

# 2017 Model Florida Charter School Application

**New Charter Application #000309**

## **North Star Charter Academy**

### **Submitted To:**

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

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### **Submitted By:**

Christine Jurado

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# GENERAL

## A. School Information

Open Date: **August 1, 2019**  
 Proposed Name: **North Star Charter Academy**  
 School Type: **Elementary**  
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5]**  
 School District: **School Board of Broward County, FL**  
 Neighborhood / Community: **central Broward**  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **6401 NW 74 AVE MIAMI, Florida 33166**  
 Phone: **786-512-5884**  
 Fax: **7865125884**  
 Web Site: **christine@juradolaw.com**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **(Other)**

## B. Primary Contact Person

Name: **Christine Jurado**  
 Mailing Address:  
 Mobile Phone: **7865125884**  
 Alternate Phone: **7865125884**  
 Email: **christine@juradolaw.com**  
 Current Employer: **Jurado Law Group, PA**

## 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.
PK												
K	63	126	81	162	81	162	81	162	81	162	81	162
1	54	108	81	162	81	162	81	162	81	162	81	162
2	54	108	54	108	81	162	81	162	81	162	81	162
3			54	108	54	108	81	162	81	162	81	162
4					55	110	54	110	88	176	88	176
5							55	110	55	110	55	110
<b>Total</b>	<b>171</b>	<b>342</b>	<b>270</b>	<b>540</b>	<b>352</b>	<b>704</b>	<b>433</b>	<b>868</b>	<b>467</b>	<b>934</b>	<b>467</b>	<b>934</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
LeFevre, Raymond C	Board Member	P: M: E: raylefe@aol.com	
Thomas, Mark A.	Board Member	P: M: E: thomasmarka@bellsouth.net	
Underhill, Mary Margaret	Board Chairperson	P: M: E: m.underhill@comcast.net	
Wasserman, Steven	Board Member	P: M: E: steven.wasserman@colliers.com	
Whiting, Susan L	Board Member	P: M: E: susan.whiting@att.net	

## E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Brown, Leslie	Academic / Curriculum Development	P: M: E: leslie.brown@browardschools.com	
Jurado, Christine	Consultant	P: 305-594-4050 M: 786-512-5884 E: christine@juradolaw.com	

# EXECUTIVE SUMMARY

## 1. Executive Summary

Section Evaluation		Final Rating
Complete Jill Young, 3/1/18	<b>Complete</b>	
Complete Jody Perry, 3/6/18		
Complete Reynaldo Tunnermann, 3/6/18		
Complete Brenda Santiago, 3/7/18		
Complete Celina Chavez, 3/8/18		
Complete Allisyn Axelrod, 3/8/18		
Complete Rhonda Stephanik, 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 Leyda Sotolongo, 3/8/18		

The mission of North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The vision of North Star Charter Academy is to provide a quality education to all students in a positive environment where each student is honored as an individual and is challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized secondary learning environment. High standards of student success are ensured through the following three principles: 1.) An empowering school climate designed to support project-based and personalized learning environments; 2.) Continuous development of social and emotional intelligence of teachers, students and parents; and 3.) Academic excellence as measured by student proficiency and/or significant growth on the Florida Standards in alignment with Florida’s Education Accountability System. The need for a personalized, nurturing and empowering educational environment where a rigorous curriculum is comprehensively designed with the whole child in mind is rooted in research that demonstrates the effectiveness of student-centered instruction and the need for the school climate to support constructivist principles of learning (Garrett, 2008). Students from Broward County’s failing schools will be among those given preference for enrollment. Our total student population will be representative of the diverse racial and socio-economic characteristics of the

student population of Broward County serving a total of 342 students grades K-2 in year one, adding one grade level and additional classes in grades K-2 annually through year five to reach a total capacity of 934 students.

The components of North Star Charter Academy's educational plan provides parents and students with a unique opportunity to experience an innovative public school model based on cutting-edge research in cognitive and behavioral development of children and the latest innovations in educational technology that are squarely aligned with the unique demands of today's 21st century workplace and critical for successful transition into modern secondary educational environments. The educational plan includes (1) high standards for all students to demonstrate adequate annual progress towards or to obtain grade-level proficiency in the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and the Next Generation Sunshine State Standards (NGSSS) in Social Studies and Science; (2) student-centered instruction which includes blended, project-based, and personalized learning; (3) social and emotional learning; (4) Marzano's Instructional Strategies; (5) data-driven instruction; (6) shared academic and social and emotional goals between teacher, students and parents; (7) differentiated instruction; and (8) a comprehensive and adaptive professional development plan. The comprehensive professional development plan will build capacity of staff in alignment with the school's mission and vision and with the authentic flexibility needed to allow the culture and the curricular program of North Star Charter Academy to mold to the needs of the students enrolled. The school design of North Star Charter Academy will be comprised of a variety of different K-5 learning environments, including classroom-based whole group, small group and cooperative grouping instruction as well as blended learning through various rotation models. Activities are built into the school-wide and classroom schedule to build community and explicitly teach social and emotional skills. Parents will be invited to attend student-led conferences and quarterly student-led parent workshops and to serve as representatives on school-wide committees or to participate in committees through attendance at meetings, task force assignments, and participation in activities. A volunteer policy will be established and the governing board will appoint a liaison to facilitate quality parental customer service. Partnerships will be sought out with local and national businesses for academic and fiscal support to leverage the activities of the PTA, support the growth of North Star's instructional technology environment, enhance project-based learning activities, and to support and enrich field trips and outreach. North Star Charter Academy has selected The School Board of Broward County, FL (SBBC) as the Educational Services Provider. By partnering with SBBC for District-managed services, North Star is backed by the highest quality education services in the county, expert knowledge in all areas of public education, and a deep pool of human resources that enhances operations and educational programs in a cost-efficient manner. District-managed services include intensive reading and mathematics support; curricular, instructional and technical support for the development of the personalized learning curriculum; Tier 3 social and emotional support through the assistance of social workers, behavioral specialists and a school psychologist; budgeting, bookkeeping and financial reporting; exceptional student education and student health services coordination support; and representation at all Governing Board Meetings. Data-driven instruction will be implemented on an ongoing basis with formative and summative assessments of student proficiency levels of the Florida Standards. The charter school's educational program will be evaluated based on student achievement on the Florida Standards Assessment in grades 3-5 and on student achievement of the Florida Standards for grades K-2 using a standardized assessment in alignment with Broward County's Student Progression Plan. Surveys will be used to ensure student and staff satisfaction. North Star Charter Academy will operate as a public start-up charter school in a facility that is to be determined. The governing board will oversee all operations and workings of the school. The day-to-day operations of the school, including but not limited to all aspects of parental and student interactions, will be the responsibility of school administration, who will be directly accountable to the governing board. While dedicated to meeting the needs of each child through differentiating instruction and building student-teacher relationships, the administrative team at North Star Charter Academy will be thin and only build when enrollment builds. The majority of the school

budget is dedicated to the classrooms teachers. North Star Charter Academy will partner with SBBC for District-managed Educational Services. We believe that through a coordinated effort, we can bring about dramatic change to the current trajectory of our students in one of our most challenged neighborhoods. BCPS has for many years authorized charter schools. However, this charter application gives the District an opportunity, for the first time, to actively collaborate with the governing board of North Star Charter Academy, Inc. to manage a charter school that will serve and provide an innovative choice to District parents and students.

## **Attachments**

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

– No Attachments –



# EDUCATIONAL PLAN

## 1. Mission, Guiding Principles and Purpose

Section Evaluation		Final Rating
Meets the Standard	Jill Young, 3/1/18	<b>Meets the Standard</b>
Meets the Standard	Reynaldo Tunnermann, 3/6/18	
Meets the Standard	Brenda Santiago, 3/7/18	
Meets the Standard	Rhonda Stephanik, 3/8/18	
Meets the Standard	Terri Coyle, 3/8/18	
Meets the Standard	Lourdes Panizo, 3/8/18	
Meets the Standard	Debra Kearns, 3/9/18	
Meets the Standard	Sarah Decotis, 4/2/18	

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 North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment.

The **vision** of North Star Charter Academy is to provide a quality education to all students in a positive environment where each student is honored as an individual and is challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized secondary learning environment.

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 2, 3,4,5*

*-Promote enhanced academic success and financial efficiency by aligning*

*responsibility and accountability. Sections 3, 4, 5, 10, 11, 12, 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 and 9*

*-Encourage the use of innovative learning methods. Sections 3,4,6,7*

*-Require the measurement of learning outcomes. 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. PAGES(S) \_\_\_\_\_*

*-Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) \_\_\_\_\_*

*-Expand the capacity of the public school system. PAGE(S) \_\_\_\_\_*

*-Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) \_\_\_\_\_*

*-Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) \_\_\_\_\_*

## **Attachments**

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

– No Attachments –

## **2. Target Population and Student Body**

### **Section Evaluation**

## Final Rating

Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

Meets the Standard

*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. <sup>[1]</sup> If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.*

Students from Broward County's highest poverty geographical areas will be one of our targets for recruitment as we enroll students from all backgrounds. Our total student population will be representative of the diverse racial and socio-economic characteristics of the student population of Broward County serving a total of 342 students grades K-2 in year one, adding one grade level and additional classes in grades K-2 annually through year five to nearly reach capacity of 934 students. The anticipated student population to be served is a diverse group of students from across the county including those students situated along a corridor of poverty concentration that begins in the south-east corner of Broward County, extends up through the center of the county, and out to the northeast corner. Along this corridor are fifteen municipalities, 52% of the total number of cities in Broward, with FRL rates above 70%. Economically disadvantaged students living within these cities are the fastest growing subgroup in Broward County and include students from single parent households and students from extreme poverty. The FRL rate in Broward County has increased by 9% in seven years (Kids Count, 2017). Children under 18 years of age in Broward County are the most economically disadvantaged group at a poverty rate of 20% (Broward County, 2016). This subgroup represents 75% of students scoring below proficiency in reading and math (HMH, 2016). North Star Charter Academy intends to enroll students from these neighborhoods, as well as surrounding neighborhoods, in order to create a diverse population of students including students from low socio-economic backgrounds and high socio-economic backgrounds, and students of all races and nationality.

Students residing in high poverty areas are the most difficult students to educate, as evidenced by the education gap between students from high and low socio-economic areas. Studies have shown that students from low-income households enter kindergarten far behind their middle- and upper-income peers in cognitive and social and emotional skills. These gaps persist through the beginning of high school. Though the academic skills gap narrowed between 1998 and 2010 (Reardon & Portilla, 2016), disadvantaged children still enter kindergarten with fewer behavioral skills than their more economically advantaged peers. Furthermore, the academic skills gaps between high and low socio-economic status children are larger than the skills gap between white and non-white children. The School's mission and vision are aligned with the need to narrow the behavioral skills gap between high and low socio-economic students in the elementary grades to increase academic and behavioral success in secondary education environments and therefore increase likelihood of obtaining a high school diploma, acceptance into college or entry into the workforce. Enrolling students from economically diverse backgrounds will increase the overall socio-economic health of the school and will also support the school in achieving the goal of further narrowing the achievement gap among student from high and low income households. Diversifying schools by income is one of the most powerful ways to increase proficiency rates of low socio-economic students. "Forty years of research shows that the single most important predictor of academic achievement is the socioeconomic status of the family a child comes from, and the second most important predictor is the socioeconomic makeup of the school she attends" Kahlenberg (2007, p. 6)

While the facility location is yet to be determined, the anticipated location of the charter school is within the 33311 zip code. The total population of the 33311 zip code according to the 2015 Census was 67,235, with many of its newest residents being immigrants from Haiti and other Caribbean/ Latin American countries. Twenty-three percent of the population is foreign-born. The population density rate is extremely high with an average of 6,498 people per square mile in an area of 10.3 square miles in total. The ethnic/racial breakdown is as follows: 84% Black or African-American, 7% White, non-Hispanic, 5% Hispanic, 2% Multi-Racial and 2% Other. It is estimated that 85% of students in this target area are eligible for free or reduced price meals under the National School Lunch Program (NSLP) during the 2016 - 2017 school year.

The establishment of North Star Charter Academy will provide parents flexibility to choose among diverse educational opportunities within the public-school system. Through an assertive, non-discriminatory marketing plan, the School will make certain to inform parents in all surrounding communities of the educational opportunities available for their children. Working alongside neighborhood partners and community members the School will offer them additional choices within the state's public- school system. The mission of **North Star Charter Academy** is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment through the following three principles: 1.) An empowering school climate designed to support project-based and personalized learning environments; 2.) Continuous development of social and emotional intelligence of teachers, students and parents; and 3.) Academic excellence as measured by student proficiency and/or significant growth on the Florida Standards in alignment with Florida's Education Accountability System. Through these means, North Star Charter Academy will narrow the behavioral skills gap for low income elementary aged students in neighborhoods of high poverty, therefore leveling the academic playing field between low- and high- socioeconomic status students in the middle grades. Additionally, after Hurricanes Irma and Maria in 2017, there has been an influx of students that have arrived in Broward and that will benefit from the nurturing and empowering educational environment that North Star Charter Academy will offer. Additionally, enrollment preference will be given, as allowed by law, to other student populations defined in section 1002.33(10)(d)(e), F.S. Enrollment preferences are discussed in Section 14 of this application.

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

At this time, a facility has not been identified; however, the school is considering serving students from central Broward. The educational design of North Star Charter Academy is designed to support students of all proficiency levels, language acquisition levels, and socio-economic status while providing a unique and innovative model of elementary education that nurtures the development of each child through research-based SEL curriculum and pedagogy and preparing all students for the modern secondary 21<sup>st</sup> century classrooms of tomorrow.

*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

<b>K</b>	126	162	162	162	162
<b>1</b>	108	162	162	162	162
<b>2</b>	108	108	162	162	162
<b>3</b>		108	108	162	162
<b>4</b>			110	110	176
<b>5</b>				110	110
<b>TOTAL</b>	342	540	704	868	934

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

Enrollment projections are based on information retrieved from the District’s website for the Demographics and Student Assignment Department. The Five-Year Student Enrollment Projections for years 2016 – 2017 through 2020- 2021 as well as the Planning Tool for School Enrollment and Capacity were also reviewed. The student population projections were developed based on enrollment projections of public schools in Fort Lauderdale. Birthrates are increasing in neighborhoods with a low socio-economic status, while projected enrollment at elementary schools located within these neighborhoods are decreasing over the next five years. These variables indicate that parents are enrolling their children in schools outside of the zoned boundary for their neighborhood elementary school.

*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 the percentage of students projected to attend in-boundary schools over the next five years. By intending to locate the facility in central Broward, we believe that many of the students who attend public schools other than their zoned school, which is about 50%, will be attracted back to attend school within their own neighborhood with the innovative, nurturing and supportive educational model of North Star Charter Academy. 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 fifth grade.

