high school graduation requirements, including a detailed explanation of the diploma designation options; high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification. Students receiving intensive reading that require the Career Planning course will be enrolled in the M/J Intensive Reading & Career Planning course. The School will follow the Modules and crosswalk provided by the Florida Department of Education Educator's Toolkit.

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

The School will be servicing a large population of students who are working below grade level and/or on F/R lunch base on the demographic information obtained. Therefore, we are cognizant of the fact that our purpose is to serve these very students and immerse them in sound character education and leadership development program that will reduce their probability of being at risk and increase their chances of succeeding at the high school and postsecondary level. The School will implement several systems and structures to that end.

The school will have in a place a system for analyzing data and will use the data to drive instruction and decision-making inside and outside of the classroom. The principal, along with the leadership and problem-solving teams will look closely at the assessment data and make decisions regarding the best course of action for each individual student. Further, the school will have in place a MTSS to provide tiered instruction and intervention. Students requiring extra support will receive that support through Tier 2 intervention in the classroom, and if needed, more intense Tier 3 intervention outside of the classroom. Additionally, a free after-school tutoring

program will be available for students needing additional support. Students will have an educational plan tailored to meet their needs, and students in the middle school will have individualized action plans to ensure academic success.

The curriculum will be delivered using a variety of research-based instructional strategies that are meant to promote active learning, engage students, and build on their successes. Teachers will receive constant professional development that will enhance their teaching skills and promote positive teaching and learning in the classroom.

Leading the effective instructional strategies at CADB will be differentiated instruction. Through flexible grouping, teachers will address the individual needs of students and tailor instruction to bring all students, including those at risk, up to the same standards that other students are achieving.

If a student is not meeting grade level expectations in spite of the best efforts of the teachers and the use of differentiated instruction, an MTSS/Rtl plan will be followed so as to identify the causes that might be impeding success and eventually address those causes through accommodations and/or modifications. A collaborative problem solving team will be involved in this process.

To accomplish our goal of helping at risk students, we will access the support of stakeholders and resources such as the counselor, community agencies, and parents. The counselor will be involved in providing counseling and assistance to the children in nonacademic areas. At the middle school level, students who are considered to be at risk will have a mentor assigned to them from the faculty that will serve to provide additional support and guidance. There are many different underlying reasons as to why students struggle and drop out. Although the focus of the school will be academic, we will not neglect to serve the entire child. Family situations may result in low performance and children dropping out. The School will aim to get parents involved and provide them with workshops to assist in parenting, promoting their child's development, and ensuring their academic success. The School will also establish partnerships with community service organizations that may assist families in need of financial assistance or other means of support. The School will model the values it has adopted and the expectations it has for the students through its treatment of the students, their families, and the community.

## Attachments

### Section 4: Curriculum and Instructional Design

4.1 [Attachment C and D](#)

Prats, Gus, 2/1/18 6:38 PM

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## Notes

**Hanne Rega, 3/9/18 8:01 PM:**

The application mentions that World Languages will be offered in elementary for native and non native students separately. The application failed to specify if they will do the same for middle school. It also failed to mention its alignment to the Florida World Languages Standards. Also, the application failed to specify: - how often the students will meet - provide information about the curriculum and materials

**LoriAyn Stickler, 3/9/18 1:19 AM:**

Technology integration will support the FS/NGSSS of the core subjects, including Science, Technology, Engineering, and Math (STEM) skills. Integration of technology across all grade levels.

**Terri Coyle, 3/8/18 7:38 PM:**

Reviewed by Terri Coyle, Sarah Decotis, Detra Adams: Literacy: The application fails to outline how teachers will receive training for the programs and strategies identified in the application. The application references the implementation of the Daily 5, LLI, and Soar to Success during the literacy block. How will teachers be provided the professional development to support these programs and structure? Who will deliver the PD? How will teachers be monitored and supported with implementation of best practices learned in the PD offering. ---- Describe how all teachers will be trained in the programs/curriculum used in each subject area, grade level, and ability level. (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan)

**Ann-Marie Evans, 3/4/18 7:59 PM:**

CADB fails to appropriately attend to the needs of all students who are either below, at, and above grade level. The application stated that middle school students will receive intensive mathematics instruction, unless they need intensive reading instruction. Based on this, it appears that if a student needs intensive instruction in Reading and Mathematics, they would forgo the Mathematics intervention for Reading intervention. Subsequent Question: 1) How will CADB attend to students who need intensive or targeted instruction in Reading and Mathematics? B) In section A of the Curriculum and Instructional Design section of this application, it was stated that Connects by Glencoe/McGraw Hill will be used for mathematics instruction in the middle grades. However in section B, it was stated that Khan Academy will supplement K-8 mathematics instruction and i-Ready would be used as diagnostic and progress monitoring purposes. Subsequent Questions: How will these resources be used to address the Florida Standards while addressing the needs of all students? What curriculum will be used for Intensive, Regular and Advanced mathematics courses in 6-8?

**Tanya Hutkowski, 3/1/18 5:55 PM:**

The plan fails to accurately list the domains of mathematics for students in K-5. How can you determine the domains for mathematics as determined by the Math Florida Standards?

## 5. Student Performance

### Section Evaluation

Partially Meets the Standard Rachel Askew, 2/22/18

– No Final Rating –

### Performance Goals

*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.*

Florida Statute 1008.22 indicates the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. In accordance with the statute the School will use this data to guide learning objectives and instruction so as to maximize student achievement.

The rationale for implementing the School’s assessment program is to:

- (a) Assess the achievement level and annual learning gains of each student in ELA and Mathematics and the achievement level in all other subjects assessed
- (b) Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management
- (c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level
- (d) Assess how well educational goals and curricular standards are met
- (e) Provide information to aid in the evaluation and development of educational programs and policies
- (f) Provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction

The mission of Championship Academy of Distinction at Broward (“CADB” or “School”) is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The incoming baseline of student academic achievement of the students that will attend the School is expected to be at or below grade level. Based upon the expected at or below grade level the students will be performing at and with our school mission in mind, the School has established the following School goals for each year of the charter and the rationale for these goals:

<b>Baseline Assessment:</b>	<b>Rationale for testing:</b>	<b>Grades:</b>	<b>School’s goals for academic growth and improvement:</b>	<b>F</b>
	Baseline assessment gathers information about		100% of students in	I s

<p>Florida Kindergarten Readiness Screener Work Sampling System (FLKRS-WSS)</p>	<p>the child’s overall development and addresses student readiness for Kindergarten based on the Florida Early Learning and Development Standards for four year olds.</p>	<p>K</p>	<p>Kindergarten will be assessed, and the goal is for 100% of the students to attain any readiness standards they have not yet attained in order to be successful in Kindergarten.</p>	<p>c s e s h  L e fi</p>
<p>Florida Assessment for Instruction in Reading (FAIR- FS)</p>	<p>Provides teachers with screening, diagnostic, and progress monitoring information to guide instruction in reading.</p>	<p>K-8</p>	<p>80% of students scoring at a PRS of 84% or below on the first assessment period will show an increase in the PRS score in the final assessment period.  95% of students scoring 85% or higher on the first assessment period will remain in the “green success zone” in the final assessment period.</p>	<p>T t k tl  e</p>
<p>Running Record Assessment – DAR</p>	<p>Diagnostic/ Formative Reading performance assessment that determines child’s reading instructional level and guides/informs instruction.</p>	<p>K-3</p>	<p>The School will increase the number of students meeting instructional level criteria on the DAR from the beginning of the school year to the end of the school year.</p>	<p>T t k tl  e</p>
<p>Baseline (prior year’s score will</p>	<p></p>	<p>K-2 and Grade 3 students who</p>	<p>The percentage of students who demonstrate at</p>	<p>T tl is</p>

SAT-10	serve as a Baseline) Summative	did not pass the FSA-  alternate assessment)	least one year's worth of learning gains on the SAT-  10 from the prior year's administration will exceed 80%.	ε ε n
NGSSS/  Statewide Science Assessment- FCAT 2.0	Summative	5 and 8	The percentage of students who achieve at or above a level 3 on the FCAT 2.0 will exceed the average of Broward public schools by 5%.	T tl is ε ε n S
FSA Math	Summative  (prior year's score will serve as a Baseline)	3-8	The percentage of students who achieve at or above a level 3 on the FSA Math will exceed the average of Broward public schools by 5%.	T tl is ε ε n
FSA ELA	Summative  (prior year's score will serve as a Baseline)	3-8	The percentage of students who achieve at or above a level 3 on the FSA ELA will exceed the average of Broward public schools by 5%.	T ç p ε n
ACCESS	Summative/ Formative assessment measures ELL students' proficiency  in reading, writing, listening, speaking, and overall progress in English.	K-8 ELL  Students	The percentage of ELL students who demonstrate learning gains on the ACCESS will meet or exceed the percentage of ELL student who demonstrate learning gains in Broward public schools.. The School's percentage of students demonstrating learning gains will increase by 1% each year of the charter.	T is ε ε s

<p>IDEA language Proficiency Test I and II</p>	<p>Diagnostic assessment is utilized for Placement of ELL students.</p>	<p>I: K-5 II: 6-8</p>	<p>Accurate placement of ELL students.</p>	<p>T f e s</p>
<p>Florida Standards Alternate Assessment Administration (FSAA)</p>	<p>Summative</p>	<p>3-8 (SWD)</p>	<p>The percentage of students who score on grade level the first year of the charter will meet or exceed the average of Broward public schools.</p>	<p>T t e</p>
<p>EOC exams</p>	<p>Summative</p>	<p>Grade 7 Civics  Grade 8 Biology I  Grade 7/8 Algebra 1  Grade 8 Geometry</p>	<p>The percentage of middle school students who pass the EOC exams will meet or exceed the percentage of middle school students that pass the EOC exams that are attending traditional public middle schools in Broward for each year of the charter.</p>	<p>T t i s e e n S N</p>
<p>iReady</p>	<p>Formative/ Diagnostic</p>	<p>K-8</p>	<p>At least 85% of the students will reflect, at a minimum, one year's growth on the iReady Diagnostic Assessment.</p>	<p>T t l e e e n</p>
<p>Renaissance Learning STAR</p>	<p>Screening/ Diagnostic/ Progress Monitoring/ Formative</p>	<p>K-8</p>	<p>At least 85% of students will reflect, at a minimum, one year's growth on the STAR assessment.</p>	
			<p>The percentage of 8th</p>	

PSAT 8/9	Summative/ Diagnostic/ Formative	Grade 8	grade students scoring at or above the 50% score percentile will be greater than or equal to 60%.	Th he
National Assessment of Educational Progress	of Summative	Grades 4  And 8, if selected	The percentage of students scoring at or above Proficient will be equal to or higher than the Florida average.	T f

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. The School will have a School Advisory Council that will review the baseline data and assist the School in preparing the School Improvement Plan (SIP). The School Advisory Council shall be the sole body responsible for final decision making at the school relating to F.S. 1001.452, which includes the SIP. SIP will identify the School's annual goals which will be revised as needed in order to meet the needs of the school, including but not limited to in response to substantially different incoming baseline results.

The principal, alongside the leadership and problem solving teams, will be responsible for analyzing the student assessment data that will inform the decision making of the School Advisory Council. Additionally, student assessment data will be continually analyzed to drive instruction and make instructional decisions regarding student placement in the Multi-tiered System of Support (MTSS) and to differentiate instruction as needed. The school will work feverishly to ensure students' individual needs are identified early on through baseline data and instructional strategies are modified accordingly such that all students may meet the same high standards. Teachers will receive a multitude of professional development and training in a wide array of data analysis and instructional strategies that will assist the school in meeting its goals.

The success of CADB will be evaluated by the School's ability to meet the goals identified above and students' mastery of the Florida Standards as evidenced by student achievement on all standardized tests. The School will focus on meeting and exceeding the rigorous goals, particularly those that require that students make annual learning gains—a year's worth of learning for each year enrolled. After looking at all data points, the School will use this information to continue to improve our curriculum, curriculum resources, professional development for teachers, instructional practices to meet the needs of our students and textbook decisions. Lastly, parents, teachers and students will be given the opportunity to evaluate the programs at the school each year. Parent, teacher and student surveys will serve as further indicators of our success.

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 central theme of the school and an essential component of the mission is character education and leadership development. It is the School's belief that developing a student's moral compass and leadership skills will enhance the academic career of the student. One of the school's main goals is to increase the number of students who graduate from high school successfully and acquire a college degree. Therefore, a driving force behind the academic program at the school will be to deliver a comprehensive character education and leadership development program that also provides students with essential college and career readiness skills.

#### Character Education/Leadership Development Goals:

Goal 1: The number of student referrals for misbehavior will be reduced by 5% each year of the charter.

Goal 2: At least 90% of students in grades K-8 will participate in a community service learning project.

Goal 3: At least 90% of students will participate in a school-related leadership opportunity by the time they are promoted from grade 8.

Goal 3: The overall percentage of students performing at or above grade level in all areas will increase by 5% from the beginning of the school year to the end.

#### College and Career Readiness:

The indicators that predict college readiness are as follows:

1. **Academic Achievement:** Studies show that a student's academic achievement in class is a stronger predictor of college readiness than a score on a standardized test. (Balafanz, 2009)
2. **Behavior:** Even mild misbehavior, when sustained, negatively affect graduation rates. (Balafanz, 2009)
3. **College Knowledge:** Students' attitudes about college and knowledge about the application process and financial aid is a predictor of college readiness (Balafanz, 2009)
4. **Family Support:** Sixth graders who attended school less than 80% of the time had only a 10-20% chance of graduating on time. (Balafanz, 2009); adult family member actively involved in school; adult family member is a college graduate.
5. **Institutional:** Teacher quality, high quality curriculum; student engagement have a profound impact on college readiness. (Balafanz, 2009)

The School will adopt the 6 goals identified in the Middle School Counselor's Guide – NOSCA's Eight Components of College and Career Readiness Counseling.

Goal 1: Build a college-going culture by nurturing students in confidence to aspire to college and the resilience to overcome challenges. Maintain high expectations, provide adequate supports, build social capital, and convey conviction that all students can succeed. The School will assess the success of meeting this goal by:

1. Improve student attendance to 95%.
2. Improve student academic performance as indicated above.
3. Improve student behavior; the number of student referrals will be reduced by 5% each year.
4. Ensure at least 80% of the parents attend at least two (2) events per school year to increase parental involvement in the School.
5. At least 95% of all families will meet or exceed the twenty (20) hour volunteer requirement increasing family involvement.
6. At least 90% of students in grades K-8 will have participated in a community service project.

Goal 2: Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.

1. 100% of all grade 8 students will complete the ACT interest inventory, ACT abilities inventory, and the ACT values inventory.
2. 100% of all grade 8 students will develop a high school academic plan that specifies the courses they need and in what order they need to take them.

Goal 3: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the School.

1. At least 90% of the students will participate in enrichment or extracurricular activities.

Goal 4: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting college or career that connects academic preparation and future aspirations.

1. 100% of our students will participate in college and career exploration programs.

Goal 5: Promote preparation, participation and performance in college and career assessments by all students.

1. 100% of our grade 8 students will sit for PSAT 8/9 in eighth grade.

Goal 6: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship process and eligibility requirements, so they are able to plan for and afford a college education.

1. Create outreach efforts to ensure families are aware of the various financial aid opportunities (Scholarships, grants, loans, work-study, savings plans).

## **Placement and Progression**

- B. Describe the school's student grade level and course placement procedures.*

The School will comply with Florida Statutes 1003.4156, which provides the general requirements for middle grades promotion. Promotion from grade to grade will be in accordance with the requirements set forth in Broward County Public Schools student progression plan, policy 6000.1. Students must meet targeted levels of performance in reading, writing, mathematics, and science prior to promotion. Placement of transfer students for kindergarten, first graders, initial entry from out of state, out of country schools and home education programs shall be in accordance with Broward County Public Schools Policy 5.1. Promotion decisions must take into account student's proficiency in writing on the FSA ELA Writing Assessment and science NGSSS/Statewide Science Assessment (FCAT 2.0). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period: class work, observations, tests, portfolios, and district assessments. Written interim reports, and quarterly report cards should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

The School will follow all applicable statutes and the Sponsor's rules. All elementary students will be eligible for promotion if they meet one or more of the Good Cause options found in BCPS Policy 6000.1.

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team. Language Arts Through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. Please see Section 7 below. Special Education students are expected to show progress towards meeting district and state performance standards. Placement decisions must be individually made on the basis of each



student's ability and needs. A student with special needs must have an IEP which should form the basis for the placement decision. All accommodations and modifications will be implemented as detailed in the IEP.

*C. 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.*

The School will use the Broward County Public School Student Progression Plan.

*D. 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.*

The School will not serve high school students.

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

Promotion and graduation criteria will be communicated to parents and students in the Parent-Student Handbook. The Parent-Student Handbook will include course requirements, testing requirements, attendance requirements, and specific requirements which must be met in order to be promoted into 9th grade. The parents and students will sign a receipt form indicating that they have reviewed and understood the Parent-Student Handbook at the time of registration or at the beginning of the school year. A copy of the Parent-Student Handbook will be on the School's website for easy access and reference at all times. Requirements for the passing of middle school courses will be communicated through the course syllabuses.

If a student is at risk of not meeting grade level expectations or promotion, the parents will be notified immediately, a conference will be held with the parents, administration, teacher, and counselor to address the concerns and establish a plan of action. When appropriate, a PMP will be initiated. The school culture will promote a prevalence of parent communication. Therefore, parents will remain informed of their child's progress at all times. Additional sources of parent communication will include quarterly progress reports, quarterly report cards, and annual reports of state assessment results.

## **Assessment and Evaluation**

*F. 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.*

The primary interim assessments the school will utilize to assess student learning needs and monitor progress throughout the year include FLKRS, the assessment tools from I-Ready, FAIR, DAR, STAR, and assessments that are embedded in the curricular choices. For more information on these assessments, including the rationale for selecting these assessments, please see the chart in 5A. The interim assessments will be administered in all core subjects, specifically Writing, Reading, Math, Science, and Social Studies. They include baseline, diagnostic, quarterly, and formative assessments that will monitor student progress and inform and drive instruction. Accommodations for ELL students as well as special education students will be made as needed and in accordance with the law. These assessments have been included in the assessment program of the School because they are aligned with the school's curriculum, the school's performance goals, and the Florida Standards.

In addition to the interim assessments identified above, the School will monitor student progress through progress monitoring tools, formative and summative assessments, teacher made quizzes, chapter tests, and other assessment tools from the curricular choices, rubrics, and a variety of assessment methods.

Please see Attachment F for the proposed assessment schedule.

*G. 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?*

The leadership team consisting of the principal, assistant principal, counselor, reading coach, ESOL coordinator, ESE coordinator and department/grade level chairs will interpret the data and review it with the teachers. The student assessment and performance data will be used to make school-wide decisions regarding the MTSS, professional development, and other relevant instructional decisions. Departments and grade levels will meet as teams to further review and analyze data and strategize to address the needs of the students. They will work together to determine the best course of action, methods, instructional strategies, and materials to use based on the data. Classroom teachers will add the data to their data-at-a-glance charts and use it to differentiate instruction within the classroom and make decisions regarding the MTSS. Although the principal is responsible for the managing and interpreting of the data, he/she will build capacity by empowering the leadership team and the classroom teachers with knowledge regarding data analysis and data-driven instruction. The principal and assistant principal will work with key people in the leadership team to develop a schoolwide professional development plan that targets the areas of need identified through the school's assessment program and that aims to improve student achievement.