[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 –

## 3. Educational Program Design

### Section Evaluation

	Final Rating
Partially Meets the Standard Tanya Hutkowski, 3/1/18	Partially Meets the Standard
Meets the Standard Terri Coyle, 3/5/18	
Meets the Standard Detra Adams, 3/5/18	
Partially 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 LoriAyn Stickler, 3/10/18	
Meets the Standard Sarah Decotis, 4/2/18	
Meets the Standard Donna Haynes, 3/14/18	

*A. Describe the proposed charter school’s educational program.*

The mission of **North Star Charter Academy** is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The vision of **North Star Charter Academy** is to provide a quality education to all students in a positive environment where each student is honored as an individual and is challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized secondary learning environment. High standards of

student success in academics and social and emotional intelligence are ensured through the following three principles: 1.) An empowering school climate designed to support project-based and personalized learning environments; 2.) Continuous development of social and emotional intelligence of teachers, students and parents; and 3.) Academic excellence as measured by student proficiency and/or significant growth on the Florida Standards in alignment with Florida's Education Accountability System.

## **PRINCIPLE 1: EMPOWERING SCHOOL CLIMATE**

The first principle of the educational program at North Star Charter Academy is an empowering school climate. A school climate that empowers each student to become a successful decision maker, a strong problem solver, and provides opportunities for students to connect socially is a critical foundation for an academically rigorous curriculum and to build the emotional and social skills required for student engagement in project-based learning and personalized learning activities. This foundation is especially important for the high-risk population of students who will be served at North Star in order to develop their ability to become confident readers and to equip them with the skills to organize comprehend information from a variety of sources independently and to enhance their learning by engaging in meaningful collaborations with peers and professionals. An empowering school climate will be created with the following key elements:

**Positive Teacher-Student Relationships:** All North Star Charter Academy staff will be committed to seeing the positive abilities, efforts, and essential goodness within themselves, their colleagues and, most importantly, in each and every child at North Star. From this positive lens, all interactions with parents and students will be conducted with the highest level of positive intent and respect for the diversity of each student's background. Positive Teacher-Student Relationships will be taught through professional development from Conscious Discipline, Loving Guidance, Inc. (Bailey, et al, 2017), and reinforced by administration and peers through classroom observations and immediate constructive feedback aligned with expectations of the Conscious Discipline program.

**Student-Centered Classrooms:** Teachers will be provided clear, consistent and continuous direction and support as they develop their ability to create and manage socially complex learning environments. Teachers will learn to act as guides for students during complicated social and emotional situations through professional development in Conscious Discipline, Instructional Technology, Personalized Learning, and Project-Based Learning. Rather than choosing a solution or a consequence and directing students to respond, teachers will assist students in analyzing their own social, emotional and academic experience and guide students to generate and select a few solutions that may be appropriate for their specific situation in their unique experience. The new role of teachers as a guide, mentor or facilitator in social and emotional contexts provides students with the space and freedom to practice making decisions and solving problems based on their own experiences and quality of reflection on past experiences. Teachers acting as guides remind students of previous decisions made and assist students in analyzing whether or not that decision worked out for them and if it would be applicable in a current situation. Through this method, mistakes and failures, both in social and academic situations, truly become a tool for building knowledge of self. Teachers will practice being guides for students using both Conscious Discipline's seven skills (composure, encouragement, assertiveness, choices, positive intent, empathy and consequences) and the Buck Institute for Education's gold standards of Project-Based Learning which includes giving students voice and choice, teaching students how to give and receive constructive feedback and learning how to set and manage the attainment of goals.

**North Star Family Meetings:** The student body and all faculty will come together weekly for a whole-school meeting to celebrate successes, engage in personal connection and relationship building activities, practice greeting one another in a formal social environment, and to meet and learn about members of their school community. Meetings will be implemented using the Morning Meeting framework.

**Morning Meet Ups:** Grades K-3 will begin their school day with a morning meet-up where students will practice gearing-up their mind and bodies for learning using Conscious Discipline's Brain Smart Start including activities to unite as a group, de-stress, connect with each other, and commit to goals and expectations for the day, week, month and year.

**Classroom Structure:** Each classroom will establish a safe place, meaningful jobs, an empowering and mindful set of classroom rules, and a We Care center (Bailey, 2017). A safe place will be created for students to practice calming down strategies and feeling safe. Teachers will teach students calming down, emotion management, and relationship skills directly during whole group lessons in the safe space. Visual representations of lessons will remain in the safe place as a reminder for students when they return to the safe place on their own or with a caring classmate or two. Meaningful jobs aligned with specific support and recognition from the teacher assist students in creating a sense of belonging among their classmates and in the physical context of the classroom. Empowering and mindful classroom rules allow for students to connect with each other within a strong set of limits and expectations that are unique to the diverse group of students in the classroom. A We Care center is a place for students to offer support to one another and build empathy skills.

## **PRINCIPLE 2: BUILD SOCIAL AND EMOTIONAL INTELLIGENCE**

The second principle of North Star Charter Academy's mission is to build the social and emotional intelligence of teachers, students and parents. The elements of principle one set the stage for students and parents to begin learning social and emotional skills. The elements of principal two ensure that North Star teachers guide students and parents to understand and practice social and emotional skills through direct instruction in social and emotional competencies and application in student-center learning activities. Through explicit lessons in social and emotional intelligence students will strengthen their ability to be self-starters, goal setters and achievers and increase their tenacity and sense of self-responsibility with awareness that their actions and decisions have a direct impact on the people and events around them and in the world.

**Power-Up Class:** All students will attend the Power Up class once per week. Direct evidenced-based instruction in social and emotional learning during this class will include units in self-awareness, emotion management, empathy, relationship skills, conflict resolution, and decision-making skills utilizing the Second Step program by Committee for Children. The teacher may also assist students in setting and achieving personal goals including financial, health, and relationship goals, academic goals such as those aligned with personalized learning activities; and coordinating community service projects in alignment with project-based learning.

**Student-Generated Parent Updates:** Integrated into the English Language Arts curriculum is an opportunity for students to reflect on their academic, social and emotional goals, recognize accomplishments, no matter how small, to celebrate successes, and to recognize opportunities for growth. As part of the ELA program, teachers will teach students how to create a grade-level appropriate parent report about their progress towards goal attainment. Teachers will utilize Conscious Discipline communication skills to coach each student one-on-one to reflect on goals, progress made and to celebrate successes. One copy of the report will go home to the parents and duplicate copies will be maintained by the teacher in a student portfolio. Student-generated parent reports have many benefits: 1) students practice taking ownership of their



accomplishments and areas of needed growth in school, 2) assists the teacher in implementing Marzano's instructional strategy, *setting objective goals and providing feedback*, in a cohesive and relevant manner, 3) students practice reflecting on and communicating objectively about their academic progress in school using accurate vocabulary in a meaningful format, 4) teachers are systematically preparing for student-led conferences, rather than hurrying to assist students to guide a parent conference at the last minute, 5) parents receive a meaningful update about academic progress, and 6) parents and children have a springboard from which to begin and continue discussions about academics using an informal form of the English language, as opposed to "edu-speak" which tends to be complicated for parents and children to engage with, and (7) parents and children learn to share their thoughts, experiences and open the lines of communication.

**Student-led Parent-Teacher Conferences:** Teachers are responsible for meeting with each student's parents/guardians at least twice during the school year. Math and Reading Coaches also meet with parents/guardians separately on an as-needed basis or as a part of the homeroom classroom conference. Teachers will collaborate with students prior to the conference to assist them in reviewing parent updates, analyzing relevant academic, social and emotional data and role-playing the conference. During the conference, the teacher will act as a guide for the student to report the meaning of data on progress reports, report cards, standardized test reports, assessment data, including whether or not the student is making a year's worth of gains in core courses and whether or not the student is reading on grade level, and class work and projects. The teacher will also guide the parent to first celebrate successes and how to support their child in making progress towards specific goals and shift away from putting a focus on what the child is not doing. Social and emotional intelligence skills taught throughout the year will be used as a background for these meetings and the teacher will reinforce the skills as needed throughout student-parent conversations.

**Student-led Parent Workshops:** As students develop self-awareness, self-management, decision-making skills, and problem solving skills, administration and teachers will organize parent workshops in a way to allow students to present learned social and emotional skills and to teach their parents how to support this continuous development. Teachers will implement project-based learning to assist students in designing their unique and student-centered presentations.

### PRINCIPLE 3: ACADEMIC EXCELLENCE

The third principle of the educational program at North Star Charter Academy is academic excellence as measured by student proficiency and/or significant growth on The Florida Standards (FS) and the in alignment with Florida's Education Accountability System. The Florida Standards and the Next Generation Sunshine State Standards (NGSSS) will be delivered through a research-based academic program and monitored using data collection and analysis and curriculum tracking based on grade-level scope and sequences and classroom-based instructional focus calendars.

To improve student learning, North Star Charter Academy will employ multiple methods of student-centered content delivery to better match student learning modalities. A rigorous academic program will be taught through research-based practices including:

**Student-centered Instruction:** As evidenced in research, students learn by doing and through authentic engagement in learning activities. Minimizing the amount of teacher led direct instruction (teacher-centered) and increasing the amount of student interaction with activities, lessons and tasks (student-centered) is an essential element of classroom-based instruction at North Star. The elements explained under principle two, Building Social and Emotional Intelligence, will provide teachers with a strong foundation of research-based instructional strategies to build relationships, provide choices, assign relevant and individualized tasks, and scaffold instruction to meet the

academic, social and emotional needs of all students at North Star, strongly supporting the student-centered nature of instruction at North Star. At North Star Academy, student-centered instruction begins with a strong relationship between teacher and student and a supportive school climate, builds through the tempered and intentional roll out of blended learning and project-based learning, and eventually results in a personalized learning environment that elementary students can thrive in.

**Personalized Learning** - Advances in technology and personalized learning environments have created a historic opportunity to expand access and boost achievement and completion for learners across the globe. With student-centered, personalized learning, we can identify students' unique needs and address them. The purpose of personalized learning is to open student pathways and encourage student voice and choice in their education. Without personalization, there is a gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests. The shift toward personalization changes the dynamic between the teacher and student. Educators take on new roles as mentors, coaches and facilitators, and power and control shifts to the students. By giving students ownership over their learning and grounding learning in their interests and passions, they feel valued, motivated, and in control. By organizing resources around each student, we can provide personalized learning experiences, embedded in the community, with the appropriate supports students need to achieve mastery of competencies along their learning progressions.

**Blended Learning: Use of Technology to Support Personalized Learning**– Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; and (3) the modalities along each student learning path within a course or subject are connected to provide an integrated learning experience. Digital tools allows teachers to determine what a student does not understand – down to the component that is getting them stuck. As a result, teachers can better target interventions to help students get back on track. Technology also assists teachers with simultaneously helping multiple students who may be at different levels of mastery. This allows students to progress through content at their own pace without worrying about being too far behind, or ahead, of their classmates. When students take ownership of their learning – and understand how they learn – they are better equipped to act, set goals, and determine what support they need. To challenge and support each child at his or her own level, educators can deploy a powerful array of digital-technology tools. Some of the benefits of using technology to personalize learning include: 1) Delivering instruction through multiple forms of media, 2) Gathering and using immediate feedback on students' understanding, 3) Giving students options, 4) Automating basic skills practice that enable students to determine their own areas of need, 5) Practice independent work skills, 6) Delivering pretests on students' knowledge before each unit, 7) Letting students drive their own learning.

A portion of the educational program will focus on individualized learning where the pace of learning is based on student's needs; differentiated learning to student goals and preferences; and developing student agency. This school will offer access to content through a learning management system designed to empower students to search for curriculum to assist them in learning while providing teachers with remediation and enrichment content that can be assigned to individual or groups of students. The Technology Integration Matrix (TIM) will be used to provide a framework for describing and targeting the use of technology to enhance learning.

**360° Teaching with Technology Model** is an educational approach that utilizes technology to facilitate personalized learning. It includes the following three areas of focus: 1) Learning – this area addresses content, how teachers design instruction, deliver instruction, and then act on the results of the instruction; 2) Orchestrating – this area involves routine events, navigating learner pathways, synchronizing learning activities, and fostering meaningful dialogue;

and 3) Inspiring – this area deals with actions enacted on the spot, embracing student expression, cultivating learning communities, and sustaining students' enthusiasm.

**Project-based Learning:** Project-based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Well-designed projects encourage active inquiry and higher-level thinking. Brain research underscores the value of these learning activities. Students' abilities to acquire new understanding are enhanced when they are connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant. Matching teams with diverse intelligences can create educational opportunities that lead to success for all students involved (Marzano R. J., 2013) (Thomas, 1998). Students in grades four and five, through at least one culminating unit project in Science or Social Studies and thematic units, will engage in project-based learning experiences, to practice and eventually master the management of a given design process and timeline to solve a problem or answer a complex question and to communicate outcomes publicly through the creation of digital objects, visualizations, simulations or models. Project-based learning activities will build students' resilience for ambiguity and increase their ability to persevere when constructing and working towards unknown outcomes. Publicly presenting outcome to complex problems or questions provides a valuable opportunity to receive constructive feedback from other adults and professionals, reflect on acceptable standards of performance and determine how student performance can be improved.

**Marzano's 9 Effective Instructional Strategies:** Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Non-Linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypothesis, and Questions, Cues and Advanced Organizers (Marzano R. J., 2001);

**Differentiated Instruction:** Targets 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 (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. Diagnostic, progress monitoring, and various forms of formative and summative assessments will be used by teachers to guide and differentiate instruction. Differentiated instruction in personalized learning curriculum will take the form of extensive use of content "playlists" consisting of teacher and student created presentations, discussion groups, wikis, open source courseware, digital video and audio, allowing students to access course content on demand and from locations beyond the classroom and school through a learning management system. Differentiated learning comes in the form of student choice (with guidance) of content forms, scheduling (both time and place), and feedback from assessments that help match students' interests and needs better.

**Cooperative Learning:** involves students working together in small groups to increase each other's learning. (Hertz-Lazarowitz & Miller, 1995) Students will be highly engaged and involved in their learning through a strong commitment to the principle of teacher as facilitator, student as worker. Through cooperative learning, students learn about team work; how to positively provide and accept criticism; how to plan, self-monitor, and self-evaluate their progress individually and as a group; and how to collaborate with others to gain results. 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)) "Considerable research has shown that techniques of cooperative learning can boost student achievement" (Perkins & Saris, 2001).

**Concept Mapping;** “The fundamental idea in Ausubel’s cognitive psychology is that learning takes place by the *assimilation* of new concepts and propositions into existing concept and propositional frameworks held by the learner (Joseph D. Novak). Students and teachers will use concept mapping as a way to connect and assimilate new concepts into existing ones in ELA, math, science, and social studies.

**Data-driven instruction** will ensure that academic rigor is continuously monitored and adjusted to meet the ever-changing academic needs of students. Homeroom teachers will create instructional focus calendars; track student achievement of LAFS, MAFS, and NGSSS weekly utilizing classroom based formative assessments; and modify instruction for the following week accordingly. Instructional Focus Calendars will be analyzed for needed revisions quarterly utilizing results from summative and/or predictive assessments. Teachers and administrators will continually analyze data to quickly identify students who are in need of additional support and services. The School’s leadership team will meet to analyze student data and make individualized decisions that will directly impact students not achieving the standards. Teachers will maintain data-at-a-glance charts and continually look at data that is generated by state assessments as well as classroom observations and formative assessments to make instructional decisions for students. A data-based problem-solving framework will be implemented.

**Curriculum mapping** is an extremely useful tool for creating a "big picture" for curriculum decision making (Jacobs, 1997). Curriculum Mapping is beneficial to determine if teachers are targeting instruction and aligning instruction to the FS/NGSSS. It allows the administration to determine if there are overlaps, gaps or inconsistencies in curriculum that need to be addressed. Curriculum maps are helpful in planning for school wide professional development as deficiencies in the curriculum will be reflected in the maps.

**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)

**Universal Design for Learning (UDL)** will ensure that the curriculum provides flexible options that are customized for individual needs. UDL will focus on reducing barriers and optimizing levels of challenge and support. The School will focus on three primary principals of UDL: 1) Provide multiple means of representation, 2) Provide multiple means of action and expression, and 3) Provide multiple means of engagement. (Rose & Gravel)

**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) Integrated curriculum will include long and short-term theme projects. Integrating subject areas will be referred to as interdisciplinary education in this application.

**Flexible Grouping** that includes one-on-one or small group instruction will be provided to students to target students’ instructional needs. Research has shown that this method is remarkably effective. (Cohen, Kulik, & Kulik, 1982; Ehly, 1980; Medway, 1991) This form of individualized and differentiated instruction will be used to support students who are not mastering particular standards/benchmarks as well to challenge and enrich students who are performing above grade level.

**Multi-tiered System of Supports/Response to Intervention** model will be implemented.

(Griffiths, Parson, Burns, VanDerHeyden, & Tilly, 2007) The MTSS/RtI framework provides for tiered instruction based on student data that includes core universal instruction, targeted supplemental intervention, and intensive individualized intervention.

The three components of North Star's educational program, 1) An empowering school climate, 2) Build social and emotional intelligence, and 3) Academic excellence, are designed to obtain the mission and vision of the school, which is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The rigor of our program lies in the evidenced and research-based curricular materials, professional development, and innovative research-based instructional practices. The uniqueness of our program is found in the deep integration of social and emotional intelligence across all aspects of the school. This integration results in a nurturing climate where each student is honored as an individual and is empowered to reach her or his highest potential while being prepared academically, socially, and emotionally for a modern self-paced personalized secondary learning environment.

*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.*

North Star Charter Academy will be comprised of a variety of different learning environments, which include classroom-based instruction and blended learning. Classroom-based instruction will include whole-group instruction, small groups, cooperate grouping, one-on-one support, differentiated learning centers, project-based learning, which is self-paced, and personalized learning, which is also self-paced, and blended learning environments. To enable this multi-faceted delivery of instruction the classroom design will need to have the flexibility depicted below to enable group work, project work, individual work, and movable seating.

There are multiple rotation models in which blended learning at North Star Charter Academy can take place: 1) Station Rotation – A course or subject in which students experience the Rotation model within a contained classroom or group of classrooms, 2) Lab Rotation – A course or subject in which students rotate to a computer lab for the online learning station, 3) Flipped Classroom – A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and mortar school for face-to-face, teacher-guided practice or projects, and 4) Individual Rotation – A course or subject in which each student has an individual playlist and does not necessarily rotate to each available station or modality. The type of rotation model used to deliver blended and personalized learning will be dependent on the grade level and the standards being addressed. For example, during the formative years of the school, K-2 will have tablet or laptop carts that will be circulated among all classes, which will allow teachers to use a lab rotation, station rotation or individual rotation model; grades 3 – 5 will slowly build the number of in class computer work stations each year, also allowing for a lab rotation, station rotation or individual rotation model.

North Star will be in compliance Section 1002.33(16)(a)3, Florida Statutes, which mandates that classes in grades K-3 will have a maximum number of 18 students per class and classes in grades 4-5 will have a maximum of 22 students, except that the calculation for compliance pursuant to Section 1003.03 shall be the average at the school level. A variety of learning environments is essential to achieving the mission of North Star Charter Academy, which is to provide a rigorous academic program in a nurturing, personalized and empowering climate. Each homeroom teacher will teach the academic curriculum with careful responsiveness to the

academic, social and emotional needs of each student. The teacher will play the role of facilitator, mentor or guide in a supportive and positive environment with a strong set of limits that allow students to practice challenging academic content among classmates and adults who are empathetic to the needs of the individual and committed to the success of the group.

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

The need for a personalized, nurturing and empowering educational environment where a rigorous curriculum is comprehensively designed with the whole child in mind is rooted in research that demonstrates the effectiveness of student-centered instruction and the need for the school climate to support constructivist principles of learning. Student-centered instruction is most effective in collaborative learning environments where problem solving and critical thinking are central to knowledge acquisition (Garrett, 2008). The educational program of North Star Charter Academy is founded on a strong research base to address the needs of a broad spectrum of students. The North Star Charter Academy is supported by the desire of parents and students to have a more personalized learning environment that addresses their individual interests, academic achievement, and social and emotional needs, while preparing them for college and careers of the 21<sup>st</sup> Century. Preparing elementary students for college and careers of the 21<sup>st</sup> Century begins with the development of social and emotional capacities that provide a foundation for academic success in secondary learning environments, which require students to apply complex executive functioning skills in a highly independent academic environment. The educational program is built on a strong foundation of evidenced-based social and emotional learning programs and personalized learning theory that, when applied at the elementary level, will ensure academic achievement and middle school preparation for all students. Social and emotional learning programs effectively demonstrate positive support for collaborative and personalized learning environments, and are also a cost-effective intervention wherein the measurable benefits far outweigh the costs (Belfield, et al., 2015).

Student motivation and engagement decline as students' progress through the elementary grades through high school. Nearly half of students in Gallup's 2014 student poll report being either not engaged (28 percent) or actively disengaged (19 percent) in school. The poll of 825,000 fifth- through 12th-graders reflects the difficulties schools face in engaging students. Middle school is largely seen as a difficult time for students overshadowed by the challenges of adolescence. Students who experience success remain engaged and motivated. Success in middle school is not dependent on the middle school educational program alone. Students must be prepared to excel in middle school during their formative years with an elementary educational program designed with middle school standards of learning in mind. Preparing students to achieve in middle school is a central to North Star Charter Academy.

Academic success in personalized learning environments requires a strong foundation of social and emotional skills on behalf of both the teacher and the student. Classroom management practices in the United States have historically been rooted in behavioral theories of teaching and learning, which have an emphasis on the use of techniques that bring students' behavior under stimulus control to allow for teachers to transmit information directly to the student. Over the past two decades, the foundational theory underlying classroom management practices have been shifting away from teacher directed models and towards an instructional approach that is based on teachers and students constructing knowledge collaboratively (Garrett, 2008). To compliment this shift in instructional approach, a shift in classroom management practices is critical. Without shifting the role of classroom management to shared leadership among teacher and student, community building and balancing the needs of both teacher and student, we will create what McCaslin and Good (1992) describe as an oxymoron: "a curriculum that urges problem solving and critical thinking and a management system that requires compliance and narrow obedience."

Professional development for teachers in research based social and emotional programs will enable teachers to effectively create classroom management practices that support personalized and project based learning environments. North Star Charter Academy proposes to create a nurturing and empowering school climate and to teach social and emotional intelligence skills to students, parents and teachers, through the implementation of evidenced-based social and emotional learning programs that demonstrate statistically substantial outcomes for increasing social and emotional competencies. Research on elementary level Social and Emotional Learning (SEL) interventions reveal that the effective use of SEL interventions such as explicit SEL instruction in SEL skills, integration of SEL and academics, or SEL classroom teaching practices, lead to improved teacher-student interactions and relationships, peer interactions and relationships, emotional skills, interpersonal skills, cognitive skills and self-skills (Durlak, et al., 2015). A core idea in SEL theory is that these proximal outcomes, if continued and built upon with fidelity, may result in an enhanced classroom social environment that interact with students' improved skills which can lead to improved social and academic performance both inside and outside of school. According to a meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (Durlak, J.; Weissberg, R.; Dymnicki, A.; Taylor, R.; Schellinger, K., 2011).

The following research-based SEL programs will be implemented at of North Star Charter Academy:

- **Conscious Discipline** (Bailey, 2015): Conscious Discipline is a research-based, comprehensive self-regulation program whose goal is to promote social-emotional skill changes in teachers, staff, administrators and parents so they can effectively instill these same skills in children. Conscious Discipline asks adults to change their perceptions and responses to conflict in order to model positive behaviors and provide positive behavioral supports. According to a report by the Wallace Foundation (Bailey, et al., 2017), out of 24 SEL programs, Conscious Discipline offers the second greatest focus on the emotional process, is one of only three programs that offers extensive climate supports, is well-aligned with the theory and practice of social and emotional learning, covers the K-5 age span, and is only one of 13 programs that focuses more than half the program content on interpersonal skills. The report further verified that Conscious Discipline demonstrated reductions in aggression, hyperactivity and conduct problems. Conscious Discipline training will begin prior to the opening of the school with all staff at North Star Charter Academy and will continue each year in a progressive manner to train new and incoming teachers, support teachers struggling to achieve Conscious Discipline outcomes, and to deepen learning of all teachers and administrators as the school molds and solidifies the promised nurturing school climate and supportive classroom management practices.
- **Second Step (Committee for Children, 2014)**: Second Step is a set SEL curriculum designed for students in grades K-8 to improve emotional, interpersonal, and cognitive skills. A controlled randomized trial of students in grades 2-5 demonstrated increased interpersonal skills, including pro-social goals, improved cooperation (for girls), decreased aggression, and improved social behavior after receiving the intervention (Frey, Nolan, Edstrom, & Hirschstein, 2005).
- **The Responsive Classroom** (Kriete, 2002): The Responsive Classroom approach is the framework that North Star Charter Academy Teachers and Students will use to create and implement school-wide Family Meetings. Research demonstrates that The Responsive Classroom approach has been linked to proximal outcomes of fostering students' assertiveness, contributing to students' positive views of their classroom environment, and improved child-teacher interactions (Elliot, 1999; Rimm-Kauffman & Chiu, 2007). Teacher

training in The Responsive Classroom approach predicted more inquiry-based mathematics practices compared to teachers at control schools (Ottmar, Rimm-Kauffman, Berry & Larson, 2013). North Star Charter Academy administrators will engage in a Professional Learning Community with the objective of implementing school-wide Family Meetings utilizing the Morning Meeting Framework approximately once per month.

Additionally, research demonstrates that **Parent Involvement** is critical to student success, which is why North Star Charter Academy (“NSCA”) engages parents into the educational program through parent updates, student-led conferences and student-led workshops. The School will enhance learning 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, monitor and review television, computer use and peer activities, encourage students to defer immediate gratification to accomplish long term goals, 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. Parents will be encouraged to volunteer 20 hours each school year and will be provided with several opportunities to do so throughout the school year.

The Bill and Melinda Gates Foundation found that “when coupled with college-ready standards and highly effective instruction, **personalized learning** can significantly accelerate student achievement – moving all students toward success in college and career”. Additionally, a report conducted by RAND in 2015 found that “students in schools using personalized learning strategies made greater academic progress over the course of two years, than a comparison group of similar students” (Pane, J.F.; Steiner, E.D.; Baird, M.D.; Hamilton, L.S., 2015). Pane (2017) described this evidence from the largest, most-rigorous evaluation of student achievement in schools adopting personalized learning across all grades and subjects. The study found large positive achievement gains in mathematics and reading. Students started below national norms for their age and grew to surpass those norms two years later. Lynch (2017) stated that another reason why personalized learning techniques might work over traditional teaching methods is the fact that the teacher-student role is somewhat reversed. Historically, teachers have been leaders in the classroom, and students are meant to follow that lead completely. However, there is more autonomy given to students in a classroom that focuses on personalized learning. Students no longer become a passive recipient of information because they are actively engaged and motivated in the process more. We know that personalized learning strategies are most successful when they are aligned to consistent, rigorous standards. All students will be held to high standards, but personalized learning approaches provide multiple pathways for students to master the skills and concepts they need to be successful.

**Project-based learning (PBL)** has been cited by teachers as improving students’ speaking and presentation skills and is the ideal way to build soft skills (Larmer & Mergendoller, 2013). PBL is an instructional strategy whereby students work to produce a final product, either individually or in collaboration with other students. It is another 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.

In addition to SEL, PBL, personalized learning, and parent involvement, the instructional strategies chosen are also based on research.



The world is changing rapidly and our schools need to keep up. Students need to become problem solvers and collaborators. They need to take ownership of their learning and become lifelong learners. Students need learning to be accessible, relevant, and reflective of how they learn outside of school. If we want to change student outcomes, we need to re-examine the instructional models in our classrooms. Today's classrooms need to be more student-centered and include more student voice and choice to inspire a love of learning.

*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.*

North Star Charter Academy will provide services aligned with the needs of all students to support attainment of the state-adopted standards. The target population North Star Charter Academy is expecting to enroll in its first year is diverse array of students of varying backgrounds including those eligible for free and reduced lunch, high achieving, ELLs, ESE students, and student from the broad array of cultures evident in Broward County. In accordance with its mission, NSCA will foster the social, emotional and academic growth of its students in a personalized, nurturing, and empowering educational environment. In alignment with our target population, NSCA will work to develop behavioral and academic skills in students so that they are prepared for secondary education.

The School is committed to serving the needs of all students, regardless of their academic level, learning styles, and/or special needs. As required by Section 1002.33, F.S. the School will deliver a comprehensive, researched-based educational program and curriculum aligned to the FS/NGSSS. Teachers will utilize research-based instructional strategies and provide individualized assistance to promote mastery of the Florida Standards through differentiated and personalized instruction. All students will be monitored and regularly assessed through a variety of formats to ensure they are progressing and mastering the standards such that they can demonstrate adequate learning gains from year to year. Teachers and support staff will use data from all available assessments, including but not limited to state and district required assessments quarterly benchmarks for predicative measurements and summative data, weekly assessments in core subjects to drive data-driven instruction, to develop instruction that meets the needs of all students so that each child can realize his/her maximum potential. Students who are performing below grade level will be identified and their needs will be addressed through tiered instruction. Both curriculum design and delivery will be based upon comprehensive student data.

ELA/Reading, Mathematics, and Science instruction will follow a Multi-Tiered System of Support to maximize learning potential, including Exceptional Student Education (ESE) students and English Language Learners (ELL).

Teachers will have access to a variety of professional development focused on research-based strategies adopted as part of the educational program and those focused on areas of need identified through data analysis.