*I. Explain the training and support that school leadership and teachers will receive in*

*analyzing, interpreting, and using performance data to improve student learning.*

The principal and assistant principal, with support from the leadership team, will coordinate all school-wide professional development. The school-wide PD plan will include the analyzing and interpreting of data to improve student achievement. It will also include interpreting progress monitoring reports, how to use data to drive instruction, best practices for differentiating instruction and best practices for improving student achievement. The School will bring in experts in the field, representatives/trainers from the various curricular choices/programs/assessment tools it will be using, and will also look to identify experts within the school that can share best practices.

*J. 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.*

The Principal will implement any corrective action necessary if student academic achievement at the school-wide, classroom, sub group, or individual level fall short of the anticipated outcomes. These could include, but are not limited to actions correcting resources and materials, curriculum, strategies, and staff. The School will implement the Florida Continuous Improvement Model which will provide a method of monitoring school wide achievement, triggering corrective action, and implementing corrective measures when needed. The Principal, assistant principal, reading coach, ESE Coordinator, and ESOL coordinator will work together to assist teachers in situations where an entire class is falling short.

Regular meetings with grade levels and departments will be held in order to make changes as necessary as the year progresses. In other words, changes will be ongoing when necessary, appropriate, and conducive to the goals of the school.

Teachers will be responsible as well for implementing corrective action for individual students falling short of academic achievement. Individuals who are falling short of the academic achievement will be addressed through the school's MTSS.

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

There will be two levels of sharing of student assessment and performance information. At the school level, CADB will share with parents annual reports received from the FLDOE regarding results of the various assessments of the Florida Assessment Program. The school will also send home quarterly progress reports midway through the grading periods that reflect the student's

progress and specify if the student is in danger of not passing a class, receiving a D or F as a final grade for a class, if the child has dropped dramatically in grades, or has unacceptable behavior or excessive absences. Quarterly report cards will be sent home with end of grading period academic and behavior grades. The School will share with parents the school's testing calendar and advise parents of parent workshops and school activities that could contribute toward their child's student achievement.

Parents will also be notified by the school as needed if their child is identified as needing Tier 3 intense intervention, requires a PMP, is recommended for after-school free tutoring, or if any other kind of parent conference is found to be necessary in order to keep a parent abreast of their child's progress in school. If a student is demonstrating that they may have difficulties in attaining the FS, the parent will be contacted and a plan of action created by the School and the parent will be put in place. If the student is not making progress towards mastery of the FS, the student will receive instructions based on the school-wide Progress Monitoring Plan and the appropriate Tier, which requires monitoring. The parents will be informed of the monitoring results.

Teachers will also be responsible for communicating and sharing student assessment and performance information. It will be expected that teachers have routine data chats with the students to review assessment results. Teachers will also be expected to consistently provide students with feedback regarding their work and progress and debrief them on their results on interim exams, progress monitoring, and other forms of formative assessments. Teachers will also maintain positive parent communications and update parents consistently on their child's progress. Communication may be in the form of a report that is sent home (such as i-Ready reports), phone call, email, or parent conference. Parents will also be able to initialize communication through the same formats.

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

Student data shall be maintained in a limited access area and shall be secured (locked or password protected, as appropriate) at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records shall be confined to required school personnel. The School will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student data. Accordingly, student data shall not be made available to anyone outside the School except in accordance with the FERPA and state guidelines for public records or in the event of a lawful court order. Student data shall be made available to District staff and the FLDOE for the purpose of monitoring and oversight. Backup copies of all electronic data will be stored on servers with additional offsite, secure backups. Student data records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such. School faculty and staff will be informed of these procedures through the Faculty Handbook and briefed on the importance of maintaining privacy when it comes to student academic performance and all other student-related information.

## Attachments

### Section 5: Student Performance

5.1 [Attachment E and F](#)

Prats, Gus, 2/1/18 6:40 PM

PDF / 112.891 KB

## Notes

### Rachel Askew, 2/22/18 4:29 PM:

This application meets all but one of the evaluation criteria set out for the Student Performance, Assessment and Evaluation section. The application fails to include sufficient detail on their plan to use student achievement data to inform decisions about and adjustments to the educational program, as set out in statutes 1008.31, 1008.345, and 1002.33(7)(a)4. The application notes that the leadership team will interpret student data and review it with the teachers but does not specify in any detail what the interpretation would consist of or how teachers would be trained to use such data, other than a mention of professional development. Q: What exactly is your plan to use student achievement data to inform decisions about and adjustments to your educational program? Please provide detail on how you plan to review data and train staff on reviewing data and using such data to inform and modify instruction. The section on Performance Goals is lacking detail. The application states that the incoming baseline of student academic achievement is expected to be at or below grade level, but provides no evidence for why that is the expectation. Furthermore, many of the School's goals for achievement on standardized tests has the School exceeding Broward public schools' achievement levels, but if the students' incoming baseline may be below grade level that seems unrealistic. The section on how the school will revise goals if the incoming baseline is different than expectation is also lacking detail, other than to say that the School Advisory Council would prepare a School Improvement Plan (SIP). Finally, Attachment F, the Assessment Schedule, does not completely align with Broward County's Districtwide Testing Calendar.

## 6. Exceptional Students

### Section Evaluation

Partially Meets the Standard Allisyn Axelrod, 3/6/18

Partially Meets the Standard Kim Punzi-Elabiary, 3/7/18

Partially Meets the Standard Laurie Steinberg, 3/7/18

**– No Final Rating –**

### Section 6: Exceptional Students

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

The School's projected population of students with disabilities is 12%. This represents the average population of students with disabilities in Broward County Public Schools. The current population of students with disabilities is less in the Championship Academy of Distinction of Broward School; however, in an effort to be better prepared we are assuming a 17% student population of students with disabilities. The School expects its population to be reflective of the surrounding areas.

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

The School will not discriminate on the basis of race, religion, national or ethnic origin, disability, 504 plan, or exceptionality in the admission of students. Any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will not request any information related to whether a student is considered ESE or eligible for a 504 plan until after the student has been accepted and enrolled in the School. The School will have an open admissions procedure on a first come, first served basis unless the number of applicants exceeds capacity.

If the number of applicants exceeds capacity students shall be subject to a random lottery and to the racial/ethnic balance provisions required by law. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. This process doesn't take into account a student's background, ethnicity, race, socioeconomic status, disability, abilities, or sex and allows every student an equal opportunity to enroll. The initial application only requests a student's name, date of birth, grade level, address, parents' name, email address and phone number. It also requests information necessary to identify any applicable enrollment preference identified in this application and authorized by FL. Stat. 1002.33.

*C. 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).*

The School will adopt and implement the Broward County Public Schools' state approved Exceptional Student Education Policies and Procedures (SP&P), and as amended from time to time, including its procedures for servicing students with disabilities, identifying students with disabilities, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. The staff will work with the Sponsor to ensure that all its students' needs are met. With the understanding that the Sponsor is the Local Education Agency (LEA), the School will assume responsibility for providing the necessary services to meet the needs of its exceptional students as identified in the student's IEP. The School believes in the importance of collaborating with the Sponsor in order to provide a FAPE for students with disabilities. The School believes that adopting the BCPS SP&P will assist the school in working with the Sponsor. The School and the Sponsor's procedures will align and will benefit the students.

The School will utilize the Sponsor's forms and procedures related to ESE eligibility, IEP, and placement. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form, by mail or given in person.

The Local Education Agency (LEA) is the IEP team participant who is responsible for making decisions on behalf of the district. He or she ensures that the IEP meets compliance with State and federal regulations and is authorized to commit district resources. The signature of the LEA representative on the IEP ensures that the program and services specified on the document will be provided within the timeframes delineated in the IEP. The LEA must attend the IEP meeting in its entirety. At the completion of the IEP meeting, the LEA is responsible for finalizing the SPED-EMS Matrix of Services. Though parents attend IEP meetings, school personnel may or may not choose to complete the Matrix of Services with the parents present. The Sponsor will be responsible for the review of the Matrix of Services form following the completion or revision of an IEP. The Sponsor will make final determinations of the Matrix of Services scores.

Students with disabilities will be educated in the least restrictive environment through an inclusion model. By this we mean that they will be educated in the general education classroom and will receive the same general education curriculum as their peers who are not disabled. Accommodations or modifications will apply as per their IEP or 504 plan. Students with disabilities will only be segregated 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. If this is the case, a resource room model for only part of the day will apply. Exceptional Education students will be serviced in accordance with federal, state, and local policies, including the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; Chapter 6A- 6 of the Florida Administrative Code; and the BCPS' SP&P.

The educational program for exceptional students will include and adhere to the principles of the law as follows:

Free appropriate public education (FAPE)

The School will implement a non-discriminatory policy

Least Restrictive Environment

In order to improve or arrange for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to individuals with disabilities), the school will ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The School will ensure that each student with a disability has the supplementary aids and services as determined by the student's IEP to be appropriate and necessary for the student to participate in nonacademic settings.

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

The School will use a Multi-tiered System of Support/ Response to Intervention (Rtl) model for the implementation of research-based instruction and intervention. Due to space constraints of this application, please see Section 4 of this application for more information on the MTSS/Rtl. The MTSS/Rtl will allow the School to identify struggling students and upon review of the student's response to intervention determine if a student should have a case opened and be appropriately evaluated. In accordance with Part I, Section H of the BCPS SP&P, "when a school-based Collaborative Problem-Solving Team (CPST) reviews all available data regarding a student's response to intervention data following the provision of appropriate core instruction and intensive intervention implemented with fidelity and determines there is reason to suspect a disability (a) intensive interventions are effective but not sustainable with general education resources OR b) the student has made inadequate progress with intensive, evidence-based interventions), the CPST will invite the parents to a meeting within 30 days to discuss the need for an evaluation and obtain informed parental consent for the evaluation." The CPST may include an administrator, interventionist, counselor, general education teacher, special education teacher, school psychologist, and speech/language pathologist. The team will follow the problem solving cycle: 1) Identify the problem, 2) Identify why it is occurring, 3) Determine a course of action, 4) Review the steps taken and determine if it is working. If it determined that a student does need to be evaluated, all evaluations must be conducted within 60 days of receiving parental consent.

The school will follow the following steps:

1. Parent involvement
2. Observation of student in educational environment
3. Review of data
4. Hearing and vision screenings
5. Additional screenings/assessments to determine academic or behavioral interventions (not evaluations)
6. Implementation of evidence-based interventions
7. Effective Rtl procedures prior to consideration of ESE services- includes modifications of interventions as appropriate (data collected every two weeks for Tier 2 and weekly for Tier 3)
8. Parent contact and consent
9. Evaluation
10. Eligibility determination
11. IEP development



12. Placement and services
13. Monitoring and evaluation
14. Annual review ( or more often as needed)

If at any time, a parent makes a request for an evaluation, the process for evaluation will not be delayed due to RtI. The same time criteria of the evaluation being conducted 60 days after parental consent applies.

The School will use the Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the Department's website to inform parents of their rights, as required.

*E. 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.*

The School will provide a continuum of services. Students whose educational needs can be met at least 80% of the time in a general education classroom environment will receive consultative services, support facilitation, co-teaching, push-in or pull-out in resource rooms. BCPS SP&P, Part II Section C, defines "inclusion" as a student "receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research."

Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Positive Behavior Intervention Plan (PBIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, curriculum, whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. A representative of the Sponsor must be present at all initial placement and any change in services for Exceptional Students. The school will use the Florida Department of Education's "Developing Quality Individual Educational Plans" as a guide when developing IEPs.

The level (resource) of ESE services offered will be consistent with providing an education in the least restrictive environment.

The School will employ an ESE Coordinator who will oversee ESE and 504 Plan processes and compliance. This individual will work with special education and regular education staff to build provision of service schedules to ensure that all students receive their special education and related services exactly as indicated on their IEP. All special education and related services providers will consult with general education teachers at the start of the school year, or following identification of a newly eligible student, to review the student's IEP and confirm that the general education teachers understand their role in implementing the IEP, designing instruction for the student, and progress monitoring of the student's IEP goals. The ESE Coordinator will maintain a school year calendar reflecting each ESE student's annual IEP date as well as reevaluation dates that will come due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

Services will be provided as needed or required to serve the needs of the exceptional student population and may include, but are not limited to:

Academic push-in – All students will be included in regular education classes. However, those students who require extra services or instructional assistance will be pulled out of the regular classroom for instruction by a certified ESE teacher. The amount of service and the specific content area to be remediated will be determined as part of the Individual Education Plan;

Support Facilitation - Special education teacher will provide support to the student with disabilities within the general education classroom. The frequency and intensity of the support will depend on the student's individual needs.

Consultation and collaboration – General education teachers and ESE teachers meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the student with exceptionality is successful in the general education classroom. All teachers providing support to students via consultation with the students' general education teachers will be required to maintain a record of the teachers, courses, and ESE students to whom they are providing services.

Pullout- All students will be included in regular education classes. However, the School will provide each student with the services identified on the IEP, which may include pull out services. Some services are best provided through a pullout method such as speech therapy.

CADB will use the research-supported philosophy that the achievement of all SWD increases when they have direct learning experiences and interactions within the regular education classroom. We will focus on giving every SWD an equal opportunity to learn and be included in the regular education curriculum and environment. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. In addition, special education and related services will be provided in an environment that is conducive to meeting the goals, accommodation, modifications, and services as indicated in the student's IEP, including speech therapy, language therapy, occupational therapy, and physical therapy.

The School will:

Provide students with the least restrictive environment (LRE).

Assure full educational opportunity to all students with disabilities using the kind and number of personnel and services necessary to meet this goal.

Provide a free and appropriate education (FAPE) to all students with disabilities.

Promote inclusion.

Promote cooperative collaboration between the special education teacher, parent/guardian, regular education teacher, student, and the Sponsor as indicated under the Individuals with Disabilities Education Act (IDEA).

Be in compliance with federal and state law that requires that the student's IEP be followed by all school personnel and staff.

Work together within the School community to assure that all the ESE students have the maximum opportunity to reach annual IEP goals as stipulated in the students' IEPs.

The Board believes that all students need high quality education. Based upon our respect for diversity and appreciation of differences, a full inclusion model of education will be provided. In this model, serving students with social, physical, speech and learning differences shall be an integral part of the regular classroom program. ESE services shall be carried out by certified ESE teachers and related support personnel with the full cooperation and collaboration of trained and informed regular classroom teachers.

The School will provide the following supports, in accordance with BCPS SP&P Part II, Section A:

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication

The School will provide programs, strategies, and supports including supplemental supports and services, modifications and accommodations to ensure the academic success of students with disabilities in accordance with each child's IEP plan.

Specific instructional practices and strategies that will be used with students with disabilities include:

Differentiated Instruction

Flexible Grouping

Explicit Instruction

Gradual Release of Responsibility

Positive Behavioral Intervention and Support (PBIS)

Universal Design for Learning (UDL)

Assistive Technology

Strategic Learning

Parents are partners with the School and Sponsor in developing, reviewing, and revising the IEP. In determining the educational placement of a student with a disability, the School will work with the Sponsor to ensure that:

The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

The placement decision is made in accordance with the least restrictive environment (LRE) provisions.

The student's placement is determined at least annually and is based on the student's IEP.

In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.

A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

No later than the first IEP to be in effect when the student attains the age of 14 (or younger, if determined appropriate by the IEP team), the notice of the IEP meeting must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the student will be invited to attend the IEP meeting.

The School will take whatever action is necessary to ensure that the parent and student understand the proceedings at a meeting so they can truly be partners in the developing, reviewing and revising the IEP. The IEP team will include a parent of the student, at least one

regular education teacher of the student, at least one special education teacher, a representative of the sponsor, the student (if appropriate).

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. Students who are experiencing difficulty in the classroom giving rise to a suspicion of a disability will be referred to the CPST. The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students are encouraged to attend 504 meetings and provide input that helps the committee in making decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor. A representative of the Sponsor must be present at all initial placement and any change in services for 504 plans.

*F. 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.*

The School will provide a combination of inclusion with consultative services and a resource room for students whose educational needs require 40-80% of instruction occurring with non-disabled peers. The School will work with the Sponsor through the IEP process to determine the appropriate services, accommodations, and modifications for each student. A continuum of services will be followed, from a least restrictive environment to a more restrictive one, as a last alternative. This will occur only when the nature of the disability or the severity of it is such that the needs of the student cannot be met in the regular education classroom even with the use of supplementary aids and supplements. If such is the case, the first course of action will be to provide services in a resource room by an ESE teacher. Please see response to Section 6E above for more information on how the School will work with the Sponsor.

*G. 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.*

The School will work with the Sponsor through the IEP process if the needs of a student require a separate classroom, separate school, residential placement, homebound or hospitalization, and community-based or home-based services. A continuum of services will be followed, from a least restrictive environment to a more restrictive one, as a last alternative. This will occur only when the nature of the disability or the severity of it is such that the needs of the student cannot be met in the regular education classroom even with the use of supplementary aids and supplements. If such is the case, the first course of action will be to provide services in a resource room by an ESE

teacher, followed by self-contained classroom. Please see response to Section 6E above for more information on how the School will work with the Sponsor.

*H. 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).*

The School will monitor and evaluate the progress and success of students with an IEP or 504 plan as indicated on the IEP or 504 plan. The School will follow the Sponsor's guidelines in BCPS SP&P Part II, Section C which currently require that an IEP be reviewed and, if appropriate, revised periodically, but not less than annually; an IEP must be developed within 30 days following the determination of a student's eligibility, a meeting shall be held at least annually to review and revise as appropriate each IEP. Once the plan has been implemented, the student's progress toward the goals will be measured regularly, and progress reports reflecting the progress will be sent to the parents regularly. The progress reports must inform the parents if their child is progressing sufficiently to master the goals by the end of the year.

When the IEP is reviewed, at least once a year, the entire IEP team will be present, the student's progress toward meeting the goals will be reviewed, and decisions regarding services and accommodations or modifications will be made. At least once every three years a re-evaluation will be conducted of every student with disabilities. During re-evaluation the student's progress will be reviewed and a determination will be made regarding the student's need for continued services.

The IEP must include a "statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability." It must also include a "description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team." BCPS SP&P Part II Section C.

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

The School expects to have approximately 12% of its population comprised of SWD. The School is staffing a part time ESE coordinator and a full time ESE teacher and a part time ESE teacher in years 1-

3. In years 4-5, the School will employ one ESE coordinator part time and two full time ESE teachers. The ESE coordinator will be an employee of the School and will at a minimum possess

full certification in special education. The ESE Coordinator will ensure the implementation of all IEPs and will consult with the general education teachers and special education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Coordinator will include adjustments to the learning environment; modifications of instructional methods; adaptation of curricula, and the use of appropriate accommodations.

Special Education teachers will be hired in accordance with the level of support needed to implement the services detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY). Teachers will meet all licensure and/or certification requirements. The final number of special education staff will be based on the actual number of students with disabilities who enroll in the School.

Speech-language, occupational, and physical therapy services will be contracted services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. All personnel will be cleared as required by the Jessica Lunsford Act, 1012.465 F.S

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

Evaluate School's effectiveness in serving ESE students will be on a continuous basis

Ensure that procedures for collecting and reporting to the district and the FLDOE are in place and all required school-based designees are aware of the procedure

Have designated a minimum of two individuals responsible for collecting data within the school.

Ensure that performance data of all students will be reviewed, including SWD and gifted students

Ensure ESE coordinator, ESE teachers and the general education teachers collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals and objectives of their IEPs

Ensure teachers of gifted students collaborate with general education teachers related to differentiation of instruction and curriculum compacting for the School's gifted students as well as implementation of their EPs

Ensure all guidelines related to students with disabilities are abided by.