All teachers will have an hour and a half twice a week and thirty minutes three times a week of

planning during the students' school day, in addition to the schedule after school planning which is part of the teacher's workday. The after-school scheduled planning will be used to work both independently and collaboratively, analyze student data, and develop units and lessons. Additionally, one hour each week will be dedicated to either monthly staff meetings, bimonthly department meetings, and monthly PD. Teachers who share the same group(s) of students will collaborate on project-based learning activities. Teachers will be given opportunities to plan vertically and horizontally ensuring alignment of the curriculum.

## Attachments

### Section 3: Educational Program Design

3.1	<a href="#">Table from hard copy that doesn't transfer into the program</a>	Jurado, Christine, 2/8/18 2:43 PM	DOCX / 190.555 KB
3.2	<a href="#">Classroom Design</a>	Jurado, Christine, 2/1/18 12:47 AM	DOCX / 220.818 KB
3.3	<a href="#">B</a>	Jurado, Christine, 1/31/18 2:52 PM	PDF / 69.541 KB

## Notes

### Hanne Rega, 3/9/18 8:10 PM:

The application does not mention World Languages.

### Sandra Reyes, 3/9/18 5:00 PM:

The application defines PBL and states the students will complete a minimum PBL per unit, but does not clearly and concisely state how PBL will be included in the daily Science instruction.

### Terri Coyle, 3/8/18 7:17 PM:

Reviewed by Terri Coyle, Sarah Decotis, Detra Adams: Literacy: The application references multiple research-based strategies the school intends to implement (i.e. PBL, DI, Blended Learning, Flipped Classroom etc.) However, the application fails to provide a clear and coherent plan on how the school will implement these strategies. Where is the research for Second Step? Other research referenced in the application? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan, 6A-6.03018, F.A.C., 6A-6.031, F.A.C.)

### Tanya Hutkowski, 3/1/18 5:24 PM:

The Program Design references Marzano's 9 High-yield strategies. However, the plan fails to explain why this was chosen or how they will be utilized. Can you explain why you chose these strategies and how they will be utilized?

## 4. Curriculum and Instructional Design

### Section Evaluation

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

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

### Final Rating

**Partially Meets the Standard**

- Meets the Standard Detra Adams, 3/5/18
- Meets the Standard LoriAyn Stickler, 3/9/18
- Partially Meets the Standard Sandra Reyes, 3/9/18
- Meets the Standard Matt Schroeder, 3/9/18
- Meets the Standard Donna Haynes, 3/9/18
- Partially Meets the Standard Hanne Rega, 3/10/18
- 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.*

The mission of North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The vision of North Star Charter Academy is to provide a quality education to all students in a positive environment where each student is honored as an individual and is challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized secondary learning environment. In order to meet its mission, NSCA 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 social and emotional learning curriculum, a learning management system embedded with learning applications, and a classroom management system 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 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 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:** North Star Charter Academy will adopt with fidelity the elements of Broward County's 2017-2018 K-12 Comprehensive Research Based Reading Plan (6A-6.053, Florida Administrative Rule). Following Broward's 2017-2018 K-12 Comprehensive Research Based Reading Plan and the Language Arts Florida Standards (LAFS) will ensure that NSCA students exceed proficiency, obtain proficiency or demonstrate significant growth towards proficiency in English Language Arts. NSCA is committed to all students demonstrating academic progress annually in English Language Arts, specifically oral language, phonemic awareness, phonics and fluency in the primary grades, and also vocabulary, comprehension and writing in the third through fifth grade. Academic excellence in ELA will be strengthened further through an integration of ELA across disciplines.

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 differentiated instruction to meet the needs of on-level learners, advanced learners, below-level learners, and ELL students.

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 3-5 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. The ELA teachers in grades 4 and 5 will be departmentalized to allow for more teacher expertise.

**Mathematics:** Students will receive evidenced-based instruction in the Mathematics Florida Standards (MAFS) including Florida Mathematical Practices across grades K – 5 as well as grade level standards including counting and cardinality in kindergarten; geometry, measurement and data, numbers and operations in base ten, and operations and algebraic thinking in grades K-5; and number and operations-fractions in grades 4-5. NSCA will use the state approved Mathematics textbook that is adopted by Broward County Public Schools during

the 2018-2019 Adoption Year for Mathematics. 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. An intensive math course will be available for students receiving Tier 2 (strategic) or Tier 3 (intensive) mathematics intervention instruction. 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:** Science will be taught using the Next Generation Sunshine State Standards (NGSSS) in a logical and sequential progression through an interdisciplinary approach of applying math and literacy skills to build students' ability to think critically, problem solve, communicate effectively, collaborate, and utilize technology. The program will follow a 5 E's Instructional Model that includes Engagement, Exploration, Explanation, Elaboration and Evaluation. Computer sciences will be taught across all grades, K-5, as well as Earth and Space Science, Life Science, Nature of Science and Physical Science. Students will develop skills in scientific inquiry through hands-on experimentation, including generating and testing hypotheses, investigations, collection of data, evaluation of data and communication of data. NSCA will use the state approved Science textbook that is adopted by Broward County Public Schools during the 2017-2018 Adoption Year for Science. Students will receive 30 minutes of daily science instruction.

**Social Studies:** Social studies will be instructed in alignment with the Next Generation --Sunshine State Standards (NGSSS) including American history, civics and government, economics and geography across all grades, K-5, as well as Financial Literacy in 4<sup>th</sup> grade. Literacy instruction, information and media-skills, and civic-engagement skills will be integrated into the social studies curriculum and financial literacy will be reinforced in each student's Power Up course. The School will adopt the textbook *Discovering our Past Series* by McGraw Hill. Other sources may include programs that provide educational short clips for students or Discovery Education that digitally engages students in standards-related content through streaming and other digital resources. Students will receive 30 minutes of daily social studies instruction.

NSCA 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, including Marzano's 9 Effective Instructional Strategies, blended learning, concept mapping, inquiry-based learning, cooperative learning, integrating subject areas, and flexible grouping 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. Primary teachers will be expected to implement instructional strategies such as explicit teaching, flexible grouping, close reading, reading and writing across the curriculum, gradual release of responsibility, and modeling.

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 student population to be primarily served will be residents of central Broward which is comprised of approximately 84% Black or African-American, 7% White, non-Hispanic, 5% Hispanic, 2%

Multi-Racial and 2% Other. Approximately 85% of students in this target area were eligible for free or reduced price meals under the National School Lunch Program (NSLP) during the 2016-2017 school year. This group of students, residing in high poverty areas, are the most difficult students to educate, and therefore, the effective use of these strategies is critical to ensure that this subgroup is on grade level or making adequate progress annually toward grade level proficiency. To succeed in accomplishing our mission, we must use instructional strategies which engage the students, create background knowledge, improve performance, and lead to student achievement.

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 Rtl. The 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. The social and emotional learning and academic program is designed to develop self-awareness and self-regulation in those students and instill a sense of connection with their peers and teachers, as well as a sense of ownership over their academic experience that will help them achieve in school. 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, Intervention, Free after school tutoring, MTSS/Rtl process, Referral to a Student Study Team

NSCA 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 MTSS at 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 North Star 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. Teachers will apply data-driven, differentiated instruction, flexible grouping, and all research based instructional strategies detailed above. All students will receive the same interdisciplinary curriculum and standards. Tier 1 data will be collected three to four times throughout the school year through baseline, diagnostic, interim, and summative assessments.
- 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. Students in Tier 2 will continue to receive Tier 1 instruction, but their instruction will be supplemented with Tier 2 strategies that include small group instruction, one on one instruction, differentiation based on their individual needs, extra support with non-mastery of specific standards and skills, and the use of supplemental materials. Tier 2 data is collected at least every two weeks through progress monitoring and formative assessments.
- 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. Students not meeting grade level expectations on the state assessments will be identified and targeted for Tier 3 instruction as will students who are identified for Tier 2 instruction and demonstrate they are at risk of not meeting grade level expectations. Tier 3 instruction will be provided by certified teachers during intervention time outside of the core subject class times. It will include one on one, individualized instruction as well as small group instruction, and research-based materials will be used to deliver instruction. Tier 3 data will be collected weekly.

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: 1) How much time will be required to ensure targeted students meet the standards?, 2) What strategies will best fit the need of the targeted students?, 3) Who will be responsible for delivering the intervention?, and 4) 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 fully developed. Specifically, a learning management system and embedded digital resources that align with project-based learning goals will be selected closer to the opening of the school. However, many curricular choices have been made to date. Please see Attachment C for a full listing.

North Star Charter Academy 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 begin working 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. 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 be 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 foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The curriculum will focus on the following: 1. Providing a comprehensive education aligned to the FS/NGSSS, 2. Providing Social and Emotional Learning Opportunities, 3. Enable students to engage authentically in Project-based learning; 4. Personalize learning of the core curriculum through blended learning, and 5. Provide below grade-level students access to the universal core curriculum through research-based intervention materials.

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. 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.

All students requiring ESOL or Special Education in K-5 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, and the model will be determined based on the number of students enrolled/identified as being Gifted. If the number of students per



grade exceeds 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.

*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 Broward County Public Schools Comprehensive Research Based Reading Plan ("BCPS CRRP"). The BCPS CRRP utilizes the Journeys ELA program, which will be implemented in K-5. The program is aligned with the LAFS and the instructional shifts attached to the new standards. The BCPS CRRP provides strategies for students 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. 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 both digital and print. 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. Vocabulary.com will be used in grade levels 4 and 5 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. NSCA 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 1) Understand the organization of their textbooks, including bold-faced type, icons, italics, etc.; 2) Recognize organizational patterns in text; 3) Understand how pictures and graphic representations contain information that is important; 4) Understanding the text; 5) Understand that reading is a process and utilize appropriate reading strategies before, during, and after reading; 6) Know which reading strategies are appropriate to use with a particular text, 7)Use a variety of study and note-taking skills; 8) Understand vocabulary context clues; and 9) 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 the following effective instructional strategies in reading:

- Use complex informational text for instruction
- Make the close reading of texts central to lessons
- Provide effective scaffolding that enables all students to access complex text
- Provide a gradual movement towards decreasing scaffolding and increasing independence
- Ask text-dependent questions that require students to cite thorough textual evidence and make inferences from the text
- Provide extensive writing opportunities for students to draw evidence from texts
- Ensure that questions and learning tasks require careful comprehension of the text
- Encourage students to demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats
- Engage students in extensive research
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words
- Model instruction using the gradual release model that moves students towards independence

NSCA 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.

The reading program at NSCA will address the needs of all students. All students, whether they are reading at, above, or below grade level, will be exposed to the BCPP 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. They will have the opportunity to read books at higher levels, engage in higher levels of reading instruction through i-Ready and leveled books, participate in small group instruction, receive enrichment work that promotes critical thinking, and participate in literary and technology related activities that challenge their intellect. 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. Some of these strategies will include scaffolding, shaping, connecting to prior knowledge, reciprocal teaching, analogic approach to phonics, attribution retraining for motivation, close reading, and strategies for developing phonemic awareness.

These students will have access to the same resources other students have access to such as Journeys, leveled books, and i-Ready, all of which will adapt the instruction and assessments to their levels. Soar to Success will specifically be used as an intervention tool that will provide these students with quality fiction and nonfiction literature and strategies, a focus on foundational skills, and strategies that will accelerate reading growth. Parents will be included in data chats, will be informed of decision-making when it comes to their children, and will be provided opportunities to attend parent workshops and free resources they can use at home to further support learning.

Finally, 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 or develop additional academic 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.*

In addition to the research-based design of the educational program and the curricular resourced listed in Section 3, the following research base was also included in the development of the curriculum:

**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.

**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.

**iReady** 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.

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

**Technology-** Please see Section 3

**Power-Up-** Please see Section 3Section 4E

**Social and Emotional Learning** – Please see Section 3.

**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 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.

**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 assessments will be utilized through a series of community based art experiences, festivals and art exhibitions as the School will work towards partnerships with museums and other venues as further described in Section 15. Art also will be infused throughout all the subject areas.

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

The mission of North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. This involves providing systemic support and structures to service all students, especially those students who need the most support such as 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 free or reduced lunch. Therefore, we are cognizant of the fact that our purpose is to serve these students to reduce their probability of being at risk and increase their chances of succeeding at the middle, 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/Rtl system, as mentioned in Sections 3 and 4.

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 NSCA will be differentiated instruction through personalized and blended learning. 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 at or above grade level.

To accomplish our goal of helping at risk students, we will also access the support of stakeholders and resources through our Educational Service Provider, Broward County Public Schools, such as social workers, psychologists, and family counselors.

## Attachments

### Section 4: Curriculum and Instructional Design

4.1	<a href="#">D</a>	Jurado, Christine, 1/31/18 3:34 PM	PDF / 65.121 KB
4.2	<a href="#">C</a>	Jurado, Christine, 1/31/18 3:34 PM	PDF / 70.556 KB

## Notes

### **Hanne Rega, 3/9/18 8:12 PM:**

The application doesn't mention World Languages.

### **Sandra Reyes, 3/9/18 5:04 PM:**

While the application states the school will utilize the Science curriculum adopted in the 2017-2018 adoption process, there is no clear plan for the implementation and professional development for teachers in the use of these materials.

### **Terri Coyle, 3/8/18 7:27 PM:**

Reviewed by Terri Coyle, Sarah Decotis, Detra Adams: Literacy: The application fails to provide a clear and coherent plan for writing instruction. Identify research-based programs/resources that will be used if any. How will writing instruction ensure students meet proficiency towards the LAFS standards for Writing in K-5? ---- Describe the school's writing plan for each grade and ability level. How will the needs of the most intensive students be met in the area of writing? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) The application fails to provide evidence of a comprehensive professional development plan for instructional staff. What is the plan if professional development is not available through the District? How will teachers receive professional development by highly qualified, certified trainers in the programs used? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan)

### **Tanya Hutkowski, 3/1/18 5:34 PM:**

The plan fails to discuss how progress monitoring will be implemented for mathematics. How will monitor the progress of students?

## 5. Student Performance

### Section Evaluation

#### Final Rating

Partially Meets the Standard Adrienne Reynolds, 3/1/18

**Partially Meets the Standard**

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

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, improve instruction, and ensure 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 and target instruction.

The incoming baseline of student academic achievement of the students that will attend the School is expected to be a range including below, at, and above grade level, but the majority of the students are expected to be below grade level based on the most recent state assessments available at the time of drafting this application for students currently attending the area schools. The objectives will be realigned annually through the School Improvement Plan as a vehicle for continuous improvement

Based upon the expected incoming student academic achievement baseline, the School has established the following School goals for each year of the charter (these are the goals for years 1-5 of the charter):

<b>Baseline Assessment:</b>	<b>Rationale for testing:</b>	<b>Grades:</b>	<b>School's goals for academic growth and improvement:</b>	<b>Rationale for the goals:</b>

<p>Florida Kindergarten Readiness Screener Work Sampling System (FLKRS-WSS)</p>	<p>Baseline assessment gathers information about 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>100% of students in 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>In order for students to be successful in developing their Kindergarten standards and foundational skills, they will need to have attained the Florida Early Learning and Development Standards for four year olds.</p>
<p>Florida Assessment for Instruction in Reading (FAIR-)</p>	<p>Provides Teachers with screening, diagnostic, and progress monitoring information to</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</p>	<p>The rationale for this goal is to help focus learning activities based on</p>



FS)	guide instruction in reading.		students  scoring 85% or higher on the first assessment period will remain in the "green success zone" in the final assessment period.	the initial  assessment  (Baseline).
Running Records – Fountas and Pinnell	Diagnostic and Benchmark Assessment System to determine Reading performance/instructional level and guides/informs instruction.	K-3	The School will increase the number of students meeting instructional level criteria on the RR from the beginning of the school year to the end of the school year.	The rationale for this goal is to help focus learning activities base on ongoing benchmark assessments (Baseline).
SAT - 10	Baseline (prior year's score will Serve as a Baseline) Summative	K-2 and Grade 3 students  who did not  pass the FSA-  alternate assessment	The percentage of students who demonstrate at least one year's worth of learning gains on the SAT-10 from the prior year's administration will  exceed 80%.	The rationale for this goal is to provide  accountability and  ascertain students'  mastery of the FS.
			The percentage of students who achieve at or	The rationale for this goal is

<p>NGSSS/ Statewide</p>	<p>Summative</p>	<p>5</p>	<p>above a level 3 on Science NGSSS will exceed the average of Ft. Lauderdale public schools by 5%.</p>	<p>to provide accountability and ascertain student mastery of the Science NGSSS.</p>
<p>FSA Math</p>	<p>Summative (prior year's score will serve as a Baseline)</p>	<p>3-5</p>	<p>The percentage of students who will achieve at or above a level 3 on the FSA Math will exceed the average of Ft. Lauderdale public schools by 5%.</p>	<p>The rationale for this goal is to provide accountability and ascertain students' mastery of the FS.</p>
<p>FSA ELA</p>	<p>Summative (prior year's score will serve as a Baseline)</p>	<p>3-8</p>	<p>The percentage of students who achieve at or above a level 3 on the FSA ELA will exceed the average of Ft. Lauderdale public schools by 5%.</p>	<p>The rationale for this goal is to provide accountability and ascertain students' mastery of the FS.</p>
<p>ACCESS</p>	<p>Summative/ Formative</p>	<p>K-8  in K-5 ELL</p>	<p>The percentage of ELL students who demonstrate learning gains on the ACCESS will meet or exceed the percentage of ELL student who demonstrate</p>	<p>The rationale for this goal to provide accountability and to ensure</p>

	reading, writing, listening, speaking, and overall progress in English.	Students	learning gains in Ft. Lauderdale public schools. The School's percentage of students demonstrating learning gains will increase by 1% each year of the charter.	student achievement for ELL students.
IDEA I - Language Proficiency Test	Diagnostic	K-5	Accurate placement of ELL students.	The rationale for testing is for initial placement a properly servicing EL students
Florida Standards Alternate Assessment Administration (FSAA)	Summative	3-5 (SWD)	The percentage of students who score on grade level the first year of the charter will meet or exceed the average of Ft. Lauderdale public schools.	The rationale for this goal to provide accountability and ensure compliance with IDEA.
iReady	Formative/ Diagnostic	K-5	At least 85% of the students will reflect at a minimum, one year's growth on the iReady Diagnostic Assessment.	The rationale for this goal to help focus learning activities and to provide accountability and ascertain students' mastery of FL FS.

The goals and objectives will be realigned annually through the School Improvement Plan as a vehicle for continuous improvement. The success of the School will be evaluated by its ability to meet the goals. The School will focus on meeting and exceeding high expectations set by the goals, including those that require that students make annual learning gains, or a year's worth of learning for each year enrolled. Taking all data of student performance into consideration, the School will use the information to continue to raise the standards, adjust the curriculum, tailor professional development, improve instructional practices to meet the needs of all students, and evaluate the effectiveness of the instructional resources. Parents, teachers and students will be able to evaluate the programs at the school each year through surveys that will serve as indicators of our success.

In sum, the success of the School will be evaluated by the following:

- Student performance on all assessments that fall within the Florida Statewide Assessment Program, including FSA, NGSSS, and EOC exams
- Student learning gains from year to year
- Steady progression of ELL students' proficiency levels
- Student attendance
- Student, Parent, and Staff Climate Surveys
- Level of interest/student applications for the School

The desired overall results to be attained through instruction have been identified above in the School's Goals for Academic Growth and Improvement.

*B. 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 mission of North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. The vision of North Star Charter Academy is to provide a quality education to all students in a positive environment where each student is honored as an individual and is challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized secondary learning environment. High standards of student success are ensured through the following three principles: 1.) An empowering school climate designed to support project-based and personalized learning environments; 2.) Continuous development of social and emotional intelligence of teachers, students and parents; and 3.) Academic excellence as measured by student proficiency and/or significant growth on the Florida Standards in alignment with Florida's Education Accountability System.

The central theme of the school and an essential component of the mission is to foster social, emotional and academic growth of elementary school students to prepare them for success with personalized learning in a secondary educational environment. It is the School's belief that equipping students with social, emotional and academic skills through a lens of and practice with personalized learning environments, elementary students will complete fifth grade at North Star Charter Academy prepared to meet the International Society of Educational Technology's (ISTE) Standards for Personalized Learning. Therefore, a driving force behind the academic program at the school will be to deliver a comprehensive social and emotional and academic program that prepares students for success in personalized secondary learning environments.

- 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-5 will arrive to school on-time and attend school regularly.
- Goal 3: At least 90% of students will positively engage with classroom activities, follow school and classroom rules and demonstrate respect for others and the school environment as evidenced by behavioral metrics on student report cards.
- Goal 4: Given a strong emphasis on Parental Involvement, parents will complete the volunteer hours defined in the parent contract, as evidenced by a minimum of 80% of parents completing these hours prior to March of each fiscal year as documented in school volunteer logs.
- Goal 5: 80% of fifth-grade students will set personal learning goals, follow strategies to achieve them, and, with guidance, reflect on the learning process to improve learning outcomes through the Student-Generated Parent Updates. The school will measure this goal based on the percent of students that meet or exceed their personal goals each quarter.
- Goal 6: 80% of the students in grades 4 and 5 will follow a given design process and timeline to solve a problem or answer a complex question. The school will measure the success of this goal by percentage of students that earn a B or higher on a culminating PBL project in grades 4 and 5.
- Goal 7: 80% of students in grades 3-5th will earn a B or higher on at least one cooperative learning project each quarter. Teachers will ensure that students are given at least one cooperative learning activity each quarter.
- Goal 8: 80% of students will publicly present the outcomes of a project, individual, whole group or small group, through the creation of digital objects, visualizations, simulations or models using clear and articulate language or other forms of expression. The school will measure this goal based on the percent of students that meet these objectives in Technology or a core subject.

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

The School will comply with Florida Statutes 1003.4156. 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. The School will comply with F.S. 1003.4156, which provides the general requirements for elementary promotion. Each student must meet specific levels of performance in reading & mathematics in order to be promoted. All required courses have been specified in Section 4. Promotion from grade to grade will be in accordance with state and district requirements, as per F.S. 1008.25 and will be based on mastery of the state standards in the core subjects of ELA, Math, Science, and Social Studies. Mastery will be determined by a student's performance on state assessments, completion of required courses, and final course passing grades. Grades will be based on a variety of classroom assessments including classroom assignments, PBL, authentic assessments, teacher observation, tests, portfolios, district and state assessments, and other objective data. The final course grade will reflect the teacher's judgment of the student's progress in mastering the standards for the course.

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 will be based on the teachers' judgment of academic performance as reflected in final grades. For students with disabilities, the policy for student promotion is the same as it is for the general education population. Although IEP/ELL committees will meet to review student progress and make recommendations, the Florida Statutes will have precedence over the IEP/ELL Committee.

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 will 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 ELL Committee, which includes the parents/guardians. 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.

*D. For each 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 follow the District's Pupil Progression Plan as described in School Board Policy 6000.1 – Elementary Procedural Guide (Attachment E)

*E.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.

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

Promotion 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 any other specific requirements which must be met. The parents and students will sign a receipt form indicating 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.

If at any time a student is identified as at risk of not meeting expectations or promotion requirements, the parents and student will be notified immediately, a conference will be held with the student, parents, administration, teacher and counselor to address the concerns and establish a plan of action. If appropriate a PMP will be initiated.

*G. 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, Benchmark Assessment System, and assessments that are embedded in the curricular choices. The interim assessments will be administered in Writing, Reading, and Math. 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.

*H. 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, led by the Principal, and consisting of the lead teacher, AP (as of year 4) counselor, reading coach, ELL coordinator, ESE coordinator and department chairs, will meet regularly to review and interpret the data. These meetings will take place at the beginning of the year to review baseline data (including prior year's state assessment data and new baseline data), at the end of each quarter, and after each interim assessment period. Their role will be to manage and interpret the data. The team will then meet with each department to review the data with the teachers. Teachers will also be responsible for reviewing the data and adding it to their data-at-a-glance charts and data binders. Student assessment and performance data will be used to make instructional decisions within the classroom, differentiate instruction, target individual learning needs, address specific standards and objectives as needed, and develop challenging work for those students performing above grade level. Teachers will use performance data when planning. The data will also be used to make assessments regarding the effectiveness of instructional strategies and curricular choices and modify as necessary.

The Principal and lead teacher will be responsible for developing a school-wide professional development program to target the areas of need identified in the analyzed data and improve student achievement. A key focus of the professional development program will be to augment best practices in using data to drive instruction, differentiating instruction, and implementing research-based instructional strategies effectively in the classroom. Professional Development in these areas will be designed to meet the specific instructional needs of teachers based on student performance and delivered during the monthly staff Professional Development days. If a teacher is in need of comprehensive support in any of these areas, administration will work with the teacher to review PD goals and assign peer mentors, ongoing Professional Development, and/or in class coaching and modeling from the Lead Teacher or coaches to develop these skills

*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 will work with the leadership team to train them in analyzing, interpreting, and using performance data to improve student learning. The leadership team, in turn, will work with other teachers to do the same. The Principal and lead teacher (AP as of year 4), with the support of the professional development liaison (Lead Teacher), will coordinate all school wide professional development, including training in using data to drive instruction, to use curriculum maps, and to differentiate instruction. The ESP and School Advisory Committee will also support the school in its efforts to train the school's leadership team and teachers, identify and purchase effective instructional resources, and provide a sound professional development program. The School will also take advantage of training provided by the various assessment companies and trainings provided by the sponsor.

*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 student level fall short. Any outcomes short of the school's performance goals will call for adjustments. The School will implement the Florida Continuous Improvement Model which will provide a method of monitoring school wide achievement and implementing corrective measures when needed. The Principal, lead teacher, reading coach, ESE Coordinator, and ELL coordinator will collaborate with teachers in ensuring student achievement for all. The leadership team meetings with departments will facilitate this process.

Corrective actions would be triggered by students not making learning gains, students not meeting particular standards/benchmarks, regression in performance levels as demonstrated in diagnostic, progress monitoring, and interim assessments, patterns in subgroup student performance, among others. Corrective actions could include changes in resources/curricular choices, professional development, modeling of lessons for teachers, teachers observing other teachers, increased department planning and collaboration, changes in teacher placement, school-wide strategies, and more targeted instruction. Individual student performance will be addressed through targeted instruction that could include Intensive Reading and/or Math courses, differentiated instruction within the classroom, and the MTTS, including the RtI framework.



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

Consistent with the Just Read Florida! Initiative, the School will provide parents with Standards Based Assessment Results on a yearly basis. This communication informs parents whether or not their child is reading at grade level and whether or not their child has gained a year's worth of learning for every year spent at the School.

The School will strive to maintain an open channel of communication with parents and other stakeholders at all times and will continuously update and track student progress into TERMS. Various forms of other communication include:

A Student Information System - A online program which, gives parents/ guardians access to student's cumulative history including current grades, standardized test scores, and attendance.

Student-led Parent/Teacher Conferences - Teachers are responsible for meeting with each student's parents/guardians at least twice during the school year. Math and Reading Coaches also meet with parents/guardians separately on an as-needed basis.

Teachers will also communicate with parents routinely regarding their child's progress through email, phone calls, and reports sent home. If a student demonstrates at any time that they are having difficulty mastering the FS, are performing below grade level, or have been identified for Tier 3 instruction or intensive courses, the parent will be notified immediately and a plan of action will be developed for the student. All procedures that fall under the Progress Monitoring Plans, according to the Student Progression Plan, and the MTSS, including Rtl, will be followed with fidelity.

Student assessment and performance information will be provided to the students. We feel it is critical to a student's success to empower them with the knowledge of how they are progressing toward learning goals. Information regarding students' performance on all state assessments will be shared and reviewed with the students. Teachers will also conduct data chats with the students regularly in order to inform students of their attainment of the standards and their progress toward the learning goals and objectives.

*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 procedures related to the privacy of student academic performance and other student-related information through the Faculty Handbook and will be briefed on the importance of maintaining privacy when it comes to such matters.

## Attachments

### Section 5: Student Performance

5.1	<a href="#">E</a>	Jurado, Christine, 1/31/18 3:36 PM	PDF / 71.47 KB
5.2	<a href="#">E</a>	Jurado, Christine, 1/31/18 3:36 PM	PDF / 54.569 KB

## Notes

### Adrienne Reynolds, 3/1/18 7:38 PM:

The application fails to provide sufficient indication that the applicant will hold high expectations for student academic performance. F.S. 1002.33(6)(a)(3) The application includes assessments that are no longer aligned to the Florida Statewide Assessments F.S. 1002.33(6)(a)(3) and 1008.345 Question: How are the "targeted levels of performance in reading, writing, math, and science" measured? Explain how the targeted levels meet high expectations for academic performance.

## 6. Exceptional Students

### Section Evaluation

		Final Rating
Partially Meets the Standard	Allisyn Axelrod, 3/13/18	Partially Meets the Standard
Partially Meets the Standard	Kim Punzi-Elabiary, 3/13/18	
Partially Meets the Standard	Laurie Steinberg, 3/13/18	

- 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 approximately 12%. This represents the average population of students with disabilities in the area of Broward County, which includes but is not limited to, if any, students who are being serviced for developmental delay, autism, specific learning disability, language delay, speech delay. In addition, 2% of the student population is expected to be Gifted. This projection was made using the District's Annual Benchmark Reports available through the Demographics and Student Assessment Department's website at browardschools.com.

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 based on race, religion, or national or ethnic origin, 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 until after the student has been accepted and enrolled in the School. 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 or sex and allows every student an equal opportunity to enroll.