Ensure students with disabilities participate in the general education curriculum and state assessments as much as possible as per IDEA

Ensure all accommodations and/or modifications are met.

Ensure teachers use differentiation and all other instructional strategies identified as effective for ESE students depending on the exceptionality

Ensure MTSS/RtI framework is followed

The focus will be on each student's progress toward the goals and standards. The Principal, teachers and staff will review all exceptional education student data to ensure that the entire ESE program is focused on student achievement (i.e., both on learning gains as well as maintaining high levels of performance). Additional ways to evaluate the effectiveness of the School's special education program include:

Review of student performance data from the FL Assessments Program and other formative and summative assessments.

For ESE students with significant cognitive impairment who may participate in the Florida Alternate Assessment (FAA) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of the School's ESE program.

Providing and requiring participation of all teachers in professional development opportunities that focus on various aspects of special education, including the writing of IEPs/EPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations/modifications for students with disabilities in the regular education classroom, and using progress monitoring to collect and analyze data to determine if students are meeting their IEP/EP goals.

Administrative walkthroughs and formal observations throughout the school year by the in order to evaluate teacher effectiveness and provide feedback to teachers regarding their compliance with special education.

The School will follow the sponsor's processes related to reporting of each student's IEP/EP goal progress to their respective parents. In addition, the School will review promotion/retention rates of students with disabilities and discipline data for students with disabilities. Each of these data sources will provide an additional indication of the School's effectiveness in serving ESE students.

Families of exceptional education students will be invited and encouraged to participate in the School's Open House and other school events. At these events parents will be provided with an opportunity to meet all teachers and staff members who provide services to their exceptional education students and visit their child's classrooms. Parents will also have the opportunity to see work samples on a continuous basis, check student progress through the web-based student information system, contact teachers by phone or through email, and provide input through parent meetings and surveys.

School-based Problem Solving Teams will determine the appropriate frequency of the meetings and will develop a written plan that outlines how interventions will be provided and monitored.



Parents are asked to participate and provide input in the CPST meetings. School personnel responsible for implementing the interventions share information with parents via conferences, phone calls, written communications, and progress updates. Progress updates will be provided at a minimum every 8 weeks.

The School (or Board) will implement the Florida Continuous Improvement Model to determine if the School is being effective in meeting all guidelines related to special education and the services provided to the students with disabilities. This process will be conducive to ensuring the correct procedures are followed, student goals are met, the school is effective in its delivery of special education, and corrective measures are taken if any gaps are found in the school's systems and processes.

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

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, Special Instructional Programs for Students Who Are Gifted, and the Sponsor's SP&P, as amended from time to time.

As per State Board Rule 6A-6.03019, FAC, the school defines a gifted student as one who has superior intellectual development and is capable of high performance. There are two separate criteria for eligibility. See BCPS SP&P, Part III, Section A. The minimum evaluations for determining eligibility address the following: (1) Need for a special instructional program, (2) characteristics of the gifted, (3) intellectual development, (4) may include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted.

Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

Specially Designed Instruction and Curriculum Modifications Acceleration through: curriculum compacting, flexible grouping, research and independent study, and content acceleration

Enrichment through: learning centers, problem-based learning, open-ended tasks, and community service learning

The School will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of the regular courses. The curriculum for the gifted student assures access to the FS/NGSSS. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal

growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the student's EPs as determined in order to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

The school will meet the special needs based on the student's Educational Plan (EP), developed in conjunction with the sponsor, through the following delivery model as applicable:

\*Content - students attend the gifted program for a block of time per day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects (Mathematics, Science, Social Studies, and/or Language Arts/Reading). All of the students in the gifted course will be eligible for gifted services and the teacher will be endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

\*Full-time - students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. All of the students in the gifted course will be eligible for gifted services and the teacher will be endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

The notice entitled Procedural Safeguards for Exceptional Students who are Gifted, as posted on the FLDOE's website, will be provided to parents as required to inform parents of their rights.

## Attachments

### Section 6: Exceptional Students

– No Attachments –

## Notes

### **Allisyn Axelrod, 3/6/18 8:49 PM:**

This application was reviewed by Allisyn Axelrod (CSMSD) and Kim Punzi-Elabiary, Laurie Steinberg, Lisa Cunningham (ESLS Department) 1. This application failed to describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. There was no mention of following ADA requirements as required by Section 1003.57(1)(a), F.S. Section 1003.571, F.S. Rule 6A-6.03028(3)(h)4, F.A.C. Americans With Disabilities Act. How does the school intend to ensure the facilities are accessible to students and adults with disabilities? 2. This application failed to provide a clear plan to assure the participation in standardized testing with allowable accommodations for SWD as Section 1008.22, f.s., Rule 6A-1.0943 (3), F.A.C., and Rule 6A-1.09401, F.A.C. require. What is the testing plan to include SWD in standardized testing with allowable accommodations? 3. This application failed to define "appropriately certified staff members". (Gifted) The application requires an appropriate staffing plan that aligns with the projected population. What is the school's plan for appropriately staffing the gifted program? 4. This application failed to identify the specific measures and the progress monitoring process to be used in the progress monitoring of SWD as required by Rule 6A-6.03028(3)(h)(7), F.A.C. How is the process differentiated from the Gen Ed population? How is the school monitoring progress for academic achievement and IEP goal attainment for SWD?

## 7. English Language Learners

### Section Evaluation

**– No Final Rating –**

Meets the Standard Celina Chavez, 3/8/18

Meets the Standard Leyda Sotolongo, 3/8/18

A. *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 School will adhere to all applicable provisions of Federal law relating to students who are English Language Learners (ELL), including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and LULAC et. al. vs. State Board of Education Consent Decree (1990) and the Modification of the Consent Decree (2003). The Consent Decree is a framework for ensuring that ELL student’s civil rights are upheld, that ELL students have equal access to all the programs at the school, and that they receive a comprehensible instruction.

The School will implement the state-approved, English Language Learner (ELL) plan in effect in Broward County. This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

**Identification and Assessment:** Per FS 1003.56, the School will identify “English Language Learner” (ELL) as:

An individual who was not born in the United States and whose native language is a language other than English;

An individual who comes from a home environment where a language other than English is spoken in the home; or

An individual who is an American Indian or Alaskan native and 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

The school will survey ALL parents upon initial entry (registration) using a Home Language Survey (HLS). The HLS will be kept on file for all students. If a parent answers “yes” to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency with IDEA Language Proficiency Test (IPT). The School’s ESOL coordinator will keep record of all

students whose parents/guardians answered “yes” to one or more of the questions on the HLS. All students identified as having a “yes” on the HLS will be assessed within 20 days of registration. If the student is not assessed within the first 20 days, this period is extended to an additional 20 days so long as parents are notified in writing in their native language.

The School will administer the following assessments as applicable:

IDEA Language Proficiency Test I Form G for Kindergarten initial ID, K-5

IDEAL Language Proficiency Test II Form E for grades 6-8

Kaufman Test of Education Achievement II Brief Form: administered to students in grades 3-8 within 20 days of the aura/oral test.

ACCESS for ELLs 2.0: Paper based for grades 1-8

Kindergarten ACCESS for ELLs: paper based for Kindergarten

Alternate ACCESS for ELLs: paper based for grades 1-8 ELL students with significant cognitive disabilities.

Equal Access to Appropriate Programming/ESOL Program Placement: The school will implement an ESOL program of instruction to meet the needs of ELL students. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction as well as ESOL strategies in mathematics, science, social studies, and ELA following state guidelines. It will ensure that all ELL students have equal access to all education programs. Students in the ELL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The FS and the NGSSS establish the content of the curriculum. Student ELL Plans will be developed and reviewed to ensure that students are appropriately placed and that students are given instructional options to help them meet national, state, and district standards. The school will ensure that ELL students have equal access to appropriate programs and will not restrict access to any programs based on any criteria which inappropriately delays or denies the ELL from being served. Programs shall be provided to ELL students in a manner appropriate to their level of English language proficiency and must provide equal access to the programs content and benefits. This includes before and after school programs regardless of funding.

The Individual ELL Student Plan: All students classified as ELL will have an Individual ELL Plan. The School will utilize the ELL plan used by the Sponsor. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program.

The plan will include all items identified in the Sponsor's ELL plan including but not limited to biographical student information (name, grade, and home language), initial assessment and

placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as PMP if needed. The plan will be updated on an ongoing basis whenever an ELL Committee is held, annually at the beginning of the year to reflect current services, on the anniversary date of the student's entry into the ESOL program, and any other time when there is a change in the student's educational plan.

The ELL Committee: The School will create an ELL Committee comprised of a school administrator or designee, ESOL teacher or coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The parent(s) would also be invited to attend any committee meetings. The ELL committee will:

- Hold meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan.
- File in ELL folder a copy of a letter inviting parent to attend ELL Committee. The invitations will follow the samples available on BCPS's Bilingual/ESOL Department's website
- Complete the ELL Folder pages available on BCPS Bilingual/ESOL Department's website.
- Convene an ELL committee for students with six semesters or more in the ESOL program.
- Convene an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

The School will designate an ESOL coordinator who will be responsible for scheduling the ELL Committee Meetings and updating all student ELL Plans, keeping a record of parental contact information and updating the ELL Program Records Folder. The record folder containing the following will be available for all ELL students:

- Home Language Survey - signed and dated by parent/guardian
- Copy of Annual Letter of Participation in ESOL program - signed by the principal
- A copy of student's current schedule.

Monitoring/Evaluation: The Language Arts teacher will document an ELL student's progress in the

student's ELL Student Plan using a Post-Program Review Report, and a Post-Program Review Student Profile will be generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school will monitor the student's progress through the:

- Academic Grades/Report Cards
- Test scores
- Classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This information will assist schools in determining if students are progressing adequately and whether the school is effectively servicing the needs of its ELL population. The School will, also, determine the School's effectiveness in serving the needs of the ELL population by reviewing the results of the spring administered ACCESS and determining if the students are making adequate learning gains.

The School will measure its effectiveness in serving ELL students by (1) setting consistent goals for all ELL students in the School and (2) ELL students demonstrating learning gains as evidenced by their performance in all respective portions of ACCESS and FSA and (3) students meeting the annual goals specified in the Student ELL Plan. The School will support the education of the students, providing support in all classroom settings in which the student will receive instruction.

ESOL instruction shall include instruction to develop skills in speaking, listening, reading and writing of English sufficient to enable the student to be English proficient. An ELL student shall be provided Basic ESOL programming for the minimum number of hours specified in the individual ELL plan, in no event shall it be less than the amount of instruction received by a non ELL student at the same grade level.

If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will strive to have a linguistically qualified teacher or paraprofessional staffed to assist these ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). If there are fewer than 15 students

that speak the same language, other than Spanish, the students will receive instruction from a certified ESOL teacher using ESOL strategies in the core subject areas of mathematics, science, and social studies.

Personnel: Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. In the event students are not receiving content in the home language, the students will receive instruction from a certified ESOL teacher using ESOL strategies in the core subject areas of mathematics, science, and social studies. Teachers in the ELL program must have the appropriate certifications and/or META training. Bilingual paraprofessionals, whenever possible, will assist students through the use of the following:

Working in small groups

Translating information

Interpreting test questions and homework assignments as appropriate

Equitable access to communication: The School will strive to provide communication to all families. Many of the materials communicating information will be available in English, Spanish, and Creole. If the School has a student whose family does not speak any of these languages, the School will do its best to have the information translated. The School will work with the family to provide them with assistance in how to use Google Translate to translate written electronic communication the parents might get from the PTA or room parent. As needed, Teachers will email or send home a Google Translate version of notices created by the Teacher in the home language.

\*Note: The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

*B. 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 Individual ELL Plan will provide information on the student's proficiency in English, will monitor student progress, and will record meetings convened to discuss the progress of the ELL. A program of ELL instruction will be implemented according to the student's individual needs based on their ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement, that will include complete monitoring and reporting. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ELL instruction, the school will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

The instructional program the school will employ to ensure academic success is Basic Mainstream Instruction using ESOL strategies. This means ELL students will be in the general education classes with an ESOL certified or ESOL endorsed teacher. The instruction provided to ELLs must be equal in scope, sequence and quality of instruction to non-ELLs at the same grade level. The ELLs will receive instruction alongside non-ELLs. Teachers with ELL will carefully plan and consistently monitor the progress of the ELL and non-ELL students. The School will cluster students strategically based on the needs of the students in order to maximize the services the School is able to provide. The ELL coordinator will serve as a support to all teachers will ELL students in their classrooms.

Clustering as 4 is developing consistent school-wide guidelines for student placement (according to language classification and proficiency as well as academic needs) in order to strengthen instructional services. By clustering the School will be able to provide equal access to instructional programming appropriate to each student's level of English proficiency.

Bilingual teachers or paraprofessionals will provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education. Language skills are developed through the content areas (i.e. language arts, math, science, social studies). ELLs receive instruction using ESOL Instructional Strategies.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered.
- Methods and materials used in the program reflect second language acquisition strategies and needs.
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction. It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

The instructional practices and strategies the school will employ to ensure academic success are in accordance with the META Consent Decree. The META Consent Decree does specify which instructional practices or strategies must be provided; however, it does require that students receive intensive English language instruction and instruction in math, science, social studies, and computer literacy which is understandable to the ELL and equal and comparable.

The School will implement the ESOL strategies identified in the ESOL Instructional Matrix attached as an Appendix the Broward County Public Schools' ESOL Department Handbook. These strategies include ut are not limited to the use of mnemonic devices, dialogue journals,



jigsaw, Cornell notes, homogenous and heterogeneous grouping, rubrics, cooperative learning and portfolios. Teachers will also implement Marzano's High-Yield Strategies for ELL students. These include:

Identifying similarities and differences in a variety of formats (i.e. graphic organizers, mental organizers)

Cooperative Learning (i.e. for dramatization, shared reading and writing)

Nonlinguistic Representation (i.e. manipulatives, concept maps)

Questions/Cues/Advanced Organizers (i.e. activate background knowledge, KWLs, reciprocal teaching)

Homework/Practice (i.e. reflective journals, use of metacognition)

Reinforce effort and provide recognition (i.e. acknowledge learning styles, authentic assessments, praise)

(Due to space limitations all the strategies to be implemented are not listed in the application; however they are identified on the Sponsor's Appendix as referred to herein.)

The School will ensure equitable access to the core academic program for all students including those below, at, or above grade level. The ELL Committee will meet to discuss interventions and strategies to support the ELL student's continued academic success and will identify ESOL strategies and a MTSS as needed by the student. The ESOL strategies will be documented in the teachers' lesson plans and in the student's ELL folder using the codes from the District's ESOL Instructional Strategies Matrix. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom visits, student progress, and results on all aforementioned assessments.

Instruction is aligned with the appropriate FS, NGSS, and course descriptions. Textbooks and other instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. School site administrators will be responsible for monitoring the implementation of ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, and through grade book notations.

Furthermore, the School Principal will commit to providing instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non- ELLs)

Teacher classroom goals and objectives are for the mastery of the FS/NGSSS

Instructional delivery, not content, is modified to meet the needs of ELLs

Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies

All ELLs participate in statewide assessments and accommodations are provided in accordance with State and District mandates and guidelines

ESOL Department and Testing Chair attend all required District PDs

Abide by Student Progression Plan, including provisions for ELL students. The School will work with the Sponsor to ensure that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors courses. ELL students who would benefit from level 2 or level 3 instruction under the MTSS/RtI will receive those services in addition to the implemented ESOL strategies.

*C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

The School's ESOL coordinator will be responsible, with input from the classroom teachers and other applicable staff, for monitoring ELL students. ELL students will be monitored on an on-going basis and monitoring information will be documented in the ELL plan.

The progress monitoring tools used to evaluate progress are as identified in the sponsor's ELL plan, which are as follows:

ACCESS for ELLs 2.0: Paper based for grades 1-8

Kindergarten ACCESS for ELLs: paper based for Kindergarten

Alternate ACCESS for ELLs: paper based for grades 1-8 ELL students with significant cognitive disabilities.

Student Portfolios

FAIR

Benchmark Assessment Tests

Student Progression

Exit Criteria for ELL students: The students will be administered the ACCESS each spring. The results on the ACCESS will be used as the exit criteria for ELL Students. Students in grades K-2 will need to score proficient on the Listening/Speaking, Reading, and Writing sections of the ACCESS to exit the ESOL program. Students in grades 3-8 will need to score proficient on the Listening/Speaking, Reading, and Writing sections of the ACCESS and the appropriate exit score

set by the state for the FSA in ELA. The School will follow the procedures outlined in the Sponsor's ELL plan to exit the students from the ESOL program.

The School will monitor students that have exited the ESOL program for at least two years after they exit. Each student's academic performance is monitored on an on-going basis and is documented on the ELL Plan at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year. The School will utilize data from the report cards, test scores, classroom performance, and teacher input.

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

ESOL certified teachers will service ELL students in accordance with the META Consent Decree and BCPS Limited English Proficiency Plan. The School's anticipated ELL population is 7%. Based on that number, the enrollment projection for ELL indicates that the School's staffing plan for one ELL coordinator to oversee the ELL program is appropriate. All teaching staff will be ESOL certified or endorsed so the school will have more than the minimum requirement of ESOL teachers. Multilingual teachers will be hired to provide instruction in the home language as needed and multilingual staff will be hired to facilitate communication with the families.

## Attachments

### Section 7: English Language Learners

– No Attachments –

## Notes

### **Celina Chavez, 3/5/18 6:29 PM:**

This section was reviewed by Leyda Sotolongo, Curriculum Supervisor and Celina Chavez, Education Specialist, ESOL Below is a question for clarification. 1. On page 80, the application refers to procedures not followed in BCPS. Can you provide clarification on "six semesters" in the ESOL Program and Language Classification "ESOL Level V".

## 8. School Culture and Discipline

### Section Evaluation

– No Final Rating –

Meets the Standard Debra Kearns, 3/9/18

**Section 8: School Culture and Discipline**

*A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

CADB's mission involves a focus on character education and leadership development. The School must embody the qualities it aims to instill in its students. Learning cannot take place without a positive ethos and culture of respect and security stemming from shared values between the School, its families, and the community. By focusing the School's mission in part on character education and leadership development, the School is placing its shared values front and center. The School will be a positive and supportive environment for all children where good manners and good character are reinforced. The School will strive to ensure that all students feel safe, secure, worthy, and important.

The other focus of the mission of CADB is the promotion among its students of academic excellence and college and career ready skills. Clearly, the School is focused on developing the students intellectually and socially such that they will one day be successful, productive, and contributing members of society, in alignment with the School's vision. Establishing a school culture of high standards and expectations will be conducive to accomplishing the mission and vision of the school.

The School believes that student safety and educating by example are paramount to the success of the program. The School will focus on positive motivators and reinforcements of behavior representative of the values the School has adopted; values such as integrity, independence, respect, responsibility, kindness, compassion, service, and perseverance will be prevalent throughout the school.

*B. 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:*

The School will adopt the School Board of Broward County Code of Student Conduct (as may be altered from time to time by the School Board of Broward County). The Broward County School Board Code of Student Conduct delineates the responsibilities of the students, parents, teachers, and administrators. It further delineates students' rights. The School will uphold the students' rights at all times and will comply with its responsibilities. In addition, the School will implement an MTSS Positive Behavior Support System. The School will also follow the state approved Broward County Public Schools' Policies and Procedures for Students with Disabilities delineated in the ESE policies and procedures (SP&P).