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 hereby agrees to adopt and implement the Broward County Public Schools' Special Policies and Procedures (SP&P), 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, EP, and/or 504 Plan. The School acknowledges a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities. The School and the Sponsor's procedures will align and will benefit the students. The school will work with the sponsor and participate in professional development opportunities presented by the Sponsor. 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.

We ask that the Sponsor provide a Staffing Specialist to serve as the Local Education Agency (LEA) when the IEP meeting is considering an initial placement, a change in placement, or a dismissal from a program. The 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. 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; and Chapter 6A-6 of the Florida Administrative Code.

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

**Free and appropriate public education (FAPE)-** will be provided to every exceptional student enrolled in the school. FAPE means: Free (no cost to parents); Appropriately suited to individual needs of the child (usually determined through the Individual Education Plans (IEP) or Educational Plans (EP and with parental consent and input); Public (provided by and paid for the public education system); Education-academic and extracurricular activities.

The School will implement a non-discriminatory policy regarding the eligibility, identification, location, placement, and evaluation process for ESE students. At any time, due process hearings may be initiated by a parent or the Sponsor on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

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

**Least Restrictive Environment:** Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Students with disabilities will be educated with students who are not disabled to the maximum extent appropriate. Gifted students will be educated in an environment that promotes acceleration.

**Appropriate evaluation:** evaluations will occur within the appropriate timeframes and in accordance with published guidelines.

**Individual Education Plans (IEP):** and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.

**Parent/Student Participation in Decisions:** including but not limited to, giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.

**Procedural Due Process:** A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. However, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Students who are disabled will participate with students that are not disabled in extracurricular activities and services. 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.

The school will ensure that personnel is appropriately trained in developing Quality IEPs. If the Sponsor provides training, the school's personnel will attend. The school's ESE staff will work with the Sponsor to ensure that identification, programming, monitoring, and documentation are in compliance with all federal, state, and local requirements.

Students with disabilities receive instructional support through specifically designed instruction and services as identified through the IEP process and documented on the IEP. Specially designed instruction includes adapting the content, methodology, or delivery of instruction. In order to attain its mission, the School understands that it must place students in an environment where they can develop to their highest potential.

The School's policies for 504 students will reflect the requirements of the Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving Federal financial assistance, including public schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. It is often said that Section 504 "levels the playing field" for all students attending public school. Section 504 requires that accommodations, aids or special services be provided to students with disabilities so they have an opportunity, equal to non-disabled students, to participate in educational experiences.

Section 504 provides no funding and the eligible student's education must be provided in the regular education classroom, unless it is demonstrated that education in the regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Section 504 requires school districts to provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

After obtaining parental consent, the Section 504 Team collects data from a variety of sources, e.g., student records, standardized test scores, teacher reports, medical reports, behavioral rating scales, psycho-educational evaluations, grades, attendance. Unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing.

Placement refers to regular and/or special education program in which a student receives educational and/or related services. For the vast majority of Section 504 students, "placement" refers to planned accommodations within the regular classroom. Students whose needs cannot be met in such a manner may require evaluation to determine eligibility for special education under IDEA. Once a plan is written, all staff in the school should view it as a "legal contract" to which they are parties.

Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

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; and Chapter 6A-6 of the Florida Administrative Code.

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

Students will be identified following the District's established guidelines within the timelines

stipulated. The School will follow The School Board of Broward County Florida's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS1) and Comprehensive Evaluation. The School will use a Multi-tiered System of Supports/ Response to Intervention (RtI) model for the implementation of research-based instruction and intervention. Please see Section 4 of this application for more information on how the school will implement the MTSS / RtI framework and <http://www.browardprevention.org/wp-content/uploads/2013/10/MTSS-RtI-Manual-Web1.pdf> This 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.

Following the SP&P and the MTSS/RtI, the school will identify students as follows:

- Step 1: Identify the problem with stakeholders (parents, teachers, staff, etc.)
- Step 2: Analyze the problem by reviewing data that focuses on the student's learning and behavioral/ social characteristics in the classroom.
- Step 3: Select and implement the intervention comfortable with all stakeholders.
- Step 4: Progress monitor for a time period of at least 4-6 weeks to evaluate the effectiveness of intervention(s).
- Step 5: If the aforementioned plan is executed with fidelity and the student is not responding appropriately, then the School will refer the student to SBBC's Psychological services for appropriate comprehensive evaluation.
- Step 6: All stakeholders meet as a team to review and discuss the results of the comprehensive evaluation, and as a committee determine ESE eligibility for services.
- Step 7: Appropriate educational support is determined; IEP is developed for student.

If Student is not ESE eligible: If a student is denied for ESE services then they may be eligible for a 504 Accommodation Plan. If a 504 Plan is established, the plan will clearly detail the accommodations or modifications that will be needed for the student to have an opportunity to perform at the same level as his/her peers.

**504 Plan:** 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.

The School's policies for 504 students will reflect the requirements of the Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving Federal financial assistance, including public schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. It is often said that Section 504 "levels the playing field" for all students attending public school. Section 504 requires that accommodations,

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Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

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 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.

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. 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.

The school 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 and deserve a 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, licensed and cleared contractors, 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).

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 work with the sponsor and through the IEP process to determine whether a student with a disability whose education require a combination of inclusion with consultative services and a resource room for students for whose educational 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 work with the Sponsor through the IEP process to determine the appropriate services, accommodations, and modifications for each student. The school will do its best to provide services to students whose needs can be met through a regular education course between 40-80% of the time. However, the school and the sponsor will work together to make the joint ultimate decision as to the appropriate placement for the child, which may or may not be at the school. Please see response to Section 6E above for more information on how the School will work with the Sponsor.

The IEP will determine the accommodations made for each student and will be used to determine the best placement for the student. The IEP will include all required information, including but limited to the following:

- The student's disability
- The present levels of academic achievement
- The need for any alterations, accommodations or modification to the services
- The need for any additional services or supplementary aids that will be provided
- Measurable annual goals
- The level of nonparticipation, if any, in any school or class activities, if applicable
- Any alternate assessments the students will participate in, if applicable, and a statement as to why the student should take the alternate assessment
- Projected start date for services
- Explanation of how the progress towards meeting annual goals will be measured, and when periodic monitoring will occur.

If the school and the sponsor determine that the best placement for the student is as the school, the school will provide FAPE to the student in accordance with the IEP.

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. The school and the sponsor will work together to make the joint ultimate decision as to the appropriate placement for the child, which may or may not be at the school. The school and the sponsor will attend an IEP meeting where the student's individual needs are assessed and the placement decision will be made taking into consideration the needs of the student, the ability of the school to satisfy those needs, the potential harmful effect on the student or the quality of services needed, and the location of the placement in relation to the student's home school. 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 in years 1-3 and a full time ESE coordinator in years 4-5. The school will hire teachers that are certified in ESE. 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 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. 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 in the School. The school is budgeting for a total of 23.5 teachers in addition to the ESE coordinator the first year; however, only 19 are required by the class size reduction act. A minimum of 4 teachers in addition to the required number have been added to the budget each year of the charter. The school will hire ESE teachers who will be able to serve ESE students. Speech-language, occupational, and physical therapy services will be contracted services. Similarly, all personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

The School will implement the Florida Continuous Improvement Model to determine if the services provided to the students are ensuring the attainment of the student's goals, and if they are not, the School will make the necessary adjustments and modifications. The School will review the students' performance data and the likelihood of an ESE student meeting the goals on their IEP to determine if the School is being effective in serving the exceptional students.

The school will analyze the measurable goals identified on a student's IEP and monitor data from state, district, and school assessments (used for baseline, screening, progress monitoring, and diagnostic purposes) to measure growth and determine if accommodations and services are effective or need to be modified. Additionally, the sponsor's annual ESE Compliance Review will measure the school's effectiveness in meeting the students' needs.

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

The School will serve the needs of gifted and talented students as required by State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students who are Gifted*, as well as the Sponsor's SP&P, as amended from time to time.

State Board Rule 6A-6.03019, FAC defines a gifted student as one who has superior intellectual development and is capable of high performance. There are two separate criteria for eligibility.

**Identification:** Gifted students will be identified for special instructional programs for the gifted *if* the student demonstrates the following: A need for a special program\*; A majority of the

characteristics of gifted students according to a standard scale checklist; Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence

\*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community or through the COGAT screening test. The following criteria may be used in identifying students: performance on standardized tests as determined below; referrals from teachers for gifted eligibility based on classroom performance, student's portfolio; recommendations from counselor/ teachers regarding student motivational behavior, involvement in activities, etc.; recommendation from parents about student's academic areas of strength; COGAT minimum score as required.

Plan B gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) is if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test such as the BAT or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning.

The Kaufman Brief Intelligence Test or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 116 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

**Services** - The School will choose the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models as follows:

- **Gifted/High Achieving Full-time, Self-contained (for grades K-5 classes with < 20 gifted students per grade level or combination grade level):** All gifted students in a grade must be grouped together in one class for their academic subjects (in order to ensure that gifted students have time with their intellectual peers) and taught by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). Students are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs.
- **Half-day Resource (for grades K-5 classes with under 20 gifted students per grade level or combination grade level):** Gifted students will receive instruction in specific content area(s) for 2 1/2 hours per day. A minimum of 2 hours per day will be spent on content instruction.

Students will be ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. The gifted endorsed teacher will consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student. If the school has enrolled less than 11 gifted students per grade level in grades K-3, then the School will use the Primary Elementary Alternative Model.

**EP Plan Development:** Once a student has been identified as possibly gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the student and obtain parental permission for testing. Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

**Initial Educational Plan (EP) Team Participants:** The EP team will include the following participants:

- The student's parents
- The student
- The schools' gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.
- School psychologist
- Staffing Specialist

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

**The Educational Plan (EP)** for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance, which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and an evaluation results; a statement of goals, including benchmarks or short term objectives; a statement of the specially-designed instruction to be provided to the student; a statement of how the student's progress toward the goals will be measured and reported to parents; the projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

**Implementation:** The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

**Services and instructional Strategies for Gifted** - The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- specialized gifted courses
- acceleration
- ability grouping
- modifications of content through differentiated curriculum
- career exploration and goal setting integrated into the curriculum
- curriculum compacting enrichment
- social skills development and/or counseling
- real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring)

Instructional strategies will include a differentiated approach designed for gifted students. Following are some strategies that will be in place to ensure student progression through the curriculum:

- Modifications to the curriculum and specially designed instruction through flexible grouping, research, curriculum compacting, acceleration, and independent study
- Enrichment activities through problem-based learning, open-ended tasks, learning centers and community service learning

The School will emphasize a differentiated curriculum in all core subject areas: language arts, mathematics, science and/or social studies. This will provide students with the opportunity to acquire concepts in depth beyond the requirements of the regular courses. The gifted curriculum will assure access to the FS/NGSSS. The concepts of critical thinking, research, independent learning, creative thinking, personal growth, leadership skills and problem solving will be emphasized. The students' gifted goals and objectives identified on the EP will offer opportunities for growth and increased performance.

A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP will be considered when reviewing and revising the plan. Quarterly Progress reports are also sent home in addition to parent contact.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student's parents
- The student
- At least one teacher of the gifted program
- General Education teacher
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

**Timelines:** An EP will be in effect at the beginning of each school year for all gifted students for a duration of up to three years. Timelines for EP meetings for students who are gifted shall include the following: **1)** An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program; **2)** An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services; **3)** Meetings must be held to develop and revise the EP at least every 3years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change; **4)** Meetings are held to develop and revise the EP at least once every three years for students. EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school.

## Attachments

### Section 6: Exceptional Students

– No Attachments –

## Notes

### Allisyn Axelrod, 3/6/18 8:51 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 required by Section 1008.22, F.S., 6A-1.0943 (3), F.A.C., states, and Rule 6A-1.09401, F.A.C. What is the testing plan to include SWD in standardized testing with allowable accommodations? 3. This application failed to discuss or provide a comprehensive plan for providing ESY to SWD as required by 6A-6.03028(3)(g)12, F.A.C. How does the school intend to provide Extended School Year services for SWD? 4. This application failed to provide an appropriate plan for evaluating the school's effectiveness in serving Gifted students as required by the application. How does the school intend to evaluate the success of Gifted students in reaching their EP goals and effectiveness of its Gifted and Talented program? This application states, "We ask that the Sponsor provide a Staffing Specialist to serve as the Local Education Agency (LEA) when the IEP meeting is considering an initial placement, a change in placement, or a dismissal from a program." in error

## 7. English Language Learners

### Section Evaluation

Meets the Standard Celina Chavez, 3/8/18

Final Rating



Meets the Standard Leyda Sotolongo, 3/8/18

Meets the Standard

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 Florida Department of Education and State law require that all public schools follow all applicable provisions of Federal law relating to students who are English Language Learners (ELL), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and League of United Latin American Citizens (LULAC) et.al. vs. State Board of Education Consent Decree (1990) and the Modification of the Multicultural Education Training and Advocacy (META) Consent Decree (2003). The META Consent Decree ensures that ELL students' civil rights are upheld and, that these students have equal access to all the programs at the School, and that they receive instruction that is comprehensible and equitable in scope and sequence to the instruction received by non-ELL students. The School hereby agrees to adopt and implement the Sponsor's ELL plan, policies and procedures with respect to the ELL Plan, as amended from time to time. English Language Learners enrolled at the school will be served by ESOL-certified/trained personnel who will follow the Sponsor's District Plan for English Language Learners 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 the **Home Language Survey (HLS)** This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration.

The questions are as follows:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/ oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school. The School's ESOL Coordinator will keep record of all HLS with "yes" responses. These students will be assessed within 20 days of registration. If the student is not assessed within 20 days, this period may be 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)

- Kaufman Test of Educational Achievement II Brief Form (administered to students in grades 3-5 within 20 days of the aural/oral test)
- ACCESS for ELLs 2.0 – (paper-based for grades 1-5)
- Kindergarten ACCESS for ELLs (paper-based for K)
- Alternate ACCESS for ELLs – (paper-based for grades 1-5 ELLs with cognitive disabilities)

**Equal Access to Appropriate Programming/ESOL Program Placement:** The School 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 content of the curriculum is determined by Florida Standards. The school will ensure that ELL students not be restricted 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 appropriate to their level of English proficiency and must provide equal access to the programs content and benefits. Included are before and after school care programs and gifted programs among others. Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book. Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. Instructional delivery, not content, is tailored to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the State. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

**Individual ELL Student Plan:** All students classified as ELL will have an Individual ELL Student Plan. The School will use the plan used by the Sponsor, as specified in the District's ELL Plan. The plan will be updated to reflect any changes in assessment data, demographic information, instructional program participation, ELL committee meetings, schedule, exit information and post program review. The plan will include all items identified in the District's ELL plan including but not limited to biographical student information (name, grade, and home language), Date Entered United States School (DEUSS), 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 ELL Committee:** A school administrator or designee, the student's ESOL teacher, home language teacher (if any), content area teachers and guidance counselor, form the ELL committee. Parents will be invited to participate in the meetings and language translators must be available, if necessary. ELL Committee meetings will be convened when recommendations are to be recorded on the ELL plan. The ESOL Coordinator of the school will be responsible to invite the parents and pertinent teachers, record the recommendations on the ELL plan and follow up, as necessary.

**Assessments:** All ELLs participate in statewide assessments. The Student Assessment and Research Department of the Broward County Public Schools, provides training/information to school testing coordinators, and the Bilingual/ESOL Department provides face to face and web

based training/information to school ESOL Contacts about the requirements for ELL participation in statewide assessments. In addition, both departments collaborate to provide training on FSA accommodations for ELLs. The ESOL Contact is responsible for identifying student accommodations using the online platform. Parents are notified via the Flexible Setting Form if their child will be tested in a different setting. A copy of the ELL Plan containing the accommodations is kept in the ELL folder. Testing accommodations are documented on the Accommodations section of the ELL Plan. Parents are also notified of testing accommodations and understanding outcomes at school meetings and district-wide parent meetings.

**Student Progression:** Formal retention recommendations for ELLs require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990). ELLs cannot be retained solely due to lack of proficiency in English. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan. If the School has 15 or more ELL students speaking another language other than English, the school will hire a linguistically qualified instructional staff member, qualified teacher or paraprofessional to assist these ELL students in understanding content instruction.

**Parent and Student Rights:** In accordance with the META Consent Decree, the school will establish a Parent Leadership Council (PLC) to foster parental involvement and participation in the ELL student's educational programming and achievements. The PLC is established to ensure that ELLs receive the comprehensive educational opportunities and experiences that are available to non-ELLs. The PLC will be comprised by a majority of parents of ELL students. The PLC will not be approving the school's ELL plan since the school is adopting the district's ELL plan, which is approved by the district's PLC.

**Personnel:** Teachers that have ELL students assigned must be ESOL endorsed/certified/trained as required by the META Consent Decree and as stipulated by the District ELL plan. Teachers will use ESOL Strategies when instructing ELL students and will document the use of those strategies in their lesson plans.

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 School will implement an instructional program that will ensure academic success for English Language Learners. The school is adopting and herein cites the SBBC's ELL Plan. The school will incorporate the Mainstream-Inclusion English Language Arts and Mainstream Inclusion Core/Basic instructional models in addition to using ESOL strategies. Teachers teaching ELL students will be ESOL certified or ESOL endorsed. 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 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.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas. ELLs receive instruction using ESOL Instructional Strategies.

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 not 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 must be understandable to the ELL students and equal and comparable to instruction provided to non-ELLs.

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 as indicated in the District ELL Plan and approved by the Florida Department of Education. ELL students will be monitored on an on-going basis and monitoring information will be documented in their student ELL plan.

Progress monitoring tools that will be used to evaluate ELLs' progress are as identified in the sponsor's ELL plan, which are report cards, test scores, classroom performance, and teacher input.

**Exiting the ESOL Program:** Students in K-2 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment. Students in grades 3-5 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C. Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students within (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ELA examination was administered by the state. The ELL Coordinator will follow the steps outlined in Rule 6A-6.0903, FAC to exit a student.

**Monitoring Students that have exited:** After ELL students exit the ESOL program, the School is required to monitor them for a minimum of two years. The School ESOL contact/designee, with input from classroom teacher(s) and any other applicable staff, is responsible for monitoring. The student's academic performance will be monitored on an on-going basis and is documented on the ELL Plan at the first report card; end of first semester; end of first year; and end of second year.

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

ESOL certified/endorsed/trained teachers will provide ESOL services to ELL students as required by the META Consent Decree and in alignment with the District's ELL Plan. Multilingual teachers and staff will be hired to provide communication in the home language and to facilitate communication with the families. Support staff will also participate in required training as per the requirements of the META Consent Decree.

## Attachments

### Section 7: English Language Learners

– No Attachments –

## Notes

### Celina Chavez, 3/7/18 3:29 PM:

This section was reviewed by Leyda Sotolongo, Curriculum Supervisor and Celina Chavez, Education Specialist, ESOL Questions for clarification: 1. Is it the intention of this applicant to adhere to the updates and amendments to state rules and district ELL Plan? The application refers to exit criteria and placement data that is no longer aligned with the District ELL Plan. 2. What is the staffing plan to meet the needs of META?

## 8. School Culture and Discipline

### Section Evaluation

Meets the Standard Debra Kearns, 3/9/18

### Final Rating

Meets the Standard

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.*

North Star Charter Academy's mission involves a sharp focus on developing the social and emotional skills of students, staff, and parents. North Star believes that every member of the school community is part of our school family, within which the optimal development of each member is the goal. Members include school administration, support staff, teachers, students, and families. Through the implementation of the Conscious Discipline School Family model, North Star will systematically create a positive school climate that is integral to academic success. Twelve classroom structures will be applied in each classroom and throughout the school that will support teachers and administrators in creating a school culture that is inclusive, compassionate, and bully-free. The twelve structures will allow for teachers and administrators to create a classroom and school-wide management system where intrinsic motivation, helpfulness and connection govern the school and classroom climate.

The twelve structures are divided into three main principles including 1. Willingness to learn, 2. Impulse control, and 3. Attention. With willingness, each interaction is perceived as a learning opportunity rather than a power struggle. By learning the principle of willingness, children and adults, especially the most difficult, obtain a sense of belonging to the school family. Impulse control is governed by areas of the brain that are activated by the connection we each have with each other. The school family uses connection to encourage impulse control while teaching self-regulation skills in context. Attention is a principle that provides structure for children and adults to destress, recognize positive intent, and contribute socially to each other in meaningful ways that promote caring, encouragement and engaging positively with one another.

Characteristics of the school family include school-wide rules, jobs, actions to take to

wish others well, and steps to conflict resolution. These lessons will be explicitly taught and reinforced in an age appropriate manner at each grade level. Students will experience a cohesive set of rules throughout their elementary experience and will be guided to find their own inner strength and draw up on their own experiences to solve conflicts, express emotion and problem solve. Teachers, administrators and support staff will guide students based on a clear and focused set of expectations and steps for engaging. This will be reinforced through the Morning Meet-Ups and North Star Family Meetings.

*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:*

North Star Charter Academy will adopt the School Board of Broward County's The Code Book for Student Conduct based on Policy 5.8: Code of Student Conduct 2016-2017 (as may be altered from time to time by the School Board of Broward County). The Broward County School Board Policy 5.8: 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' right 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 step1.

The School will offer three tiers of support. Tier 1 program is designed for all students, teachers and administrators and consists of research based behavioral practices and supports both in the responses of adults and the schoolwide and classroom environment. Tier 1 interventions include language of safety and connection from teachers and adults and among students; focus on developing social and emotional skills, such as fostering self-regulation, rather than eradicating a problem behavior; perceiving positive intent; applications in calming down; destressing in difficult situations; adults shifting from reactive procedures to proactive responses based on the seven powers; creating meaningful learning activities that connect student's home culture to the culture in the school; and the understanding and implementation of the knowledge that the teacher-student relationship is at the core of all learning.

The MTSS for behavior will proactively identify students who need Tier 2 supports. Tier supports are typically provided to 10-5% of the population to provide more intensive supports. Students in need of Tier 2 strategies typically fall into one of three categories: 1. Safety – child needs additional assistance in learning how to regulate behavior; 2. Connection – needs additional assistance in connecting with peers and teachers; or 3. Problem-Solving – child needs additional assistance with learning one or more executive skills. Examples of the Tier 2 interventions include the teacher following steps to help a child engage and participate in a meaningful and positive way. Steps to accomplish this include: 1. Recognize what the unwanted behavior is; 2. Define what the wanted behavior is; 3. Teacher chooses from a wide array of strategies to assist the child in engaging with the wanted behavior, depending on the reason for the unwanted behavior. Using the Conscious Discipline model, reasons for unwanted behavior may be that the child is disconnected from their peers and teachers, or the child is over stimulated for extensive periods of time. Examples of intervention strategies include connection activities including individualized celebrations and compassion, time with the teacher (lunch/reading), assignment to small groups of peers to build connection, visuals of expected behavior in the form of social skills books or rule cards, additional training for teachers on how to establish and maintain relationships with relationship reluctant students, the creation of an “I-Love-You Ritual” with the student, or consistent encouragement for student success.

Tier 3 interventions are provided to the smallest group of students, 1-5% and often require the most intensive supports. These students are typically the smallest group, but make up about 40-50% of the behavior infractions at a school. These students need the most support in learning missing social and emotional skills. Tier 3 interventions are divided into two categories: interventions to teach wanted behaviors, and interventions to correct unwanted behaviors. Interventions to teach include visual reminders, role-playing, coaching, practicing, direct instruction, literature, encouragement/noticing, song/music/movement, helping buddies, stress reduction and modeling. Interventions to correct include such as contracts, class meetings, consequences, office referral, empowering victims, and counseling.

The penalties for most infractions are found in The School Board of Broward County's Appendix A - Administrative Discipline Matrix. North Star Charter Academy will institute penalties for infractions in alignment with the Code of Conduct. The implementation of The School Family by Conscious Discipline will slowly develop a discipline structure that is reliant on cultural and relationship based discipline, rather than reward and punishment based discipline. Consequences in alignment with the Code of Conduct will be implemented parallel to Conscious Discipline. Following the Broward 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, ice cream with the principal, pizza parties, no uniform days, tickets to school activities.

In alignment with the theme of the School, students will be selected to receive North Star Awards for embodying specific social and emotional skills. One SEL standard or power skill will be highlighted each month. For example, one student from each class would be awarded the Award of Distinction for Self-Regulation during the month of September. Students will also be able to recognize other students for displaying the skills the School Family teaches.

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.

*D. 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.

*E. 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 model, reinforce, provide immediate feedback and ongoing coaching, and offer appropriate professional development in Conscious Discipline as needed based on teacher, student and parent needs. The Principal is responsible for ensuring that teachers interact and clearly understand evaluation rubrics for teacher pedagogy and the establishment and usage of the classroom environment in alignment with Conscious Discipline research-based approach. Teachers will be expected to use the Conscious Discipline approach. However, it is also important for the Principal to allow for teachers to utilize other classroom management strategies as needed to fill in gaps of knowledge while learning Conscious Discipline. Other classroom management strategies must be respectful of students, rooted in research, aligned with the Student Code of Conduct and maintain an environment that is conducive to teaching and learning. Other classroom management systems being utilized by teachers during the learning phases of Conscious Discipline must communicate clear expectations for behavior and establish reasonable consequences that are applied consistently and are aligned with the school wide culture of safety, love, and connection. 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 that the administration meet with the parent/guardian to discuss particular student offences and to develop a plan of action to prevent future occurrences. 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.

*F. 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 IBP.

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.

*G. 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.

*H. 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 [G](#)

Jurado, Christine, 1/31/18 3:38 PM

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## 9. Supplemental Programming

### Section Evaluation

Provided LoriAyn Stickler, 3/9/18

**Final Rating**

**Provided**

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

The School will offer tutoring and FSA Camp in alignment with student academic data in ELA, Math, and Science. FAIR, iReady Diagnostic, Benchmark Assessment System, Broward Standards Interim Assessment, Rtl data, and Student Portfolio data will be analyzed by the administration and classroom teachers to determine the scope and scale of after school tutoring and FSA Camp necessary to support students in making adequate progress towards meeting the Florida Standards by the end of the year. Tutoring and FSA Camp will be offered after school.

In addition to after school tutoring and FSA Camp, the School will provide clubs and intramural. The types of clubs and sports offered will be dependent on the abilities and interest of teachers to run clubs and sports after school.

Teachers will have an extended work day twice a week as part of their regular work day. The extended day will consist of one hour whereby teachers will have an alternate assignment, which can be afterschool tutoring, coaching, or club sponsorship. The second hour will be used for planning, professional development, and staff meetings. In order to service our students, those students in need of more than one hour after school tutoring, the teachers extended days will vary depending on the grade level and subject areas taught. This will ensure that a student may receive afterschool tutoring twice a week and teachers are still able to plan, participate in PD, and attend staff meetings.

## **Attachments**

### **Section 9: Supplemental Programming**

– No Attachments –

# ORGANIZATIONAL PLAN

## 10. Governance

Section Evaluation		Final Rating
Meets the Standard	Jody Perry, 2/13/18	<b>Meets the Standard</b>
Meets the Standard	Brenda Santiago, 3/7/18	

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

North Star Charter Academy, Inc. is a not for profit incorporated in the state of Florida. It will plans on submitting its 501c3 application to the IRS for review in March.

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

- The articles of incorporation (or copies of the filing form) – Attachment H
- 501(c)(3) tax exempt status 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. The Governing Board leads and governs the organization. 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 and will report to the Board. The faculty and staff will report directly to the principal. The principal will report to the Board. Committees, if any, will serve at the pleasure of the Board. Committees will be given specific tasks and will present information to the Board for a Board vote at an open and publicly noticed meeting. Committee meetings will be open and publicly noticed. The governing board shall have jurisdiction over the affairs of the corporation, subject to the Articles of Incorporation and the by-laws of North Star Charter Academy, Inc. The governing board may appoint officers and create committees according to the bylaws. Officers and committees shall be responsible for tasks as determined by the board from time to time. The Board will evaluate the School Administrator annually using an evaluation tool adopted by the governing board.

The governing board will be an active, policy making body, that will be responsible for direct financial oversight as well as overseeing the Principal and ESP. Fiscal transparency is required of the school and of the governing board to ensure that all financial reports and audits are performed

in a timely manner and shared with the district.

The Governing Board will contract with the Education Service Provider (ESP) to assist the principal in managing the day to day operations of the School. The ESP reports directly to the Board. The direct relationship between the Board, principal 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 principal will report directly to the board; a strong relationship will exist. The principal will provide a monthly status report to the Governing Board and attend all board meetings. During the board meeting, the principal will present the school’s status report and field any questions of the board.

**Responsibilities of the Officers of the Board:**

**President/Chair-** The Governing Board will be responsible for presiding at all meetings of the board. He or she shall be the chief operating officer of the board. The president is responsible for assuring that the policies, objectives, and aims of the school are observed. The president, with the treasurer or any other officer authorized by the board, may sign for any deeds, mortgages, bonds, contracts, or other instrument, which the board has authorized to be executed. The president is also responsible for any other duties as assigned by the board.

**Secretary-** The secretary of the board is responsible for keeping all record of the minutes of the meetings for the board and all board committees. The secretary is also the custodian of the seal of the corporation, and may countersign on any deeds, mortgages, bonds, contracts or other instruments, which the board has authorized to be executed. The secretary is also responsible for any duties of the board, as assigned.

**Treasurer-** The treasurer has charge and custody and is responsible for all funds and securities of the school. He or she is responsible for keeping regular, full and accurate records of all receipts and disbursements. The treasurer shall be familiar with the fiscal affairs of the corporation and keep the board informed thereof.