*C. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;*

The School will employ a multi-tiered system of support for behavior using an evidence based, problem solving approach. In the MTSS for behavior the school will follow a 4 step process.

1. Identify the problem- define in objective and measurable terms the goals to be attained
2. Analysis of the problem- identify underlying reasons why the intended behavioral goals are not being met.
3. Development and Implementation of a Plan- Develop and implement a plan that utilizes evidence based strategies to improve the behavior and attain the goals defined in step 1.
4. Evaluate the effectiveness of the plan- Evaluate the outcomes of the implementation of the plan in relation to the stated goals in step 1.

The School will offer three tiers of support. Tier 1 program is designed for all students and consists of research based behavioral practices and supports. The MTSS for behavior will proactively identify students who need Tier 2 supports. Tier 2 program is provided in addition to Tier 1. Examples of the Tier 2 interventions include peer mentors, lunch buddies, group counseling sessions, one-to-one counseling. Tier 3 interventions include intensive behavior interventions in addition to those provided in Tiers 1-2. Tier 3 includes interventions such as mentoring, Cognitive Behavior Therapy, Individualized Behavior Intervention Plan, and other effective behavior management strategies. The full plan will be further developed by the Principal prior to the opening of School.

The penalties for most infractions are found in The School Board of Broward County's Appendix A - Administrative Discipline Matrix. Following the Broward County School's Code of Conduct, student infractions will be divided into major and minor violation categories. Minor disruptive behaviors will include infractions such as: tardiness, dress code, horseplay, and not being in the assigned area. Consequences for minor infractions may include but not be limited to: parent conference, restitution, confiscation, verbal warning and detention. Major disruptive behaviors will include infractions such as: weapons, substance abuse, cheating, smoking, truancy and any "act against persons". Consequences for major infractions may include but not be limited to: suspension (in and out of school) and recommendation to the District for expulsion. Student expulsions will follow all state regulations and school board policies and guidelines. The use of corporal punishment, including physical force or physical contact applied to the body as punishment, will be prohibited by any member of the school staff and extend to parents or guardians on school grounds. The School will collaborate with the Broward County School District on severe disciplinary matters and referrals to alternative placement to ensure that proper procedures are followed. The Broward County Public Schools' The Code Book for Student Conduct will be made available electronically to all staff, parents and students at the beginning of the school. Parents and students will be required to sign an acknowledgement that they have reviewed and understood the Code of Conduct. This acknowledgement form will be kept in each student's cumulative record file.

The School will implement school-wide incentives and rewards for positive behavior, in addition to each teacher developing incentives and rewards for positive behavior within the classroom. The incentives for positive behavior may include but are not limited to the following: recognition on morning announcements, star students, eating lunch with the teacher, stickers, no homework passes, pizza parties, no uniform days, tickets to school activities (dance, performance, etc.), free-style rap with microphone during lunch time (all lyrics pre-approved by faculty).

In alignment with the theme of the School, students will be selected to receive “distinction awards” for embodying specific character traits. One character trait will be highlighted each month. For example, one student from each class would be awarded the Award of Distinction for Honesty during the month of September. Students will also be able to recognize other students for displaying the character values the School has adopted.

The School will utilize an incentive attendance program which will be finalized by the principal and may include rewards for the class with the most consecutive days of 100% attendance per quarter such as pizza or ice cream party or in-house field trip. Students will also receive quarterly awards for 100% attendance. The value of “being present” will be reinforced throughout the school culture.

*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;*

Please see the Discipline Matrix. Items marked KK require mandatory recommendation for expulsion.

*Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;*

The responsibilities of administrators, teachers, and the staff are identified in the adopted Code of Student Conduct. School wide behavior management procedures will be established by the Principal and will align with all district policies and state and federal statutes. The discipline system for the school will be easily understood by everyone at the school, including parents, through effective communication. The principal will be responsible for ensuring The Code of Student Contact and Parent Student Handbook is shared with the parents and students at the beginning of the school year by posting it on the school website and requiring parents to sign an acknowledgement that they have read and understood it. The principal will also communicate with the teachers all expectations regarding discipline and classroom management at the opening of school meeting. Roles and responsibilities as well as protocols will be clearly stated and upheld throughout the school year. Teachers will be expected to use classroom management strategies that are respectful of students and maintain an environment that is conducive to teaching and learning. The classroom management systems must communicate clear expectations for behavior and establish reasonable consequences that are applied consistently and are aligned with the

schoolwide culture of core values, positive character traits, and appropriate behavior. Administrative classroom walkthroughs and formal observations will allow the administration to observe if proper discipline, classroom management, and proper use of instructional time is being implemented.

The Board's role regarding the discipline policy shall be as follows:

The administration will meet with the parent/guardian to discuss particular student offences and to develop a plan of action to prevent future occurrences. The Administrator's decision shall be final unless overturned through the appeal process. Parents may appeal the Administrator's decision as it relates to consequences for violations of the code of student conduct. Parents may contact the Board's Representative to discuss the matter. The Board's Representative will work with the parents and the administration to attempt to resolve the issue. If the Board Representative is unable to resolve the issue, the matter may be brought before the Board. The Board will decide whether to uphold the Principal's decision or whether to recommend the Principal reconsider his/her decision. The Principal will make the final determination.

*E. Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;*

Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws, the IEP/504 plan, and the District's School Board policies, which can be found in the state approved Broward County Public Schools' ESE Policies and Procedures (SP&P). The School Board of Broward County's Code of Student Conduct adopted by the School states as follows: "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."

Consistent, fair, and respectful discipline and due process procedures will be applied to all students. Due process procedures will be articulated to all students. We will stay apprised of the current legislation and will comply with any federal or state laws, as well as District policies and requirements, regarding student discipline, including those for students with disabilities.

For students with disabilities whose behavior impedes their learning or the learning of others, goals and objectives will be developed, as needed. Strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, FAC and in BCPS' SP&P, is appropriate for a student with a disability who violates the Code of Student Conduct. If the student's behavior is impacting performance, the

team may decide to conduct a Functional Behavioral Assessment and subsequent Positive Behavior Intervention Plan, which is noted in the Special Considerations Behavior section of the IEP.

Consistent with the school district's Code of Student Conduct and the SP&P and to the extent that removal would be applied to nondisabled students, school personnel:

- May remove a student with a disability who violates a code of student conduct from the student's current placement for not more than ten (10) consecutive school days.
- May further remove a student with a disability for not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement as defined in Rule 6A-6.03312, FAC.

*F. 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*

The School will follow Section X of the Code of Student Conduct which provides due process available to students. The only addition the School will make is the availability of the Board Representative to facilitate a resolution and to appeal the Board. These provide parents and students additional due process and do not limit the due process available through Broward County's Code of Student Conduct.

*G. Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.*

An electronic copy of the Parent-Student Handbook and the Code of Student Conduct will be available on the School's website and will be made available in the form of a hard copy upon request. Parents will be informed of the requirement to review the Parent-Student Handbook and the Code of Student Conduct at the beginning of the year and will be required to sign an Acknowledgement that they have read and understood them. The requirements for reviewing the electronic Code of Student Conduct are found on page i of the Code of Student Conduct. The requirement for reviewing the Parent-Student Handbook will be identified in the handbook.

## Attachments

### Section 8: School Culture and Discipline

8.1 [Attachment G](#)

Prats, Gus, 2/1/18 6:41 PM

PDF / 99.744 KB

## 9. Supplemental Programming



## Section Evaluation

Provided LoriAyn Stickler, 3/9/18

**– No Final Rating –**

*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.*

The School will provide free afterschool tutoring to students in need of extra assistance. The frequency of the tutoring will depend on the individual needs of the students. Teachers will be contracted to work from 7:50 a.m. to 3:50 p.m. Teachers will be assigned to tutor or mentor students as part of their contractual obligations. Teachers not assigned to tutor or mentor will be assigned other duties such as club sponsorships, when possible. The School has not made decisions on extracurricular activities at this time.

## Attachments

### Section 9: Supplemental Programming

– No Attachments –

# ORGANIZATIONAL PLAN

## 10. Governance

### Section Evaluation

**– No Final Rating –**

Meets the Standard Jody Perry, 2/13/18

Meets the Standard Brenda Santiago, 3/6/18

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

The School is a Florida non for profit corporation, incorporated on January 24, 2018. The School will apply for its 501c3 status.

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

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

*C. 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.*

The Governing Board is the ultimate policy making body with the responsibility of operation and oversight of the school to include monitoring and reporting the educational success of the school; adhering to the Sunshine Law per Florida Statue 1002.33916)(a). Members of the Governing Body will comply with all training requirements as stipulated by the Sponsor as well as applicable state laws. The Governing Board leads and governs the organization ensuring that the charter is implemented as submitted to the sponsor. The principal will be responsible for all aspects of the school's operation within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Board. The ESP will work closely with the Board and the Principal, with the understanding that the governing body is responsible for governance of the charter, and furthermore, will comply with the tasks and duties contractually agreed upon by the Board. The faculty and staff will report directly to the Principal. Committees will serve at the

pleasure of the Board. Committees will be given specific tasks by the Board and will present information to the Board for a Board vote.

The Governing Board will contract with the Education Service Provider (ESP) to manage the daytoday operations of the School. The Board will approve the budget.

The ESP reports to the Governing Board. The ESP's role is to assist the Governing Board in carrying out the terms of the charter and the ongoing decisions made by the Governing Board.

The school principal will be an employee of the Board and will be selected by the Governing Board. The principal reports to the governing board and is evaluated by the governing board. .

The School Principal is responsible for managing all school faculty and staff.

Governing Board selects a representative pursuant to F.S. 1002.33 (9) (p) (2)

The School Advisory Council will share in the school's responsibility for supporting continuous improvement within the school, assist the Board in development of the School Improvement Plan and will work with the ESP and principal to assist the Board in the development of the budget The SAC will adhere to all guidelines under the Sunshine Law.

#### Governance and Accountability Overview

Component	Function	Composition
	<ul style="list-style-type: none"> <li>• Charter holder</li> <li>• Preserves the mission and vision of the school &amp; core philosophy</li> <li>• Governs the School</li> <li>• Exercises continuous oversight of the school operations</li> <li>• Sets policies</li> <li>• Adopts and maintains the Budget along with any amendments thereto and SIP</li> <li>• Retains ultimate authority for School's performance</li> <li>• Meets the needs of the students, parents, and teachers</li> <li>• Supports the school administrator</li> <li>• Follows protocols for meetings</li> <li>• Observes Government in the Sunshine requirements and Public Records Law</li> <li>• Ensures compliance with Federal and State law and with charter</li> </ul>	

<p>Governing Board</p>	<ul style="list-style-type: none"> <li>• Ensures that a CPA or auditor has been retained for the Annual Financial Audit</li> <li>• Reviews Annual Audit</li> <li>• Monitors a financial recovery plan, if needed</li> <li>• Maintains a Board Handbook</li> <li>• Reviews and submits Annual Report to FLDOE</li> <li>• Submits monthly financial reports to Sponsor</li> <li>• Participates in Governance training</li> <li>• Monitors a corrective action plan</li> <li>• Appoints a Loan School Representative</li> <li>• Selects the Principal</li> <li>• Conducts the evaluation of the principal and the evaluation of the ESP</li> <li>• Observes Government in the Sunshine requirements and Public Records Law</li> <li>• Ensures compliance with Federal and State law and with charter</li> <li>• Ensures that a CPA or auditor has been retained for the Annual Financial Audit</li> <li>• Reviews Annual Audit</li> <li>• Monitors a financial recovery plan, if needed</li> <li>• Maintains a Board Handbook</li> <li>• Reviews and submits Annual Report to FLDOE</li> <li>• Submits monthly financial reports to Sponsor</li> <li>• Participates in Governance training</li> <li>• Monitors a corrective action plan</li> <li>• Appoints a Loan School Representative</li> <li>• Selects the Principal</li> <li>• Conducts the evaluation of the principal and the evaluation of the ESP</li> </ul>	<ul style="list-style-type: none"> <li>• Visionaries and Leaders</li> </ul> <p>Respected Business Community Leaders</p> <p>and</p>
	<ul style="list-style-type: none"> <li>• Developing &amp; implementing of educational model</li> <li>• Day-to-day Operations</li> </ul>	

<p>ESP</p>	<ul style="list-style-type: none"> <li>• Sound financial management</li> <li>• Reporting and accountability to Governing Board</li> </ul> <p>Support Principal</p> <p>Provide professional development</p>	<ul style="list-style-type: none"> <li>• Executive Team</li> </ul> <p>Corporate Staff</p>
<p>Principal</p>	<ul style="list-style-type: none"> <li>• Leads responsibility for implementing educational model at school</li> <li>• School leader</li> <li>• Front line manager for school operations &amp; staff</li> <li>• Accountable to the Governing Board.</li> <li>• Attends governing board meetings, provides status reporting and project management</li> <li>• Hires and evaluates faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Certified school administrator with proven track record of success</li> </ul>
<p>Board's Representative</p>	<ul style="list-style-type: none"> <li>• Facilitates parental involvement</li> <li>• Provides access to information</li> <li>• Assists parents with questions and concerns</li> <li>• Helps to resolve disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Resides in the school district</li> <li>• May be a board member, or employee</li> </ul>
<p>Committees</p>	<ul style="list-style-type: none"> <li>• Shall be assigned specific tasks by the Board</li> <li>• Serve at the pleasure of the Board</li> <li>• Accountable to the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Appointed by the Board</li> </ul>

The direct relationship between the Board and the ESP will provide a constant avenue for the Board to ensure that the ESP is meeting its responsibility of providing the services which will be clearly delineated in the management contract. The Board will formally evaluate the ESP on an annual basis using an adapted version of ESP Evaluation tool attached hereto. The ESP will also attend all Board meetings, report to the governing board and conduct follow up action items.

The principal will report directly to the governing board, and will be formally evaluated by the board on an annual basis. The principal will provide a monthly status report to the Governing Board, attend all board meetings and field any questions of the board.

The Principal will be held accountable primarily through the performance expectations defined in the employment contract. The Principal will be employed by and report directly to the Board. Board members will provide input on the Principal's performance.

Championship Academy of Distinction at Broward will have a Board made up of local community members who will be responsible for the overall direction and operational oversight of the school. The Board will be responsible for hiring the ESP, creating and adopting the School Policy manual, approving and monitoring the budget and addressing concerns raised by parents and community members.

The Board shall select from among itself officers to take on specific roles within the School Board of Directors. Minimally the roles shall include:

Chairperson – shall be responsible for setting the agenda and running all meetings of the School Board of Directors, shall also be responsible for chairing the Principal Hiring Committee

Vice Chairperson – shall fill in for the Chairperson in his/her absence. The Vice Chairperson shall also be responsible for chairing the Board Development Committee.

Secretary – shall be responsible for ensuring that minutes are kept and presented to the School Board of Directors for each meeting of the board. The Secretary will also ensure the minutes are archived and posted to be made available for the general public.

Treasurer – shall be responsible for chairing the Budget Committee and recommending an annual budget to the School Board of Directors. The Treasurer will also work with the Principal and ESP to ensure financial reports are complete and accurate when presented to the School Board of Directors. The Treasurer will also be responsible for ensuring that the Board selects and retains an independent auditor which shall conduct an independent annual audit.

The School Board of Directors shall elect members to fill these positions annually at their annual meeting. Additionally, the Board may define additional roles, as it seems fit.

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

The Board is committed to meeting the success of the school. Meetings of the Board shall be held at least quarterly and shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board in accordance with the Florida Sunshine Laws.

We acknowledge that initially, the Board will need to meet more often in order to have a successful school opening and plans on meeting at a minimum, once a month the first year of operation. All meetings will be noticed, open, and accessible to the public. All Board and Committee meetings shall be public meetings, and will abide by the Government in the Sunshine requirements (FL Stat Chapter 286). At least two of the Board meetings held per school year will be held within the school district and the Representative and Principal must be in attendance. Meetings will be posted on the School website, and will be accessible to the public, as will meeting minutes. All operations will be conducted in a transparent and open manner to ensure accountability and legitimate operation. During board meetings the Board will be presented information regarding the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the school.

The school will comply with Florida's Public Records Law, Chapter 119, Florida Statutes and provide public access to public records. Florida Statute 119,001(12) defines all "documents, papers, letters, maps, books, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission," as public records.

The school through the ESP will utilize the enterprise version of QuickBooks to manage the School's accounting records and reports, which will align with the Red Book standards. If the Board elects to utilize another provider, a similar industry standards software and alignment will be required. The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the using a filing system described in the policies and procedures adopted by the Board of Directors. The Board Treasurer and Chairperson will have access to the online version of Quickbooks to review the financial records as needed.

The Business Manager will have the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed and stored using the filing system adopted by the Board. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list. The Business Manager is selected and hired by the Principal. The Principal oversees the Business Manager.

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records shall be confined to required school personnel. The School will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Accordingly, records shall not be made available to anyone outside the school except in accordance with the FERPA and state guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

A system for recording the date, time and name of any person who has accessed student records, including the temporarily removal will be put in place. In addition, backup copies of all electronic records will be stored on servers with additional off site, secure backups. Student records are official and, as stated above, confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

*E. 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 current size of the Board is three members. The desired size of the Board is three or five members. The Board would like to include a parent of a student at CADB on the Board.

The composition of the governing board is currently as follows:

Derica Johnson Flagg is an educator with over ten years of experience in the classroom. She has served as a lead

teacher and department head. Her experiences in a classroom also assist the Board in attaining its mission.

Julio Gonzalez is an experienced IT Manager with experience in compliance. His background in compliance will be beneficial to the board in ensuring the board is conforming to all rules, regulations, and laws.

Alejandro Carreno is an educator with experience in grades K-8. Mr. Carreno understands the workings of a school and has served as a lead teacher. His experiences in a classroom will also assist the Board in attaining its mission.

These members represent many of the key skills, areas of expertise and the School's constituencies that the Board will actively pursue in its members. These skills (hereinafter collectively referred to as "Target Skills") include: legal, educational, financial, real estate, fundraising, strategic planning, academic oversight, marketing, management, human resources and public relations. The Board would like to invite a parent from a student at CADB to sit on the board of directors.



*F. Describe how board members have been and will be selected including term limits and selection of officers.*

An effective Board of Directors is essential to the success of the School at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job.

The Bylaws state that the Board shall be made of not less than three or more than five board members. Board members shall serve one year terms. Board members can be removed with or without cause by a majority of the Directors in office or resign at any time by giving written notice of such resignation to the Board.

The Board will complete a self-assessment identifying the strengths and needs that it may have among the current members. It will use this information to select new board members with the Target Skills, as defined in Section 10 E, which are not reflected in the current board. The method or selecting members of the Board is designed to identify and select those persons who are best qualified in terms of training, education, and experience in areas in which the Board is lacking.

Prior to the annual meeting (or as is required as the result of vacancies), the Board will nominate new Board members and the Board will vote on the nominees at the annual meeting. Nominees shall be offered a position on the board contingent upon a majority vote of the Board. Board Members shall serve without compensation.

The Board will elect Officers by a majority of the Board at the annual meeting or as needed due to vacancies. The Board will elect the following officers: Chairperson, Vice Chairperson, Secretary and Treasurer. Please refer to Section 10. C. above for more details on the officer's' job descriptions.

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

The structure and composition of the School has been developed to ensure that the School will be successful academically, operationally, and financially. The Board members will all provide various skills needed to run the school. Board members are selected to meet the needs identified on the Board's self-assessment. The Board has a fiduciary duty to the students, district, parents, faculty, and staff. The Board understands this duty and its responsibility. The Board will contract with an ESP that has experience, knowledge and understanding of the academic, operational, and financial obligations of a charter school. The Board will work closely with the ESP and Principal to monitor the academic progress, operations, and budget.

The Board of Directors will review quarterly status reports created by the ESP and Principal. These reports will highlight the school's progress towards preestablished benchmark criteria. The monthly reporting form and criteria, which will be used will at a minimum include the following, as available:

Student Enrollment Data

Student Achievement Data

Financial Performance Data

Staff Information

Parent Satisfaction Survey Data

Progress toward annual goals

The Board will ensure that the ESP and Principal are meeting their responsibilities. The Board will plan its academic goals through the School Improvement Plan, develop its budget goals by adopting the annual budget, and identify its operational goals through the delineation of the job descriptions and management contracts; then the Board will implement the plan; proceed to evaluate its success towards meeting the plan, and finally take appropriate action based on the results of its evaluation.

*H. 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*

<b>Name</b>	<b>Current or Prospective Governing Board Member?</b>	<b>Role on Board (e.g. Member, President, etc.)</b>	<b>Submission Requirements</b>
Julio Gonzalez	Current	Founding Board Member	X Information Sheet X Resume
Derica J. Flagg	Current	Founding Board Member	X Information Sheet X Resume

Alejandro Carreno	Current	Founding Board Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
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*I. 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.*

The Board plans to recruit members by reaching out parents, local business owners and experts in the community with the following attributes and who will be able to work most effectively with the Board and the Leadership Team to successfully meet the School’s challenges:

Passionate and unwavering commitment to the school’s mission and vision

Understanding the responsibilities and fiduciary duty contained in the school’s charter.

Understanding the roles and responsibilities of the board

Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.

Ability to work within a team structure.

Specific knowledge, experience, and/or interest in at least one of the Target Skills identified in Section 10. E.

The orientation process for new Board Members will include training by state approved trainers, an onboarding meeting, and informational sessions with the Principal and ESP. Once new Board Members are selected they will participate in state approved Board Member training. Additionally, an onboarding meeting will take place where new board members are provided with an overview of the (1) the mission and vision of the school, (2) the role of the board, (3) board policies, including but not limited to the code of ethics policy and the conflict of interest policy, (4) statutory requirements for boards, and (5) open government laws and compliance.

Board Members will be provided with pertinent documents such as the school’s Articles of Incorporation, Bylaws, Policy Manual, current and historical budgets, as well as copies of the charter contract and charter application. All Board members and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service.

Ongoing professional development for the Board will be developed by the Board Development Committee. The Board Development Committee will use the Board’s needs self-assessments, SIP, and budget to develop a professional development plan that addresses the needs of the Board. The ESP will have a representative attend the Board Development Committee to assist

with the planning and ultimate implementation of the professional development plan. The ESP, Charter School Partners, LLC. will provide on-going training to the Board based on the board's professional development plan.

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

The corporation is a Florida not for profit corporation and is required to comply with the Florida Statutes that govern not for profit corporations found in Chapter 617 of the Florida Statutes. A director shall discharge his or her duties in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and in manner he or she reasonably believes to be in the best interests of the corporation.

It is Board policy that board members and all employees adhere to the highest standards of ethical and professional behavior. The Governing Board will establish, adopt and communicate a rigorous code of ethics to be completed by January 2018. Board members will pledge to carry out the mission of the School and shall:

Promote the safety, health and welfare of the public

Uphold and enhance personal and professional honor, integrity and dignity

Respect and regard all persons, regardless of race, religion, gender, sexual orientation, marital or family status, disability, age or national origin.

Carrying out the School's mission in a professional manner.

Be informed on the issues and business of the Board

Act with professional competence, fairness, impartiality, efficiency and effectiveness.

Sustain and implement the policies adopted by the Board of Directors.

Maintain open communication.

Demonstrate Positive leadership

Embody compassion.

Treat other with respect and courtesy

Avoid conflicts of interest and the appearance of any conflict of interest.

Maintain all privileged information in strict confidence

Additionally, Board members and employees will be required to adhere to The Code of Ethics of

the Education Professional in Florida as defined in State Board of Education Rule 6B-10.081, FAC.

The Bylaws require Board members to clearly identify potential conflicts of interests, including contractual, employment, and personal or familial financial interests. Board members will be informed of the Board's adopted conflict of interest policy when appointed to the Board and provided with the form "Board Disclosure Information to Determine Possible Areas of Ethical Conflict" to complete.

The undertakings of the Board are a public trust, which creates a fiduciary duty between the Board, employees, and the public. The Board has duty of loyalty and fidelity and the responsibility of conducting the affairs of Board honestly and wisely. The Board shall exercise the utmost good faith in their duties, and they shall not inappropriately benefit or utilize this public trust.

Florida Statute 112.313 provides the following: A board member may not

solicit or accept anything of value based on the understanding that their votes or judgment may be influenced thereby.

Directly or indirectly purchase, rent or lease any realty, goods or services for their own agency from any business entity in which the board member or the board member's spouse, child, or partner have a material interest.

Own stock or hold debt or other proprietary interests in any third party dealing with the corporation.

Hold office, serve on a board, participate in management, or be otherwise employed with any third party dealing with the Board.

Receive remuneration for services with respect to individual transactions involving the corporation.

Use the corporation's time, personnel, equipment, supplies or good will for other than board - approved activities, programs and purposes.

Receive personal gifts or loans from dealing or competing third parties.

Conflicts might occur in other situations and through other relations. It is the policy of the Board that a conflict of interest be disclosed before any transaction is consummated. It is the continuing responsibility of the board members, officers, and employees to scrutinize their transactions, business interests and relationships for potential conflicts and to immediately make the proper disclosures.

*K. 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.*

The School Advisory Council (SAC), pursuant to Fl. Stat. 1001.452, will be created. It will be composed of the principal, and an appropriately balanced number of teachers, education support employees, students, parents, board members, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The school advisory council shall be the responsible for developing and maintaining a system of school improvement and education accountability at the school relating to implementation of Fl. Stat. 1001.42(18) and Fl. Stat.1008.345. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in accordance with Fl. Stat. 1001.452.

The SAC shall adopt bylaws establishing procedures for:

1. Requiring a quorum to be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum.
2. Requiring at least 3 days' advance notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3. Scheduling meetings when parents, students, teachers, businesspersons, and members of the community can attend.
4. Replacing any member who has two unexcused consecutive absences from a school advisory council meeting that is noticed according to the procedures in the bylaws.
5. Recording minutes of meetings.

The SAC shall not have any of the powers and duties now reserved by law or by the School's charter to the Board. The SAC's duties shall include assisting in the preparation and evaluation of the SIP required pursuant to s. 1001.42(18). The principal, as a member of the SAC, will report to the Board on the meetings of the SAC.

*L. 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 Board is the ultimate decision making body for the School. The Board will hold open and noticed meetings where the public will be allowed to make public comments on Board action and policy.

In the event a parent or a student has an objection to an administrative procedure or practice at the school, the Board has outlined the following steps in order to facilitate resolution of these issues:

Clarify the issue with student’s teacher at a scheduled appointment, if applicable

Clarify the issue with school administration at a scheduled appointment

Clarify the issue with the appointed local board representative F.S. 1002.33 (9) (p) (2)

Provide written communication regarding the issue to the Board Chair

Discuss the issues at a scheduled Board meeting

The principal will make the decision when handling disputes with parents; however, parents can obtain the assistance of the Board representative and can thereafter appeal the principal’s decision to the Board. The Board will make a recommendation to the Principal and the Principal will be asked to take the Board’s recommendation into consideration. The Principal will reassess and make a final determination as to the resolution of the matter.

Employee concerns or appeals may also be made to the Board of Directors, however, should the employee not feel the Board of Directors is adequately addressing the concerns, the CADB Governing Board shall have policies in place to provide for an additional level of appeal based on legal or procedural concerns that may exist for employees.

As a school of choice, maintaining positive relationships with parents and the community is extremely important to the School. Concerns and complaints will be taken seriously and dealt with promptly and in a transparent manner.

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:  
N/A

## Attachments

### Section 10: Governance

10.1	<a href="#">Attachment L</a>	Prats, Gus, 2/1/18 6:06 PM	PDF / 1.02 MB
10.2	<a href="#">Attachment K</a>	Prats, Gus, 2/1/18 6:06 PM	PDF / 275.723 KB
10.3	<a href="#">Attachment J</a>	Prats, Gus, 2/1/18 6:05 PM	PDF / 67.896 KB
10.4	<a href="#">Attachment I</a>	Prats, Gus, 2/1/18 6:03 PM	PDF / 99.731 KB

## 11. Management and Staffing

## Section Evaluation

**– No Final Rating –**

Meets the Standard Maria Yen, 2/5/18

Meets the Standard Rhonda Stephanik, 3/16/18

A. *Submit as Attachment M organization charts that show the school governance, management, and staffing structure in*

H. The pre-operational year;

I. The first year of school operations;

J. At the end of the charter term; and

K. 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.

Please see Attachment M.

B. *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 Principal candidate has not been selected. Please see Attachment N for a job description for the position of Principal. The Principal will ensure that the operations of the School are in accordance with the mission and vision of the school.



The process for recruiting, selecting, and hiring the school leader is as follows: The ESP and the Board of Directors will utilize industry best practices and guidelines to recruit and hire a Principal. The ESP and Board will research leadership recruitment initiatives and board expectations for a principal and will identify highly qualified candidates.

The ESP and Board will utilize a broad range of recruiting methods, including the use of state provided resources such as Teachers-Teachers.com, as well as other resources such as American Association of School Administrators, to seek an individual who not only meets the minimum qualifications outlined in the job description, but will provide excellent leadership and direction to Championship Academy of Distinction at Broward .

The Board will create a Principal Hiring Committee comprised of Board Members and ESP employees to evaluate the resumes submitted by applicants based on the qualifications the School is searching for and then rank the resumes. The rankings will be based on the candidate's ability to meet the qualifications on Attachment O. The Board will meet with the top candidates and select the Principal. The ESP will then proceed to offer the selected Principal the position. The Principal will be fingerprinted and undergo a background check. Upon clearance, the Principal will be hired to serve as the school's leader.

The timeline for recruiting, selecting, and hiring the school leader is as follows: The School will post and begin recruiting Principal applications upon notification from the Sponsor that the application has been approved. The Principal Hiring Committee will review and rank all applications and interview the top candidates by December 1, 2018. The Board will review the applications recommended by the Principal Hiring Committee and will meet with the candidates by December 22, 2018. The Principal will be selected and hired by January 15, 2019.

Please see Attachment O for the position's qualification requirements.

The key skills and competencies for the school's leader are decision making skills, critical thinking, communication, leadership, computer skills, curriculum development, success working with teaching staff, abilities in handling student related issues, developing positive relationships with parents and the community, efficient use of resources.

The qualities the school leader must have for the School to be successful are as follows:

1. Accountability to the Board, students, families, and community
2. Leadership- guiding students and staff towards success
3. Commitment to the students, staff, and Board.

4. Compassion for the School community
5. Decisiveness- Tough decisions are made on the basis of what is best for the students regardless of the popularity of the decision.
6. Dependable- Board, staff, students, and family can depend on the Principal to support, encourage, and defend them
7. Knowledgeable in academics, business management, and operations management
8. Endurance- having the inner and physical strength needed to open and run a new school
9. Flexibility- understanding the importance of being flexible and will assess and reassess the situation and take appropriate action
10. Goal Oriented- setting academic, financial, and operational goals and work towards meeting those goals.
11. Honesty is paramount for the Principal.
12. Initiative to commit wholeheartedly to self evaluation and data analysis and develop clear strategies for improvement
13. Visionary- develop high expectations and determination for achieving student success
14. Perseverance to persistently improve teaching and learning
15. Wisdom-develop and implement effective professional development for teachers and administrators
16. Analytical- expertly utilize assessments and track student progress
17. Resourcefulness- promote opportunities for learning in and out of the classroom for all students
18. Inclusive- foster relationships with parents, business and the community to support pupil learning and progress

*C. 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 Principal is the leader at the school site. The Principal will oversee the day-to-day functions of the School. The Principal will oversee the Assistant principal (after year 2) and the Business Manager. The Business Manager will oversee the Office Assistant (after year 3) and the Registrar, and Secretary after year 2). The Assistant principal (after year 2) will oversee the Guidance Counselor, Reading Coach, Curriculum Specialist, and custodians. Prior to the assistant principal being hired the Principal will oversee the Guidance Counselor, custodians, and Curriculum Specialist. The Principal and assistant principal will conduct staff evaluations.

Please see Attachment P for the proposed job description each administrative or leadership position that identifies key roles, responsibilities, and accountability.

*D. 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.*

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Full time Classroom Teachers</b>	16	20	24	28	32
<b>Part Time Classroom Teachers (special area)</b>	3	3	3	3	3
<b>ELL COORDINATOR</b>	.5	.5	1	1	1
<b>ESE Coordinator</b>	.5	.5	1	1	1
<b>Principal</b>	1	1	1	1	1
<b>Assistant Principal</b>	0	0	1	1	1
<b>Guidance Counselor</b>	.5	.5	1	1	1
<b>Curriculum Specialist</b>	.5	.5	1	1	1
<b>Reading Coach</b>	.5	.5	1	1	1

<b>Math Coach</b>	0	0	1	1	1
<b>Business Manager</b>	1	1	1	1	1
<b>Secretary</b>	0	0	1	1	1
<b>Educational Assistant</b>	0	0	1	1	1
<b>Office Assistant</b>	0	0	0	1	1
<b>Registrar (Data Prep Clerk)</b>	1	1	1	1	1
<b>Custodian</b>	2	3	3	3	3
<b>Nurse</b>	.5	.5	.5	.5	.5
<b>Security personnel</b>	2	2	3	3	3

Please see Attachment Q the proposed job description and qualification requirements for the school's teachers.

*E. 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 School's plan for recruitment of highly qualified and appropriately certified instructional staff is as follows:

Recruiting and maintaining the highest quality staff possible will be essential to our mission to prepare students to succeed. The principal, ESP, and Board of Directors will make the selection and support of its staff a top priority. The principal's first priority after being hired is to recruit

students. The second priority will be to recruit highly qualified and appropriately certified instructional staff. The Board and the ESP will support the Principal in completing this task. The principal will begin interviewing in early February.

All instructional staff will hold a Florida teaching certificate, and will meet the requirements necessary to be considered Highly Qualified.

The Principal will use a variety of resources to recruit qualified staff members, including the use of the following:

Advertising on the School's website

Utilize the Florida Department of Education website entitled "Teach in Florida" and teachers.com to announce and recruit;

Create and maintain a competitive salary schedule that includes performance incentives to attract high performing teachers;

Utilize local media venues to advertise openings

Partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance;

Hold job fairs

College Recruiting

The School's plan for selection of highly qualified and appropriately certified instructional staff is as follows:

Applications will be accepted and the interview committee shall review the applications and rank them. Rankings will be based on the applicant meeting the criteria identified by the interview committee. The higher ranking applicants will be invited for an interview. The Principal shall develop an interview committee, which may include already hired staff members (if any), Board members, or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. The candidates will be interviewed and the interviews will be ranked. The highest ranking candidates for each position will be presented with an offer of employment. Upon acceptance of the offer of employment, the candidate will undergo and be required to meet the Sponsor's requirements for fingerprinting, drug screening and background checks prior to commencing employment.

The School's plan for development of highly qualified and appropriately certified instructional staff is as follows:

“The single greatest effect on student achievement is the effectiveness of the teacher,” Harry Wong (2007). Professional development is essential for new and veteran teachers alike. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. FL.Stat. 1012.98. The School will follow the FLDOE recommended protocol for professional development which complies with FL. Stat. 1012.98. Every teacher will be required to have a Individual Professional Development Plan. It is required that all professional development plans address reading achievement in addition to specific targeted areas for that teacher.

The best professional development follows the Structure of Protocol Standards and involves Planning, Delivery, Follow-up, and Evaluation. During the Planning phase a needs assessment will be conducted, the administration will review the needs assessments, and Professional Development Plans and Leadership Development will be created.

In addition to the needs reflected in the needs assessments, the School will focus on professional development that addresses the Florida’s Educator Accomplished Practices which are further described in the Professional Development section of this application.

Professional Learning Communities (PLC) will be established to encourage teachers and support them in collaboration and professional growth. PLC’s are governed by the following principles:

Focusing on student learning- what students will learn, how it will be assessed, and how teachers will respond to the results of the assessment

Culture of collaboration- review, analyze and improve

Focus on results- improved student achievement

## Attachments

### Section 11: Management and Staffing

11.1	<a href="#">Attachment Q</a>	Prats, Gus, 2/1/18 6:14 PM	PDF / 195.039 KB
11.2	<a href="#">Attachment N</a>	Prats, Gus, 2/1/18 6:14 PM	PDF / 194.543 KB
11.3	<a href="#">Attachment P</a>	Prats, Gus, 2/1/18 6:13 PM	PDF / 211.56 KB
11.4	<a href="#">Attachment O</a>	Prats, Gus, 2/1/18 6:13 PM	PDF / 194.389 KB
11.5	<a href="#">Attachment M</a>	Prats, Gus, 2/1/18 6:11 PM	PDF / 130.593 KB

## 12. Human Resources and Employment

## Section Evaluation

**– No Final Rating –**

Meets the Standard Khandia Pinkney, 2/5/18

Meets the Standard Debbie-Ann Scott, 3/5/18

*A. 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.

The relationship between the School and its employee will be an at-will employment relationship. The School will be a private employer and the employees will be private employees. The School will retain its right to terminate its employees at-will. The School will implement a Progressive Discipline Policy for minor breaches of personnel policies. Termination will be utilized for serious violations.

The School will utilize annual contracts which will specify the salary, position, title, term, duties and expectations for the employee. The purpose of the contracts is to ensure that the School and the employee have a clear understanding of what is expected of the employee and both parties can refer to the contract at any time if a question arises as to the expectations or promises made by either party.

*B. 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 performance evaluation plan is consistent with 1012.34 F.S. for administrators and instructional personnel. Teachers will be required to participate in evaluations and merit pay as required by 1012.34 F.S.

The performance evaluation plan for instructional personnel is as follows:

Florida Statute 1012.34 provides the requirements for instructional personnel evaluation systems. The instructional personnel evaluation system must comply with the following:

- (a) 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.
- (b) 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.
- (c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- (d) Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- (e) 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.
- (f) 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.

Instructional personnel evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in the Florida Statutes. An evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria. Evaluation procedures and criteria must comply with, but are not limited to, the following:

- (a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:
  - 1. Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.



2. Instructional practice.—For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

The evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators are expected to grow more quickly, while those of poor performing employees will not. The new salary schedule requires a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- Instructional employees rated as Highly Effective will receive 100% of the negotiated salary adjustment for the Performance Salary Schedule or a 1.0 salary adjustment share.
- Instructional employees on the Performance Salary Schedule rated as Effective will receive an adjustment on their base salary equal to 50% of the adjustment provided to the teachers rated as Highly Effective or the equivalent to a .50- salary adjustment share.
- An employee under any other performance rating will not be eligible for a salary increase.

For instructional personnel who are not classroom teachers, the evaluation will consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

In the first year of operation, the principal will evaluate all employees of the School, except for those employees supervised by the business manager. The business manager, who is evaluated by the principal, will evaluate all the employees he/she is responsible for supervising. The Board will evaluate the principal.

After the second year, the assistant principal will be responsible for evaluating the Guidance Counselor, Curriculum Specialist, Custodian, and some of the teaching staff. The principal will be evaluated by the Board. The principal will evaluate the assistant principal business manager and some of the teachers. These evaluation methods will serve as a decision making factor for continued employment with the School.

The instrument the School plans on utilizing for evaluation purposes of the Administrators is the Florida Consortium of Public Charter Schools School Based Administrator Evaluation. The Board may also establish additional evaluative procedures including, but not limited to: interviews, goal review, budget review, and evaluation of climate surveys.

The instrument the School plans on utilizing for teacher evaluation is the Florida Consortium for Public Charter Schools (FCPCS) Classroom Teacher Evaluation System which is aligned to 1012.34,

F.S. This evaluation system follows all state and district guidelines with regard to personnel performance.. The FCPCS Evaluation is a performance evaluation system for classroom teachers that align to the six Florida Educator Accomplished Practices (FEAP's), State Board of Education Rule 6A-5.065.

All experienced teachers will be formally evaluated by the school administration at least twice a year. New teachers will be formally evaluated four times per school year. The evaluations will be used to create the Individualized Professional Development Plans (IPDP). Teachers will utilize the Florida Continuous Improvement Model ("FCIM"). The teachers will use the results of the evaluations to develop SMART goals in their IPDP for the following year and then will utilize the FCIM to evaluate if they are on target to meet the SMART goals in their IPDP.

*C. 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?*

The School will set its salary to meet or exceed the salaries offered by the District. . The School's compensation plan will include health insurance, life, and short and long term disability and 401k benefits. Teachers will be required to participate in evaluations and merit pay as required by Florida Statute 1012.34.

The Performance Salary Schedule (merit pay) includes salary adjustments for performance, which become a lasting part of the employee's base salary, and includes salary supplements for specified job assignments or duties, which are considered compensation under s.121.021(22), F.S., but only remain in effect while the employee is performing those duties or assignments. Neither an adjustment nor a supplement is considered a bonus.

The salary ranges for the employees for the first year are as follows: Principal: \$92,000-\$95,000  
Avg. salary: \$93,500

Assistant principal \$63,000-\$67,000 Avg salary: \$65,000 Business Manager: \$17 an hour

Registrar/Data Prep Clerk: \$10 an hour Secretary: \$11 an hour

Curriculum Coordinator: \$40,000-\$44,000 Avg. salary: \$42,500 Guidance counselor:  
\$46,000-\$50,000 Avg. salary: \$48,000 Custodial: \$10-\$11 per hour

Teachers: \$40,000-\$44,000 Avg salary: \$42,000

ESE/ESOL Coordinator: \$40,000-\$44,000 Avg salary: \$42,500 Reading Coach: \$40,000-\$44,000 Avg salary: \$42,500 Educational Assistant: \$9 per hour

Nurse: \$25 per hour

Security Guard: \$9.00 per hour Office Assistant: \$9.00 per hour

Retention of high quality staff is paramount to the success of the school. The School's compensation package is competitive with the District's compensation package. In addition to the competitive salary, full time employees will be provided with health insurance, life insurance, short and long term disability insurance and 401k benefits.

The School's retention plan will be developed in greater detail after the hiring of the principal. The main components of the plan will include the following:

Competitive salary

401k benefits

Insurance benefits

Empowerment: the School believes in the importance of empowering its teachers to use their skills and special talents to promote the mission and vision of the school

Ownership: the School believes in the importance of teachers taking ownership in the program, curriculum and school.

Professional growth: the School believes in the importance of providing relevant and necessary opportunities for professional growth, and in providing teachers the opportunity to assess their needs as it relates to professional development

Trust and mutual respect: the School will hire what it believes to be highly qualified teachers. Since the School will hire professionals ready, willing and excited to be at the School, the School will demonstrate trust and mutual respect for its teachers as professionals that will get the job done.

Support: the School understands the importance of providing support to its teachers.

Respecting and protecting teacher's teaching and planning time: the School understands that professionals must be given the opportunity to do what they do. Interruptions during teaching time and during planning time hinder student learning and send a message to the teachers that their time is not valuable.

Compensation for elevated roles: Teachers that take on certain additional responsibilities should be compensated

Positive culture: the School believes that it is important to have a positive culture for the teachers in order to create a positive culture for the students

Solicitation of Teacher feedback from Administration and appropriate response thereto

*D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The Principal will be directly responsible for hiring all staff. The School will adhere to a policy of nondiscrimination in all educational programs, activities and employment practices. The Board of Directors will insist that the hiring policies ensure there is a focus on representing the diverse racial/ethnic background of the students the school serves. Each individual offered a position would also be required to undergo and meet the state requirements for fingerprinting and background checks prior to commencing employment at the school. The procedure for hiring school personnel is similar to the procedure for hiring high quality teachers.

Applications will be accepted and the Principal shall review the applications and rank them. The higher ranking applicants will be invited for an interview. The Principal shall develop an interview committee, which could include already hired staff members (if any) or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. The candidates will be interviewed and the interviews will be ranked. The highest ranking candidates for each position will be presented with an offer of employment. Upon acceptance of the offer of employment, the candidate will undergo and be required to meet the Sponsor's requirements for fingerprinting, drug screening and background checks prior to commencing employment.

All employees will be at-will employees and may be dismissed at any time with or without cause. The School will maintain employee personnel files on each employee which will include but not be limited to the following: evaluations, commendations, disciplinary actions, certifications, CV, and offer of employment. The principal will decide whether to dismiss an employee. Any employee that has been dismissed may appeal the decision to the Board. The Board, as the ultimate body responsible for the School, will decide whether to uphold the Principal's prior decision or whether the Principal should reevaluate the decision to terminate the employee.

All employees will be held to high professional standards. The Governing Body, ESP, and Principal will develop a Professional Standards Handbook to address all job areas. Additionally, the employment contract and Faculty Handbook will outline the foundational standards and policies for defining such standards.

*E. 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 will adopt a comprehensive set of policies, which will direct the operations of the board and organization, including personnel policies and procedures. The Board is currently working to adopt a policy manual based on the sample policy manual developed by the Florida Charter Support Unit. The Board will develop the draft of the policies by January 2019 and will request feedback from the principal prior to final adoption in February 2019.

F. *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 and administration will handle unsatisfactory leadership, staff or teacher performance and turnover in accordance with the policies that will be adopted. The policies and procedures related to employee’s unsatisfactory performance and turnover will include the main components of the retention plan. The retention plan provides for support and professional development. The purpose of the retention plan is reduce turnover, including turnover due to unsatisfactory performance. Although the Board is well aware that not all employees should be retained, the Board understands that employees need support, direction, empowerment, trust, and respect in order to succeed. The school’s policies will include a plan of action for employees placed on a probationary status which will incorporate support, mentoring, short term goals, frequent observations, and professional development. The plan will not prevent the school from immediately terminating an employee in situations that merit immediate and drastic action.

## Attachments

### Section 12: Human Resources and Employment

12.1 <a href="#">No Title</a>	Prats, Gus, 2/1/18 6:17 PM	PDF / 99.965 KB
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## 13. Professional Development

### Section Evaluation

Complete Denise Roberts, 3/9/18	<b>– No Final Rating –</b>
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### Section 13: Professional Development

A. *Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:*

The School's mission is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills. The school's professional development (PD) will be developed with the mission in mind. All professional development will be geared towards meeting the mission of the School. There are three general areas that the professional development will focus on: (1) providing a comprehensive education; (2) character education; (3) college and career readiness.

1. *Identify the person or position responsible for overseeing professional development activities.*

During the first year of operation, the Principal will be responsible for overseeing all PD activities in accordance with the School Improvement Plan and Deliberate Practice (DP). After the second year, the assistant principal will be responsible for overseeing PD activities in accordance with the School Improvement Plan and the DP. Both the principal and the assistant principal will work closely with members of the leadership team, such as the counselor and reading coach, to help carry out the PD plan of the school.

2. *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.*

The core components of the professional development are as follows:

Targeted: PD should be targeted to the mission, relevant to the teachers' needs.

Duration: PD should not be a onetime event. It should involve follow-up and support for implementation.

Aligned: PD should be aligned with the mission, curriculum, and standards.

Collaboration: PD should be developed in collaboration with the teachers and based on their needs assessments.

Assessment based: PD should be developed after evaluation of student assessment.

Each year a needs assessment will be conducted by the teachers and administration. The PD plan and Leadership Development plan will be developed based on the review of the needs assessment. In addition to the needs reflected in the needs assessments, the School will focus on professional development of best practices that addresses the Florida's Educator Accomplished Practices (FEAPs) and the following areas:

Comprehensive Education:

Comprehension Instructional Sequence

Differentiated Instruction

Effective implementation of the MTSS/RtI

Marzano's Instructional Strategies

Project Based Learning

Inquiry Based Learning

Cooperative Learning

Interdisciplinary Approach

Effective reading strategies such as Close Reading

Curriculum mapping and pacing guides

Gardner's Multiple Intelligences

Student-centered Learning

CRISS (Creating Independence through Student Owned)

Florida Research Process Model, FINDS

Sharan's Group Investigation and Aronson's Jigsaw Cooperative Learning Models

Data Analysis and Data-driven Instruction

Reading for Below Grade Level Readers

Explicit Teaching

Reading in the Content Areas

Standards Based Instruction Character Education:

The Leader In Me Program

7 Habits of Happy Kids/7 Habits of Highly Effective Teens

Development of Leadership Skills

Growth Mindset

Mindfulness Practices College and Career Readiness

Eight Components of College and Career Readiness Counseling found in the Elementary School Counselor's Guide/Middle School Counselor's

GuideCollegeED

In addition to the traditional PD offered at the school, grade levels and teams will be encouraged to participate in Professional Learning Communities (PLCs) and will be given credit for doing so. PLC's should be planned relative to the specific needs of the team of teachers that are participating in a particular PLC. This will help build teamwork, promote collaboration, and allow teachers to focus on their individualized needs. The components of the PD plan at CADB will support effective implementation of the educational program and design of the school as they are specifically selected with the needs of the school in mind. The PD at the School will be conducted both internally and externally and will be individualized and uniform. The School will provide uniform internal PD on those areas identified above and identified through the needs assessment. The School will also facilitate the participation of teachers in external PD's that contribute to the School's mission. Additionally, teachers will be encouraged to participate in PLCs and individualized PD that meet the goals identified in their GP/DPs. Teachers at CADB will also participate in a two week summer PD/Training session prior to the beginning of the school year.

The effectiveness of PD will be measured as follows:

1. Prior to the PD a goal will be set for the PD
  2. Specific, measurable, objectives will be developed.
  3. Delivery of the PD based on the developed objectives and goal
  4. Assessment of teacher's mastery of the material through a cognitive measure
  5. Measure of improvement in student achievement
3. *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?*

Prior to the opening of CADB, the School will host a two week summer Professional Development/ Training session. In the two week summer Professional Development/Training the following will be addressed:

Effective Implementation of all FEAPs

Effective/Compliant Implementation of the MTSS/RtI

Standards Based and Data-Driven Instruction

Effective Classroom Management and Parent Communication

Best Practices in the Classroom



## Best Practices for Differentiated Instruction

What does it mean to get the students College and Career Ready

Essential Elements of Character Education/Leadership Development

Instructional personnel will be provided with professional development specifically focused on preparing them to deliver the School's curriculum to our target population, using the instructional methods described in this application. The professional development will target the skills needed to implement the comprehensive education, character education, leadership development, and college and career readiness components of the curriculum from the start. Subsequent PD will build on the initial PD that will be offered prior to the opening of the School.

The administration will live by example, also participating in professional development. The professional development for the administration may include many of the PDs mentioned above for instructional personnel as well as training and on leadership, ESSA (Every Student Succeeds Act), communication, safety and emergency situations, hiring for excellence, and evaluating data.

4. *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.*

CADB will follow the BCPS academic calendar. The School plans on having two weeks of PD prior to the opening of the school. In addition, the School expects to have approximately 3 full days of scheduled PD days during the school year, plus hourly professional development sessions throughout the year (approximately one per month). The School will plan for professional development days on early release days and on no more than 3 planning days.

The School believes in the importance of respecting teachers' teaching and planning time and will not schedule professional development during a teacher's teaching time or planning time. Teachers will be given a professional development schedule at the beginning of the academic year which will identify the dates of the scheduled professional development days.

The school will implement block scheduling in elementary and middle school to maximize the common planning time and financial efficiency. Teachers will have common planning time with teachers in the same grade level in elementary school and with the same subject areas in middle school. This will promote collaboration and will also give teachers opportunities to create and participate in PLCs that will enhance their professional practices.

## Attachments

### Section 13: Professional Development

– No Attachments –

## Notes

### Denise Roberts, 3/9/18 2:43 PM:

Please note, the list of professional development workshops contains many courses offered through Broward County Public Schools. The school does mention that PLCs will be an option but does not indicate that all professional learning at the school-based level runs through the PLC model. It is what BCPS advocates and strongly suggests that you review your pd plan once you actually are implementing it to ensure that your teachers use the model effectively. To that end, there are several courses which address PLC Models of Implementation which you can take to prepare your teach leaders for this transformative process.

## 14. Student Recruitment and Enrollment

### Section Evaluation

– No Final Rating –

Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

### Section 14: Student Recruitment and Enrollment

A. *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.*

The Board intends to initially market extensively to the 5 mile radius around the School's selected site, which the Board anticipated will be within the County of Broward . The promotional plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The School will implement a community awareness plan that will target students from area pre- school/VPK's, elementary schools, communities, and homeowner associations. Presentations will include information about charter schools in general and more specifically about the school's curriculum focus and the application procedure.

The School will take the measures below, among others, to ensure that students representative of the school's local community are recruited:

Marketing materials will be developed in English, Spanish and Creole.

Provide translation services as often as possible for queries to inform the community

Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes

Conduct open houses at the School site and after-school programs and youth centers

Visit local organizations and businesses in surrounding neighborhoods

Canvass neighborhoods via direct mail and door to door visits to further reach interested families

*B. 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.*

The mission of the school is to provide students with a comprehensive education with a focus on character education, facilitated by a high quality staff, promoting academic excellence, leadership skills, and college and career ready skills.

As such reaching out to students from a broad array of diverse backgrounds will be essential to the success of the program. Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The promotional plan publicizing the school will be designed to reach the entire community and accordingly, all racial/ethnic groups within it. Marketing materials will be printed in the various languages that are representative of the community. The School will embrace all students, regardless of their racial, cultural, ethnic, or religious orientation. We believe that our comprehensive program that focuses on character education, leadership, and college and career ready skills will be attractive to all families regardless of race or background and that the School will attract a student population that is reflective of the community at large. Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The Board will also work with diverse community groups to seek assistance in disseminating information.

*C. 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.*

Pursuant to Section 1022.33(10) (b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In the event that the applications exceed capacity, the school in accordance with 1002.33(10) (d), may give enrollment preference to the following populations:

Students who are siblings of a student enrolled in the school

Students who are children of a board member of the school

Students who are children of a school staff member

Students who are the children of an active-duty member of any branch of the United States Armed Forces

The remainder of the student stations shall be filled through a random lottery subject to the racial/ethnic balance provisions required by law. All students in the lottery not enrolled will be assigned a waiting list number should student seats become available or capacity increases. The school will comply with the recent changes to Florida law which are identified in Florida Statutes 1002.20 (6) (a).

The School will not request any information related to whether a student is considered ESE or ESOL until after the student has been accepted in the School.

The School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

#### Enrollment Timeline:

February 15, 2019: Initial student registration period begins

March 15, 2019: Student registration period ends unless the number of applicants have not exceeded capacity.

March 31, 2019: If the number of applicants exceeds capacity, admission lottery will be conducted.

March 16, 2019: If the number of applicants does not exceed capacity, all students that have submitted an application will be enrolled. Any applications received after March 15th, will be enrolled on a first come-first served basis.

April 1-7, 2019: If a lottery is conducted on March 31, 2019, the students selected through the random lottery will be enrolled.

The enrollment timeline for each year will be the same except if any of the listed above dates fall on a day when the School is closed then the above shall take place on the immediately following business day.

## Attachments

### Section 14: Student Recruitment and Enrollment

14.1	<a href="#">No Title</a>	Prats, Gus, 2/1/18 6:18 PM	PDF / 171.9 KB
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## 15. Parent and Community Involvement

### Section Evaluation

**– No Final Rating –**

Complete Aneatra King, 3/5/18

### Section 15: Parent and Community Involvement

A. *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.*

Research indicates parents' involvement in their child's education leads to: better academic performance, higher rates of promotion/graduation, improved attendance, better social skills, and more likelihood of postsecondary education. Since CADB will be serving students who are generally performing below grade level and since the school's goal is to improve the number of students attending/graduating from college, it will be a priority at the School to have fervent parental engagement.

The plan to engage parents in the life of the school involves the following components that are meant to complement each other:

1. **Clear parental responsibilities:** Parents will be asked to sign a parent contract at registration. The parent contract will delineate the expectations for parent involvement, including the completion of twenty volunteer hours per year.
2. **Various and multiple opportunities for parental engagement and involvement:** The Parent Handbook and monthly newsletter will provide parents with information on opportunities for engagement. Parents will be invited to participate in PTA meetings, workshops, Board meetings, monthly school events such as Family Math Night, Open House, classroom and club activities,

field trips, at-home activities, school celebrations, more. Teachers will be asked to identify a room parent that will help coordinate classroom activities where parents are invited to attend. The school's Board representative and the school volunteer liaison will coordinate volunteer informational meetings as well as room parent meetings to augment parent involvement and communication within the School community.

3. **Abundant and frequent communication:** The School will keep parents informed about their child's academic performance and school news. Teachers will provide parents bi-weekly updates that will include information about the child's academic and behavioral performance and parents will be expected to sign and return them the following day. Families will have access to teachers and staff by phone, email and through scheduled conferences. A monthly newsletter will feature articles on how parents can help with their child's academic growth, showcase excellent student work, celebrate school success, and list opportunities for parents to be more involved on campus. Parents will be asked to complete a family satisfaction survey, the results of which will be formally incorporated into our school's accountability plan.

4. **Proactive Board representative:** The Board representative and their contact information will be identified on the School's website and in the newsletter. The Board representative will be easily accessible to the parents and be actively involved in facilitating parental involvement, providing information to parents, assisting with questions and concerns and resolving disputes. The Board representative will be required to be physically present at every meeting.

*B. 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.*

The School will reach out to develop community partnerships that are in the best interest of both the School and community. These community partnerships will enhance the integration of the public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples include:

- Law enforcement agencies, including but not limited to programs such as D.A.R.E
- Other public safety entities
- Health & Human services agencies
- Not-for-Profit Organizations with child focused missions
- Youth programs/organizations
- Chambers of Commerce
- Local colleges/universities
- Museums/Cultural Arts centers
- Local parks
- Local businesses

Additionally, the school counselor will be designated as the liaison for community partnerships and will work to build capacity through the school partnerships. The School will also survey the parents and encourage additional partnerships through the parent community.

*C. 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).*

Please see Attachment T

## **Attachments**

### **Section 15: Parent and Community Involvement**

– No Attachments –

# BUSINESS PLAN AND ADDENDUMS

## 16. Facilities

### Section Evaluation

– No Final Rating –

Meets the Standard Robert Hamberger, 3/23/18

*If the site is acquired:*

A. N/A

*If the site is not yet acquired:*

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

The School's facility will meet all requisite codes and life safety regulations. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards. The facility will include a lunchroom/multipurpose room, art room, music room, PE shelter, science lab,

kitchen, restrooms, administrative offices and approximately 730 student stations. The School is estimating at a minimum 55 square feet per student. The layout of the school will ideally allow for the elementary grades to be in the same general area and the middle school to be in another general area. The lunchroom, art room, music room, and science lab will ideally be centrally located along with the administrative offices. The desired location is in the town of Broward .

C. *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.*

The School has not identified a location; however, it is working with a developer, Tobin Properties and ESJ Capital Partners, that has agreed to work with the School to find a location. Upon securing a location, Tobin Properties and ESJ Capital Partners will serve as the developer and landlord to the school. Tobin Properties and ESJ Capital Partners have experience in building schools and would be responsible for the development costs of the anticipated facility. The School will be responsible for the furniture, fixtures, and equipment (FF&E). The costs associated with the FF&E have been derived from the costs incurred by other schools



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

The strategy employed involves partnering with a respected developer who knows how to secure and adequate facility and is capable of doing so within the time needed to open the school. Please refer to Section 22 Start Up Plan for details on the schedule to secure a facility.

E. Describe the back-up facilities plan.

In the event the facility is not ready in time, the School will attempt to locate a suitable temporary facility, with approval from the Sponsor. If a suitable temporary facility cannot be secured, the School will delay opening pursuant to HB 7029. The School will provide written notice of such intent to the sponsor and the parents at least 30 calendar days before the first day of school

## Attachments

### Section 16: Facilities

16.1	<a href="#">Attachment U2</a>	Prats, Gus, 2/1/18 6:19 PM	PDF / 25.369 KB
16.2	<a href="#">Attachment U</a>	Prats, Gus, 2/1/18 6:19 PM	PDF / 111.822 KB

## Notes

### Robert Hamberger, 3/9/18 7:07 PM:

There is no mention of compliance with Florida state statutes that govern building and fire code requirements for educational facilities for either current or planned development. The prospectus is incomplete. However, based on the capacity interview, the answers to the panel's questions were satisfactory.

## 17. Transportation Service

### Section Evaluation

Meets the Standard Harrison Knight, 2/5/18

– No Final Rating –

### 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. Championship Academy of Distinction at Broward will provide free school bus transportation by contracting out the service to a vendor. Transportation will be provided for students who live beyond 2 miles and up to 4 miles from the school, while at all times meeting Broward School District requirements should they exceed a 4 mile radius, or whose walking path to the school presents safety concerns. The School acknowledges the requirements of §1006.23 with regards to the hazardous walking conditions. The statute indicates that the School and the district along with other government entities should work cooperatively to identify areas that would be considered hazardous walking conditions. If any of the School's students reside within such an area, they will be offered transportation.

The School will issue an RFP for bus service provided by a 3rd party 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 buses used to transport students shall meet the requirements of F.S. 1006.25 and 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 and safety precautions 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 cured and documented prior to the bus being returned to service. The School will work with the vendor to ensure a procedure is in place to ensure the inspections are conducted within appropriate timelines and by appropriate personnel. The costs for these inspections and repairs will be included in the overall contract between the School and the transportation provider. In addition, the School will ensure compliance with all safety precautions identified in FAC 6A-3.0171 including but not limited preventing unnecessary idling around students, safety drills, etc.

The contract with the transportation provider will also spell out the division of responsibilities between the School and the transportation company with regards to other required transportation tasks, such as FEFP reporting and required audit trails for students who ride the bus. The principal 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 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 or 504 plan) specifically identifies another individual as being responsible for this task. The School's administrator shall be responsible for dealing with any behavioral infractions that occur on the bus, and working with the bus driver to ensure a safe 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, during the first six weeks of each semester. The 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. Students will be expected to embody the positive character traits and behaviors addressed in the character education courses and will be expected to demonstrate these on the bus.

The contract will require that all bus drivers meet all statutory requirements. Specifically §1012.45 will be followed which requires “Each school bus driver must be of good moral character, of good vision and hearing, able bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education...” Consistent with FAC 6A-3.0141, prior to transporting students the transportation provider must provide evidence that the driver has a valid commercial driver license with both passenger and school bus endorsements. In addition, the driver must have a valid certificate indicating the completion of the 40-hour pre service requirements consisting of at least 20-classroom hours and 8-behind the wheel hours. Finally, the provider shall also be required to provide a copy of the Commercial Driver Fitness Determination examination and a copy of the driver’s history record from the Department of Highway Safety and Motor Vehicles by the first day of each fall semester and that no indications of issues arise on the weekly updates provided by the Department. At least annually, the driver shall be required to complete an eight (8) hour in-service training, pass a dexterity test and provide updated medical examiners certificates. And finally, the driver shall also be subject to federal requirements of 49 C.F.R., Parts 382 and 391 related to the substance abuse testing and alcohol detection program.

We have based our budget estimates on 25% of our students utilizing the buses. For the first year, for example, we anticipate 68 students will be transported daily in the first year. We will utilize a designated bus stop system where students will be picked up from predetermined pick up points in order to make the most efficient use of the buses available. Based on previous experience of other charter schools in Florida, we anticipate that we can contract with a bus service provider for at a rate of \$3 per student per day. Based on these estimates, we anticipate that busing will cost approximately \$36,720 for the first year, and with the \$366 reimbursement level from the state, we are anticipating about \$24,888 in reimbursements. In year 4 and 5 we anticipate it will be better to rent a bus per day at a rate of \$225 per day.

Once students have enrolled for the School, a specific pick-up and drop-off plan will be developed which will be provided to families. The School will work closely with the selected transportation provider to ensure that routes are created with the 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.

## **Attachments**

### **Section 17: Transportation Service**

– No Attachments –

## 18. Food Service

### Section Evaluation

Meets the Standard Ray Papa, 2/16/18

– *No Final Rating* –

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.

Championship Academy of Distinction at Broward will provide breakfast and lunch daily under the National School Lunch Program guidelines. The School will send out RFPs to contract with a provider who will manage, provide all equipment and materials and prepare the food for the students. The RFP will comply with the Florida Division of Food, Nutrition and Wellness procurement requirements for food service management companies. Only providers who fully meet the requirements of the NSLP, as well as, all local and state laws and regulations regarding health and safety will be considered.

Prior to issuing the RFP the School will determine whether pre-plated meals or meals prepared off site may be the best solution for the School. The RFP will reflect the School's preferred solution. Additionally, we will require that the selected food service company provide all equipment and personnel, including equipment that will maintain proper temperature control of the food at all times, holding cabinets, etc. The provider would run the entire lunch program and the School would have no costs or profits from the program. One of the School's top priorities is the health and safety of its students. The School will ensure that all health and safety regulations are met and that food is stored and transported in a safe manner.

The School will provide free and reduced priced meals for eligible children unable to pay the full price. The State dictates the criteria for those children from households with incomes of less than or equal to the income criteria required by the National School Lunch Program that may be eligible for either free or reduced priced meals. The School staff will work with the Department of Education Department of Food and Nutrition Management to develop the required agreements for reimbursement and will attend all required workshops.

To apply for free or reduced priced meals, parents must fill out the application online or complete a paper application and return it to the School. After the application is processed, a response is forwarded to each child and the child's parents/guardians. In accordance with National School Lunch Act (42

U.S.C. 1751(b) (2) (C)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for approximately the first thirty days of the next school year or as required by the NSLP.

Efforts will be made to ensure that all qualified applicants are given the opportunity to obtain free or reduced lunch. During the first week of school, as a backup for parents not applying online prior to school opening, application forms are given to each student. Each teacher is required to complete a form recording each child’s receipt of the free/reduced lunch applications. Administrative staff is made available to answer any questions and concerns.

The school facility will include a lunchroom/ multipurpose room that meet state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service. The School will post in a visible location in the lunchroom and on the charter school web site the charter school’s semiannual sanitation certificate and a copy of its most recent sanitation inspection report as required by Florida Statute.

## Attachments

### Section 18: Food Service

– No Attachments –

## 19. School Safety and Security

### Section Evaluation

Meets the Standard Victoria Stanford, 3/1/18

– No Final Rating –

*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.*

School safety and security is a top priority for Championship Academy of Distinction at Broward . The development and implementation of a safety plan promotes the safety and security of the students. The School’s safety plan includes the following:

Access Control: limiting the access into the school, requiring visitors to sign in, requiring all volunteers to be approved volunteers, maintaining gates locked during school hours, establishing single points of entry,

Emergency Equipment: maintaining working equipment such as two way radios, backup

systems, public announcement systems, ensuring emergency supplies are available, maintaining school emergency kits.

**Training:** Administrators, teachers, and staff must be trained to recognize and respond to emergencies

**Communication and notifications:** identifying the methods to notify the district, parents, students, and others on the premises about the situation and how to respond.

**Coordination:** administration must coordinate with local law enforcement and other agencies to develop a plan in the event of an emergency.

**Vulnerability Assessment:** develop policies specific to the school-level needs

**National Incident Management System Compliance:** ensure compliance with NIMS requirements

The school will employ two security guards in the first year and will purchase two way radios, emergency supplies, and locks for all access points.

**School-Emergency Management and Recovery Plan -** The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather, security, broken pipes, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate Sponsor approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the Sponsor's district. A full plan will be developed prior to school opening. The full plan will be developed by adopting the Sponsor's emergency plans and by supplementing those plans using the FEMA Emergency Response Plan online tools found at <https://www.ready.gov/business/implementation/emergency> and the Department of Education, US Department of Homeland Security, FEMA, US Department of Justice, Federal Bureau of Investigation, and the US Department of Health and Human Services' Guide for Developing High- Quality School Emergency Operations Plans available online.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook and will be reviewed at the opening of schools meeting. Parents and community members will receive information regarding emergency procedures via the parent handbook, newsletters and parent meetings.

In the event of a localized emergency that affects the School only, the Board will implement a policy that will provide for communicating with all parents and for addressing the main areas of prevention, protection, mitigation, response, and recovery. The plan will detail actions that must

take place before, during, and after each emergency situation. A fully developed plan will be completed upon approval of the application.

## Attachments

### Section 19: School Safety and Security

– No Attachments –

## 20. Budget

### Section Evaluation

Does Not Meet the Standard Cecilia Zereceda, 3/5/18

– No Final Rating –

*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.*

Please see Attachment X.

*B. 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.*

Please see Attachment X and Y. The planning budget was developed to facilitate the organizational and pre-operational phase of the School. The start up budget is funded by a credit line of \$250,000. The credit line is payable over a ten year period at zero percent interest.

The start up budget (Planning Year) reflects the following:

Principal's salary and benefits starting in January

Data clerk (registrar) salary and benefits starting in March

Marketing: \$10,000

Computers, furniture, supplies

Textbook purchases

## Dues

*C. 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.*

Please see Attachment Z.

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.

The School utilized the Budget Template created by the FLDOE's Charter Support Unit. To be conservative, the budget was developed on an assumed 95% of the projected enrollment. The enrollment breakdown is provided in the Budget.

There were no funds included in the budget that are not guaranteed including any grant monies or Title I funds. The School will apply for the Charter School Startup Grant and believes it will qualify for Title I.

In addition, a reserve of 2-3% of FEFP (\$41,461 in year 1 and \$149,623 in year five) was set aside in the budget every year, which results in almost \$450,000 in reserves by the end of year 5. The School will apply for the Charter School Program planning, design, and implementation grants.

The revenue forecast in the budget is based upon the FLDOE Charter School Revenue Estimate Worksheet. The School's budget was developed using available data from other Championship Academy of Distinction schools and existing charter schools with a similar growth pattern.

### Income Assumptions:

FEFP was calculated by using the State's Revenue Estimator Worksheet. Annual base increases have been included based on the historical data on FEFP increases

Capital Outlay Revenue begins in year 3

The School has been approved for a \$250,000 line of credit from a third

The School has been approved for a \$500,00 line of credit from ESJ Solutions Partners'

### Expense Assumptions

Rent is budgeted at \$1,000 per student in year one and gradually increases to \$1,450 per student in year five. The per student cost allocation protects the School against under-enrollment.



The cost of Textbooks, Curriculum, Furniture, Fixtures, Equipment, and Technology is factored using the CSU budget template and verified with the experience of other Championship schools.

Variable costs are based on a per student basis and increase accordingly as student enrollment increases.

Most operating expenses are assumed to increase at three percent (3%) annually.

Teacher salaries are budgeted at an average starting annual rate of \$42,500. The Board and the School's administration will stay abreast of prevailing market salaries and benefit plans for charter school teachers in the local marketplace. It is the Board's intent to remain competitive in the area of compensation, while providing a superior work environment for teachers and other employees.

The amount budgeted for salary increases/ performance pay is 2% each year.

Employee benefits are based on the recommended parameters of the FLDOE recommended expense parameters and adjusted for prevailing local market conditions. The benefits currently offered by other local charter schools have been taken into consideration within the School's budget constraints and parameters. Additional benefits that are budgeted and will be offered are: health, dental, vision, and life insurance benefits; retirement; FICA; unemployment taxes; and workers' compensation. The Board has budgeted \$4,000 per year per employee to pay for the employee's benefits including health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. Dependent coverage will be offered and paid for by the employee through payroll deduction. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School. FICA payments were estimated at 6.20%; Medicare 1.45%, Unemployment 2.7%, worker's compensation 1.250%.

Transportation expense has been budgeted for an estimated 25% of the student population.

Operation of Plant costs have been developed utilizing the CSU budget template and compared to similar size charter schools.

Variable costs are based on a per student basis and increase accordingly as student enrollment increases.

The School will benefit from the savings of joint staff development programs among all Championship schools that establish best practices to improve staff effectiveness. Professional development will be provided by the ESP as part of the management agreement.

In grades K-3rd grade the number of students per class is assumed to be 18 students; in grades 4- 8th the number of students per class is assumed to be 22. The number of instructional staff complies with the class size reduction act.

The percent of ESE students assumed was 12%; the estimated percent of gifted students was 4% and the estimate percentage of ESOL students which will enroll at the School is 23%.

The School has budgeted for Exceptional Education Services, such as Speech Therapy, at \$50 an hour.

A part ESE and a part time ESOL coordinator was budgeted for each year of the charter. If beneficial to the school, these positions may be combined into one position. This would require that the employee meet the requirements for each position.

The School has budgeted for a part time reading coach as of year 1; a full time reading coach as of year 3; and a part time math coach as of year 3.

A parttime World Language teacher is budgeted for in years 1-3 and a full time position is budgeted for in years 4-5.

The homeroom teachers will be ESOL certified or endorsed and the school will hire teachers with gifted certification in order to service all students. This practice will help reduce costs.

Students in K-1st grade will receive music, art and PE from their homeroom teachers

Teachers will have an hour and a half of planning each day.

The number of sick and personal days paid per teacher per year is 8.

Substitute teachers are paid \$85 a day.

Principal's beginning salary is \$93,500; Assistant Principal's salary is \$65,000, Guidance Counselor \$48,000, Curriculum Specialist \$42,500.

The Business Manager will be paid \$17 an hour/40 hours a week/48 weeks a year.

Secretary (after year 2) will be paid \$11 an hour/ 35 hours a week/46 weeks a year

Office Assistant (after year 3) will be paid \$9 an hour/25 hours a week/38 weeks a year.

Registrar/Data Prep Clerk will be paid \$10 an hour/40 hours a week/46 weeks a year

Educational Assistant (after year 2) will be paid \$9 an hour/ 30 hours a week/ 36 weeks a year

School nurse will be paid \$25 an hour/ 20 hours a week/ 36 weeks a year

Security will be paid \$9.00 an hour/25 hours a week 38 weeks a year. There will be 2 security guards in years 1-2 and 3 guards in years 3-5.

Head Custodian will be paid \$11.50 an hour/ 40 hours a week/ 47 weeks a year

Custodians (one in year 1 and two in years 2-5) will be paid \$10 an hour/ 25 hours a week/46 weeks a year

Facility- size estimated at approximately 55 square feet per student

The budget includes estimates for electricity, water, maintenance, inspections, remodeling/renovations, and building supplies. The School has budgeted a percentage of revenues for contracted services based on the FLDOE worksheet recommendations and information obtained from local charter schools. Exterior facility maintenance will be contracted out. This cost has been factored in our maintenance expense.

A 5% district administrative fee was budgeted for the first 250 students.

The management fee was budgeted at 8%-14.5% of FEFP income.

Accounting fees for annual audit and IRS filing was budgeted at \$9,000

The School has set aside funds for legal fees in the amount of \$5,000 each year (including the planning year).

The School budgeted for board member and administration attendance at the annual charter school conference.

The School has budgeted for payment of insurance policies including Commercial General Liability, Errors and Omissions, Officers and Directors Liability, Worker's Compensation, Employer's

Liability, Automotive Liability, Unemployment Insurance, Property & Casualty for building and equipment.

The School has estimated 25% of the students will be transported by bus. In years 1-3 the school will arrange transportation at a cost of \$3 per student per day; in years 4-5, the School will arrange transportation at a cost of \$225 per bus per day.

The budget has set aside enough funds to purchase computers for one computer lab in the first year, and additional computer labs in the second year, third year and fifth year of the charter. This will provide 4 computer labs for the students use. In addition, the budget provides for the purchase of two student computer stations and one teacher station per classroom, and an interactive whiteboard per classroom. Teachers will have their own computer station in the classroom.

The School has budgeted funds for contracting with an outside vendor for IT services and for software licenses.

Funds have been set aside for facility repairs, remodeling and for building supplies.

*D. 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.*

Please see attached budget at 50% capacity.

In order to balance the budget the following changes were made to the original budget.-

The assistant principal and curriculum specialist positions were eliminated.

The reading specialist(Reading Coach) position was reduced from full time in years 3-5 to part time.

The number of homeroom teachers was reduced by half.

The business manager's hours were cut 35 hours a week and the weeks per year were cut to 45 weeks.

The data prep clerk's hours were cut to 35 hours per week.

The number of custodians in years 1-3 was reduced to 1.

The amount of funds set aside for remodeling was eliminated.

The amount set aside for the IRS 990 filing and accounting fee was reduced.

The amount set aside for legal fees was reduced.

The amount set aside for facility repairs was reduced.

The amount set aside for the IT service contract was reduced.

The amount set aside for software was reduced.

The number of hours used to establish the budget amount for contracted services like occupational therapy, was reduced.

The percentage paid to the ESP was reduced to 8% in years 2-5.

In years 4-5 the transportation was arranged on a per student charge.

The budget for the adoption of a new textbook series in year 5, was eliminated.

The number of computer labs was reduced to 1 and the number of student computer stations in each classroom was reduced.

The office assistant in years 4 and 5 was eliminated.

The educational assistant was eliminated.

The nurse's hours were reduced from 20 hours a week to 15 hours a week.

A security guard position was eliminated.

The math coach position was eliminated in year 3.

The ESE coordinator position was eliminated in years 1-3; however, the ESE coordinator's job description will be performed by the principal or an properly certified designee.

The ESOL coordinator position was eliminated in years 1-3. The principal or his properly certified designee will serve as the ESOL coordinator.

The reserve was reduced to 1.5%.

Reimbursement for board member’s travel related to professional development was reduced in years 1 and 2.

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

In the event that revenue projections are not met the school will implement the difficult decisions identified in the contingency budget in section 20 E above. The School will reduce hours and positions as identified in order to meet the financial responsibilities of the board while still providing the academic program identified in this application. The School has access to a \$250,000 credit line. The budget estimates that \$170,000 will be used in planning (which includes textbook purchases and other items that will be used in year one). In the event that the school does not receive the revenue projections, the school can make an earlier withdrawal and make changes to the future budget to reflect the less revenue in the following years. Please see attached Budget at 50% Enrollment.

*F. 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.*

Please see Attachment Y.

## Attachments

### Section 20: Budget

20.1	<a href="#">Attachment Z</a>	Prats, Gus, 2/1/18 6:22 PM	PDF / 25.834 KB
20.2	<a href="#">Attachment Y</a>	Prats, Gus, 2/1/18 6:21 PM	PDF / 108.487 KB
20.3	<a href="#">Attachmetn X</a>	Prats, Gus, 2/1/18 6:21 PM	PDF / 2.057 MB
20.4	<a href="#">Attachment W</a>	Prats, Gus, 2/1/18 6:20 PM	PDF / 263.851 KB

## 21. Financial Management and Oversight

### Section Evaluation

Meets the Standard Reynaldo Tunnermann, 3/7/18

– No Final Rating –

Meets the Standard April Kowalski, 3/9/18

Meets the Standard Lourdes Panizo, 3/22/18

*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.*

The Governing Board will be ultimately responsible for the School's finances. The Board is responsible for establishing and maintaining a system of internal controls to reasonably assure that its assets are safeguarded, that only authorized transactions are conducted, and that all transactions are recorded in the financial records. To meet its responsibility, the Board will contract with a certified public accountant, an ESP, and a business manager to assist with the financial responsibilities of the board.

The Certified Public Accountant will perform an annual audit, issue Certified Financial Statements and assist the Board and the Principal with such other matters requested by the Board.

Charter School Partners, LLC (CSPLLC or ESP), will provide financial management services to the School. The ESP has expertise in financial and program cost accounting and reporting for Florida schools as well as not-for-profit accounting procedures.

The School will employ a Business Manager to work with the ESP to properly maintain all financial records. Detailed financial statements will be prepared on a monthly basis and presented to the Governing Board for review.

The School will maintain internal financial controls and bookkeeping practices in accordance with acceptable accounting practices. Specifically, the Board has established standard control procedures 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

Standard control procedures to ensure sound internal accounting and a system of checks and balances include:

General Accounting -use of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools. Bank statements will be reconciled on a monthly basis. The School will provide regular monthly financial statements, on dates required, to the Sponsor including a statement of revenues and expenditures and changes in fund balances.

Receivables:

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts.

Wire Transfers - 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.

Internal Revenue Collection - any funds collected at the school may be initially collected by the school staff. These funds along with supporting documents are submitted to the Business Manager who will record and prepare the deposit in duplicate. The original deposit slip will be presented to the financial institution with the funds and the duplicate will remain in the deposit book. The financial institution validated receipt will be stapled to the duplicate deposit slip in the deposit book.

Disbursements:

Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are reviewed and approved by the Principal. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or board approval. Authorized signatures on checks are limited to the Chair of the Board, and the School Principal.

Capital Expenditures - purchase orders are required for all capital expenditures and must be pre-approved by the Principal or Board Chair. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file. Any purchase order totaling more than the limit as set by the Board requires Board action.

Operational Checking Accounts - 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 Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board.

The Business Manager will work with the ESP to ensure all receivables and accounts payable are properly coded in the accounting system. The Business Manager will help to ensure a division of responsibilities and additional fiscal accountability. The Business Manager will serve as a liason between the ESP and the school's administration. The Business Manager will be evaluated by the principal and will be employed the school. The Business Manager and principal will serve as a check on the ESP and vice versa.

The Principal shall be responsible for overseeing the Business Manager and ensuring proper implementation of fiscal control policies, including the approval of all expenditures. The Board will oversee the ESP and Principal and remain responsible for all financial matters delegated to the ESP and Principal.

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

The Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and expenditures. The budget is prepared conservatively and with the viability and sustainability of the charter school in mind. Amendments to the budget require the approval of the Governing Board.

In addition to preparing a conservative budget, the Board has a rigorous budget management process to monitor the School's financial health. The Board's approach to monitor the School's financial health is a three part process including:

1. Review of financial statements
2. Review of budget vs. actual



### 3. Forecasting of future results

The school will follow the guidelines in the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). Bank statements will be reconciled on a monthly basis. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to charter schools by the ESP and the Business Manager which are distributed to the principal and the Governing Board. The Board Treasurer will have online access to review the bank statements.

Monthly financial statements will include a comparison of actual results to the approved budget to facilitate the second part of the process. The Board will be able to monitor the monthly spending and evaluate the budget. In order to forecast, the third part of the process, the Governing Board will use the information in the monthly reports to be able to make timely decisions and adaptations to the budget to ensure the financial health of the school.

The Business Manager will act as a liaison between the school and the ESP for human resources, payroll and financial matters relating to cash collection and accounts payable. The Business Manager, in addition to the ESP, will work with the School Principal to ensure adherence to the Governing Board approved budget.

The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

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

The Board will adopt additional policies and procedures to monitor the financial health and compliance of the School.

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

In compliance with F. S. 1002.33 (9) (j) ,the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the experience of the firm and its personnel, as well as and their ability to furnish the required services in a timely matter. While the cost of the service will be a factor, it will not be the sole or predominant factor used to evaluate the proposals and select the independent CPA auditor who will be retained to conduct the independent audit.. The Board will review and approve the audit report, including audit findings and recommendations for a financial recovery plan, if applicable. If a recovery plan is necessary, the Board will implement and monitor the plan.

*D. Describe the method by which accounting records will be maintained.*

The School through the ESP will utilize the enterprise version of QuickBooks to manage the School's accounting records and reports, which will align with the Red Book standards. If the Board elects to utilize another provider, a similar industry standards software and alignment will be required. The School will ensure that all records are stored safely and securely using online secured backup systems. Copies of all invoices and checks made at the School will be kept by the Business Manager using a filing system as will be further described in the policies and procedures adopted by the Board of Directors.

In addition to the financial records, the School will be diligent about ensuring all paperwork is completed and stored properly. The Business Manager has the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the School. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

Data Security - financial data will be maintained on a secured system/network. Appropriate file backups and physical records will be maintained in a secure environment.

*E. 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 understands that financial transparency will promote public trust and support its fiduciary duty. The Board must provide copies of its budget to the public and must publish its budget on the school's website. The Board will notice all Board meetings in accordance with Florida law and will include notice of all meetings where the budget will be discussed and/or voted upon.*

The School will provide parents a school financial report indicating the average amount of money expended per student in the school. This information will be included in an easy to read report

and in the student handbook or similar publication.

*F. 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 ESP will provide the following services, the cost of which are included in the management fee:

- Establish accounting systems
- Budget development and oversight
- Monthly, quarterly, and annual financial and governmental reporting and analyses
- Fundraising, where applicable
- Employee benefits, Worker's Compensation and 401(k)
- Personnel administration: hire principals, assist with hiring teachers and other staff
- Personnel policies and procedures and ongoing staffing assistance
- Payroll service
- Government compliance and reporting
- Human Resource Management

The Auditing services will be outsourced to a certified public accountant in accordance with F. S. 1002.33 (9) (j). The School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The Governing Board estimates that the cost of this service is

\$9,000- \$9,500 including the filing of the annual tax form 990. The certified public accounting firm will be selected as further described above in Section 21. C.

*G. Describe how the school will store financial records.*

The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the Business Manager using a filing system as will be further described in the policies and procedures adopted by the Board of Directors.

The Business Manager is responsible for ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the School. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

*H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.*

The School will comply with requirements for insurance coverage as described within the negotiated charter contract. The School understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school intends to use a company that has an AM Best rating of an "A-" or better and a financial size category of "IV" or better. The School will provide evidence of insurance to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement. The following is what we assume the requirements will be:

- School Leaders Errors and Omission Insurance - \$1M per claim/annual aggregate. Maximum of \$25K deductible.
- Commercial General Liability Insurance - \$1M per occurrence/\$3M annual aggregate. Maximum deductible for property damage will be \$1,000.
- Automobile Liability Insurance - \$1M per occurrence/\$3M aggregate. This policy will cover non- owned and hired autos as well.
- Workers' Compensation Insurance - As required by Florida statutes.
- Property Coverage - To cover all owned real property, furniture, fixtures and equipment.
- Fidelity Bond - Not less than \$1M.
- Employees Liability Insurance - \$1M per disease, accident and employee.

In addition to the insurance policies that cover the school itself, the School will also secure appropriate group policies for employees such as health insurance, life, short and long term disability. Where applicable, the School Board will be named as an additional insured. The Charter School shall, at its sole expense, will maintain current policies throughout the entire term the Charter.

## Attachments

### Section 21: Financial Management and Oversight

– No Attachments –

## 22. Start-Up Plan

### Section Evaluation

– No Final Rating –

Meets the Standard Jody Perry, 2/13/18

Partially Meets the Standard Rhonda Stephanik,  
3/16/18

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)

The School will implement a detailed action plan that will assure the on-time opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School's staff and parents, throughout the timeline in the action plan. The Board will work closely with an experienced charter school developer to facilitate the implementation of the facilities component of the action plan.

<b>Projected Timetable for School Start-up</b>	
Applying and securing appropriate legal status- Status as state corporation	May 2018
Applying and securing appropriate legal status- federal non-profit	May 2018-January 2019
Approval of Application by Sponsor	October 2018
Recruiting Principal	October 2018
Governing Board Training	Within 30 days after charter contract is executed or within 30 days after appointment to the Board
Release RFP for architect	October 2018

Select location and negotiate lease	October 2018
School Board approval of charter contract	November 2018-January 2019
Retain architect	October 2018
Release RFP for marketing, printing and advertising	November 2018
Board Participation in Charter School Conference	November 2018
Start-Up Grant Preparation	December 2018
Contract with marketing, printing and advertising vendors	December 2018
Finalize Architectural plans	December 2018
Principal resumes ranked	December 1, 2018
Principal interviews complete	December 22, 2018
Hiring of Principal	December 22-2018-January 10, 2019
Marketing and recruitment	January - February 2019
Board member fingerprinting	Within 30 days of execution of the charter contract or within 30 days of appointment to the Board, as applicable

Develop Board Policies and Procedures

January- February 2019

Principal Begins working	January 2019
Procure necessary insurance coverage	January-July 2019 (Officers E/O insurance is needed prior to property insurance)
Begin construction	January 2019
Obtain permits and necessary approvals	January 2019
Policy Adoption by Board	January 2019
Establishing financial procedures	January 2019
Recruiting Students	February 2019
Initial student application period	February 15-March 15, 2019
Hiring of part-time Registrar (Data Prep Clerk)	March 1, 2019
Enrollment of student applicants if no lottery is necessary	March 16, 2019
Recruiting and hiring faculty-teachers	March- April 2019
Recruiting and hiring staff - other than teachers	April-June 2019



Release RFP for food and transportation vendor	April 2019
Procuring furniture, fixtures, and equipment	April 2019
Procuring instructional materials	April 2019
Enrollment of students selected via lottery, if necessary	April 1-April 7, 2019
Employee Fingerprinting, drug testing, background checks	April-July 2019
Securing contracted services	May 2019
Finalizing Curriculum and Pacing Guides	June 30, 2019
Obtain all local and Sponsor sign off	June- July 2019
Final Preparation of facility (inspections, permits/set up/CO)	June 2019
Parent orientation meetings	July-August 2019
Finalize curriculum and other instructional materials	July 2019
Delivery of FF&E, materials and technology	July 2019
Staff training	August 2019

Faculty Orientation and professional development	August 2019
School Opening	August 2019

## Attachments

### Section 22: Start-Up Plan

– No Attachments –

## 23. Addendum A: Replications

### Section Evaluation

Not Required Brenda Santiago, 2/26/18

Not Required Rhonda Stephanik, 3/16/18

– No Final Rating –

N/A

## Attachments

### Section 23: Addendum A: Replications

– No Attachments –

## 24. Addendum A1: High Performing Replications

### Section Evaluation

Not Required Brenda Santiago, 2/26/18

Not Required Rhonda Stephanik, 3/16/18

– No Final Rating –

N/A

## Attachments

### Section 24: Addendum A1: High Performing Replications

– No Attachments –

## 25. Addendum B: Education Service Providers

### Section Evaluation

– No Final Rating –

Completed Brenda Santiago, 3/6/18

Completed Rhonda Stephanik, 3/16/18

See Attached

## Attachments

### Section 25: Addendum B: Education Service Providers

25.1	<a href="#">ESP Evaluation Tool</a>	Prats, Gus, 2/1/18 6:26 PM	PDF / 187.771 KB
25.2	<a href="#">Draft Managment Agreement</a>	Prats, Gus, 2/1/18 6:25 PM	PDF / 346.464 KB
25.3	<a href="#">Organizational Charts</a>	Prats, Gus, 2/1/18 6:24 PM	PDF / 90.81 KB
25.4	<a href="#">Addendum B: Education Service Providers</a>	Prats, Gus, 2/1/18 5:42 PM	PDF / 268.526 KB

## 26. Addendum - Consultant Information \* District Request

### Section Evaluation

– No Final Rating –

Complete Rhonda Stephanik, 3/16/18

See attachment

## Attachments

### Section 26: Addendum - Consultant Information \* District Request

26.1	<a href="#">Addendum - Consultant Information</a>	Prats, Gus, 2/1/18 5:44 PM	PDF / 215.814 KB
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## 27. Addendum - Review Extension Waiver \* District Request

### Section Evaluation

<div data-bbox="113 680 272 725" style="background-color: #cccccc; padding: 2px;">Complete</div> Rhonda Stephanik, 3/16/18	– <i>No Final Rating</i> –
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See Attachment

## Attachments

### Section 27: Addendum - Review Extension Waiver \* District Request

27.1	<a href="#">Review Extension Waiver</a>	Prats, Gus, 2/1/18 5:45 PM	PDF / 71.943 KB
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# ATTACHMENT TEMPLATES

## 28. Application Cover Sheet

### Section Evaluation

– No Final Rating –

Complete Rhonda Stephanik, 3/9/18

See Attachment

### Attachments

#### Section 28: Application Cover Sheet

28.1 [Application Cover Sheet](#)

Prats, Gus, 2/1/18 5:46 PM

PDF / 136.484 KB

## 29. Statement of Assurances

### Section Evaluation

– No Final Rating –

Complete Rhonda Stephanik, 3/16/18

See attachment

### Attachments

#### Section 29: Statement of Assurances

29.1 [Statement of Assurances](#)

Prats, Gus, 2/1/18 5:47 PM

PDF / 1.02 MB

## 30. Board Member Information Form

### Section Evaluation

– No Final Rating –

Complete Brenda Santiago, 3/6/18

Complete Rhonda Stephanik, 3/16/18

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Julio Gonzalez	Current	Founding Board Member	X Information Sheet X Resume
Derica J. Flagg	Current	Founding Board Member	X Information Sheet X Resume
Alejandro Carreno	Current	Founding Board Member	X Information Sheet X Resume

## Attachments

### Section 30: Board Member Information Form

30.1	<a href="#">Board Member Information Form</a>	Prats, Gus, 2/1/18 5:50 PM	PDF / 1.02 MB
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## 31. Applicant History Worksheet

### Section Evaluation

**– No Final Rating –**

Required and Completed Brenda Santiago, 3/6/18

Required and Completed Reynaldo Tunnermann, 3/7/18

See attachment

## Attachments

## Section 31: Applicant History Worksheet

31.1	<a href="#">Appendix C</a>	Prats, Gus, 2/1/18 5:52 PM	PDF / 218.14 KB
31.2	<a href="#">Appendix B</a>	Prats, Gus, 2/1/18 5:52 PM	PDF / 200.496 KB
31.3	<a href="#">Appendix A</a>	Prats, Gus, 2/1/18 5:51 PM	PDF / 218.279 KB

# CHART OF ATTACHMENTS

## 1. Chart of Attachments

<b>Section Evaluation</b>	
Attachments Added Rhonda Stephanik, 3/16/18	<b>– No Final Rating –</b>

See attachment

### Attachments

#### Section 1: Chart of Attachments

1.1	<a href="#">GG</a>	Prats, Gus, 2/1/18 6:34 PM	PDF / 215.814 KB
1.2	<a href="#">DD</a>	Prats, Gus, 2/1/18 6:34 PM	XLS / 63.5 KB
1.3	<a href="#">EE</a>	Prats, Gus, 2/1/18 6:34 PM	PDF / 346.464 KB
1.4	<a href="#">BB_CC</a>	Prats, Gus, 2/1/18 6:33 PM	PDF / 90.81 KB
1.5	<a href="#">Z- External Funding</a>	Prats, Gus, 2/1/18 5:36 PM	PDF / 25.834 KB
1.6	<a href="#">Y- Startup Budget</a>	Prats, Gus, 2/1/18 5:35 PM	PDF / 108.487 KB
1.7	<a href="#">X- Proposed Operating Budget</a>	Prats, Gus, 2/1/18 5:34 PM	PDF / 2.057 MB
1.8	<a href="#">W- Revenue Estimating Worksheet</a>	Prats, Gus, 2/1/18 5:27 PM	PDF / 263.851 KB
1.9	<a href="#">V- Draft Rental Agreement</a>	Prats, Gus, 2/1/18 5:26 PM	PDF / 83.126 KB
1.10	<a href="#">U- Facility Funding</a>	Prats, Gus, 2/1/18 5:26 PM	PDF / 25.369 KB
1.11	<a href="#">U- Facility Funding</a>	Prats, Gus, 2/1/18 5:25 PM	PDF / 111.822 KB
1.12	<a href="#">T- Demand for School</a>	Prats, Gus, 2/1/18 5:24 PM	PDF / 3.453 KB
1.13	<a href="#">S- Student Enrollment</a>	Prats, Gus, 2/1/18 5:23 PM	PDF / 171.9 KB
1.14	<a href="#">R- Personnel Policies</a>	Prats, Gus, 2/1/18 5:23 PM	PDF / 99.965 KB
1.15	<a href="#">Q- Job Description- Teacher</a>	Prats, Gus, 2/1/18 5:22 PM	PDF / 195.039 KB
1.16	<a href="#">P- Job Descriptions for Leadership</a>	Prats, Gus, 2/1/18 5:22 PM	PDF / 211.56 KB
1.17	<a href="#">O-School Leader</a>	Prats, Gus, 2/1/18 5:21 PM	PDF / 194.389 KB
1.18	<a href="#">N- Job Description</a>	Prats, Gus, 2/1/18 5:20 PM	PDF / 194.543 KB
1.19	<a href="#">M- Organizational Charts</a>	Prats, Gus, 2/1/18 5:20 PM	PDF / 130.593 KB



1.20	<a href="#">L- Board Member Information</a>	Prats, Gus, 2/1/18 5:17 PM	PDF / 1.02 MB
1.21	<a href="#">K- Ethics &amp; Conflict of interest policy</a>	Prats, Gus, 2/1/18 4:45 PM	PDF / 275.723 KB
1.22	<a href="#">J- Governing Board By-Laws</a>	Prats, Gus, 2/1/18 4:44 PM	PDF / 67.896 KB
1.23	<a href="#">I- Tax Exempt</a>	Prats, Gus, 2/1/18 4:43 PM	PDF / 99.734 KB
1.24	<a href="#">H- Articles of Incorporation</a>	Prats, Gus, 2/1/18 4:43 PM	PDF / 55.739 KB
1.25	<a href="#">G- Discipline Policy</a>	Prats, Gus, 2/1/18 4:40 PM	PDF / 99.744 KB
1.26	<a href="#">E &amp; F- Assesment Schedule</a>	Prats, Gus, 2/1/18 4:40 PM	PDF / 112.891 KB
1.27	<a href="#">C &amp; D- Sample Curriculum &amp; Reading Curriculum</a>	Prats, Gus, 2/1/18 4:39 PM	PDF / 100.614 KB
1.28	<a href="#">B- Sample Schedule</a>	Prats, Gus, 2/1/18 4:38 PM	PDF / 256.253 KB