**Governance and Accountability Overview**

Component	Function	Composition
	<ul style="list-style-type: none"> <li>• Charter holder</li> <li>• Preserves the mission and vision of School</li> <li>• Governs the School</li> <li>• Hires the principal</li> <li>• Contracts with an ESP</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> </ul>	

<p>Governing Board</p>	<ul style="list-style-type: none"> <li>• Retains ultimate authority for School's performance</li> <li>• Meets the needs of the students, parents and teachers</li> <li>• Supports the school administrators</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> <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</li> <li>• Maintains a Board Handbook</li> <li>• Reviews and submits Annual Report to FLDOE</li> <li>• Participates in Governance training</li> <li>• Monitors a corrective action plan</li> <li>• Appoints a Local School Representative</li> </ul>	<ul style="list-style-type: none"> <li>• Visionaries and Leaders</li> <li>• Respected Business, Educator, and Community Leaders</li> </ul>
<p>ESP</p>	<ul style="list-style-type: none"> <li>• Support administration in the day-to-day Operations</li> <li>• Sound financial management</li> <li>• Reporting and accountability to Governing Board</li> <li>• Attends governing board meetings, provides status reports and project management</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Accounting personnel</li> <li>• Compliance personnel</li> </ul>
<p>Principal</p>	<ul style="list-style-type: none"> <li>• Leads responsibility for implementing educational model at school</li> <li>• Frontline manager for school operations &amp; staff</li> <li>• Accountable to Board</li> <li>• Attends governing board meetings, provides status reports and project management</li> <li>• Recruits, hires, and evaluates faculty and staff</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Certified school administrator with proven track record of success</li> </ul>
<p>Board's</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> </ul>	<ul style="list-style-type: none"> <li>• Resides in the school district</li> <li>• May be a board</li> </ul>

Representative	<ul style="list-style-type: none"> <li>• Helps to resolve disputes</li> <li>• Attends board meetings</li> </ul>	member, or employee, or hired representative
Committees	<ul style="list-style-type: none"> <li>• Shall be assigned specific tasks by the Board</li> <li>• Present information to the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Will be appointed by the Board</li> <li>• Serve at the pleasure of the Board</li> </ul>

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. The Governing Board will vote for a meeting schedule and will post this before the opening of school each year. This schedule will be in accordance with Chapter 119 of the Florida Statutes as they relate to public records and public meetings under Sunshine Law. 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 governing board will hold a minimum of two meetings per school year in the school district. These meetings shall be noticed, and available to the public. Attendees will have the opportunity to give their input during the meeting. Additionally, as required by Section 1002.33, Florida Statutes, the governing board will appoint a charter school liaison that will assist parents with disputes and will provide access to information to questions or concerns that may arise. The charter school liaison will be a resident of the school district where the charter school is located and may be a charter school employee or a governing board member.

The school will comply with Florida’s Public Records Law, Chapter 119, Florida Statutes, and will provide public access to public records. The school will ensure that all records will be stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be maintained using a system aligned with the Red Book standards. The Governing Board Chair and the Treasurer will have access to online financial records as needed. 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 will be kept in an area with limited access and shall be locked at all times. As required by Florida Statutes, Chapter 119, all permanent archival records will be kept in a secured, locked, fireproof and waterproof cabinet. Access to the records will be limited to required school personnel. The School will follow all the provisions of the Family Educational Rights and Privacy Act (FERPA), as well as other applicable state and federal regulations that cover the establishment, maintenance and disposal of student records. As required, student records shall not be made available to anyone outside the school except as stipulated by FERPA and state guidelines for public records. Records shall be made available to district staff for the purpose of monitoring compliance and oversight. 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 offsite, 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 governing board is five members. The composition of the board is as follows:

Mary Margaret Underhill has over thirty-five years' experience in education. Dr. Underhill has extensive experience in working with the students which the school is targeting. She has provided support to numerous principals and will be able to continue to do so with NSCA's principal. In addition, Dr. Underhill has dealt extensively with school facilities and has resolved numerous



construction and facility issues at several schools. Dr. Underhill will be able to provide curriculum support, professional development guidance, facilities assistance, principal mentoring, and direction with the implementation of the technology component of the curriculum. Dr. Underhill served as Associate Superintendent of Accountability, Technology, Strategic Planning, and School Improvement's designee.

Mark A. Thomas has over thirty-eight years' experience in education. He has had several roles including guidance counselor, Coordinator of Dropout Prevention for SBBC, high school director (which maintained an "A" rating and earned National Blue Ribbon recognition under his direction).

Steven Wasserman serves as Executive Vice President at Colliers International, a global commercial real estate services organization. Mr. Wasserman has closed a broad range of complex transactions including but not limited to large land acquisitions and transactions. His experience in real estate and business administration will serve the board in its endeavor to open a new school and provide the necessary facility.

Raymond LeFevre currently sits on the Charter School Advisory Board, City of Coral Springs, FL. He also is a successful educational consultant with his own educational consulting firm. He has vast experience in education having served as both a principal and assistant principal. His experience on an advisory board for a municipal charter school will assist the board in developing board policies and processes. His many years of experience in education will serve as a resource to the school administration.

Susan Whiting is a retired principal from SBBC. Over the course of her career she has had several roles such as principal, assistant principal, assistant director for a satellite center, computer education coordinator, teacher and teacher's aide. She currently does consulting work and training. In addition, Ms. Whiting is a successful grant writer and a published author of several educational articles. Her experiences in the classroom will serve the board well along with her abilities to obtain grants. The board will utilize Ms. Whiting to try to obtain as many grant awards as possible to support the educational program and curriculum at the school.

The board members represent some of the Target Skills and areas of expertise needed to operate a school and which the board will actively seek when looking for new board members. The Target Skills are legal, educational, financial, real estate, fundraising, strategic planning, academic oversight, marketing, management, human resources and public relations.

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

The governing board will be composed of not less than three or more than five members. The members must possess the expertise and knowledge that are essential for the success of the school. Board members will serve one-year terms and can be removed with or without cause by a majority vote of the governing board in office, or may resign at any time by giving written notice to the board. Prior to the annual meeting (or as needed in case of vacancies), the Board will nominate new members and vote at an open and noticed meeting. Board members shall serve without compensation.

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

for 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: President/Chairperson, Vice President, Clerical and Treasurer. Please refer to Section 10. C. above for more details on the officers' 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 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 receive monthly status reports from the principal. These will be reviewed along with the financial reports to ensure that the school is making progress towards meeting its 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 goals, 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.

Name	Current Prospective Governing Board Member?	or Role on Board (e.g. Member, President, etc.)	Submission Requirements
Mary Margaret Underhill	Current	President	X Information Sheet X Resume

Mark A. Thomas	Current	Board Member	X Information Sheet X Resume
Steven Wasserman	Current	Board Member	X Information Sheet X Resume
Ray LeFevre	Current	Board Member	X Information Sheet X Resume
Susan Whiting	Current	Board Member	X Information Sheet X Resume

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 to 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.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize their highest level of academic achievement.
- Belief in the School's design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding the responsibilities and fiduciary duty contained in the school's charter.
- Understanding the roles and responsibilities of each person and entity involved.
- Willingness 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 and informational sessions with the principal, board attorney, and ESP. Once new Board Members are selected they will be participate in state approved Board Member training. We will contract with a state-approved trainer who offers a high-quality online option where Board Members will be able to complete the training at a time that is convenient to their schedule.

New Board Members will meet with the principal to review the history and mission of the school. The Board Member 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. The principal will ensure that the new Board member understands the roles and expectations of a Board member and answer any questions the new member may have about the organization.

The board members will meet with the board attorney who will conduct an onboarding and educate the board members of the Florida Sunshine Law, Public Records, Code of ethics policy, Conflict of interest policy, Section 1002.33, Florida Statutes, Statutory requirements for charter schools, and the Charter School Agreement.

Ongoing professional development for the Board will be developed by the ESP. The ESP 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 assist with the planning and ultimate implementation of the 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. 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 Code of Ethics will, also, address conflicts of interest.

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 State of Florida's conflict of interest policies when appointed to the Board. Each year, Board members will execute an Annual Conflict of Interest Statement certifying that they

have received, read, and understood the Conflict of Interest Policy, agree to comply with it, and understand that the organization must primarily engage in activities which accomplish one or more of its tax-exempt purposes.

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 the 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.
- A board member may not 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.
- Owning stock or holding debt or other proprietary interests in any third party dealing with the corporation.
- Holding office, serving on a board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than board - approved activities, programs and purposes.
- Receiving 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 s. 1001.452, F.S. will be created. The majority of the members will not be employed by the School. 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 s. 1001.42(18), F.S. and s.1008.345, F.S. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in accordance with s. 1001.452, F.S.

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.

The SAC will develop and maintain a system of school improvement and education accountability at the school related to Section 1001.42(18), F.S. and s. 1008.345, F. S. SAC Bylaws shall establish process for meeting quorum; advance notice requirements of upcoming meetings, in writing, of matters that will come for a vote; scheduling meetings; replacing any member who has two unexcused consecutive absences; and, minutes recording.

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 s. 1002.33(9)(p)(2), F.S.

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 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="#">L-7</a>	Jurado, Christine, 1/31/18 3:58 PM	PDF / 510.518 KB
10.2	<a href="#">L-6</a>	Jurado, Christine, 1/31/18 3:58 PM	PDF / 497.008 KB
10.3	<a href="#">L-5</a>	Jurado, Christine, 1/31/18 3:55 PM	PDF / 1.858 MB
10.4	<a href="#">L-4</a>	Jurado, Christine, 1/31/18 3:54 PM	PDF / 2.931 MB
10.5	<a href="#">L-3</a>	Jurado, Christine, 1/31/18 3:54 PM	PDF / 4.256 MB
10.6	<a href="#">L-2</a>	Jurado, Christine, 1/31/18 3:53 PM	PDF / 565.76 KB
10.7	<a href="#">L-1</a>	Jurado, Christine, 1/31/18 3:53 PM	PDF / 6.093 MB
10.8	<a href="#">K</a>	Jurado, Christine, 1/31/18 3:43 PM	PDF / 145.866 KB
10.9	<a href="#">J</a>	Jurado, Christine, 1/31/18 3:42 PM	PDF / 137.16 KB
10.10	<a href="#">I</a>	Jurado, Christine, 1/31/18 3:41 PM	PDF / 47.261 KB
10.11	<a href="#">H</a>	Jurado, Christine, 1/31/18 3:40 PM	PDF / 87.872 KB

## 11. Management and Staffing

### Section Evaluation

Meets the Standard	Maria Yen, 2/5/18	<b>Final Rating</b> <b>Meets the Standard</b>
Meets the Standard	Rhonda Stephanik, 3/12/18	

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

- The pre-operational year;

- The first year of school operations;
- At the end of the charter term; and
- 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 North Star Charter Academy.

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 Board 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 October, 2018. The Board will review the applications recommended by the Principal Hiring Committee and will meet with the candidates by November 2018. The Principal will be selected and hired by December 2018 and will begin working in January 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 will oversee the day-to-day functions of the School. The Principal will oversee the lead teacher, assistant principal, and the office manager. The office manager will oversee the office assistant and the registrar, and clerical. The lead teacher will oversee the guidance counselor, reading coach, and custodians. The Principal will be responsible for conducting staff evaluations; however, the assistant principal may assist the principal.

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.

Please see Attachment Q for the staffing plan and 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 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 will support the Principal in completing this task.
- 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 Highly Qualified teachers;
- 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 Principal will 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), members of the ESP, 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 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.

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

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. The principal will establish and maintain an individual professional development plan for each instructional employee as a component to the school improvement plans developed pursuant to s.1001.42(18). The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and include an evaluation component that determines the effectiveness of the professional development plan.

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 outline the areas of focus for the professional development. 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 principals: [\[1\]](#)

- 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

[1] (DuFour, 2004)

## Attachments

### Section 11: Management and Staffing

11.1	<a href="#">M</a>	Jurado, Christine, 2/1/18 12:23 AM	PDF / 131.721 KB
11.2	<a href="#">Q</a>	Jurado, Christine, 2/1/18 12:18 AM	PDF / 154.825 KB
11.3	<a href="#">P</a>	Jurado, Christine, 1/31/18 4:07 PM	PDF / 107.2 KB
11.4	<a href="#">O</a>	Jurado, Christine, 1/31/18 4:07 PM	PDF / 75.281 KB
11.5	<a href="#">N</a>	Jurado, Christine, 1/31/18 4:06 PM	PDF / 83.192 KB

## 12. Human Resources and Employment

### Section Evaluation

		Final Rating
Partially Meets the Standard	Khandia Pinkney, 2/5/18	Partially Meets the Standard
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 School will be a private employer and the employees will be private employees. All certified teacher employees hired will be hired on a probationary status the first year of employment, in accordance with Florida statute 1012.33 The School may use progressive discipline at its discretion. Termination will be utilized for serious violations or in the best interests of the students. The administration will attempt to work with the employees and provide support and assistance as needed, when appropriate. The School will utilize annual and probationary 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 both parties.

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.

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.
- Instructional employees on the Performance Salary Schedule rated as Effective will receive an adjustment on their base salary equal to 50-75% of the adjustment provided to the teachers rated as Highly Effective (the percent of the adjustment may be adjusted yearly-but will be at least 50% and no more than 75% of the adjustment for Highly Effective teachers)
- An employee under any other performance rating will not be eligible for a salary increase.

3. Instructional Leadership-For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

For school administrators, at least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.

4. Other indicators of performance.—For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district

school board and, for instructional personnel, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

(b) All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place.

(c) The individual responsible for supervising the employee must evaluate the employee's performance. The evaluation system may provide for the evaluator to consider input from other personnel trained under subsection (2). The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

(d) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth in paragraph (c).

In the first year of operation, the principal will evaluate the lead teacher. Faculty will be evaluated by the Principal and lead teacher. The Office Manager (also referred to as "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. All other staff will be evaluated by their supervisor.

The evaluations will be considered when making a decision as to whether to offer continued employment with the School. The instrument the School plans on utilizing for evaluation purposes of the administrators is the DASA, or other tool utilized by SBBC. 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 BrIDGES which is aligned to 1012.34, F.S. This evaluation system follows all state and district guidelines with regard to personnel performance and may contribute to the determination of any pay for performance for individual employees. BrIDGES 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.

The evaluations along with student achievement will be used to create Deliberate Practice Goals (DPG). Teachers will utilize the Florida Continuous Improvement Model ("FCIM"). The teachers will use the results of the evaluations to develop SMART targets in their DPG for the following year and then will utilize the FCIM to evaluate if they are on target to meet the SMART targets in their DPG.

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 exceed the salaries offered by the District. The School's compensation plan will include health insurance and 401k benefits.

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 (if any) 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 evaluation system must differentiate among four levels of performance: Highly effective; Effective; Needs Improvement/Developing, Unsatisfactory. The Performance Salary Schedule will require that any salary adjustments for instructional personnel or school administrators that occur be made only for employees with Highly Effective or Effective evaluation ratings and not reduce the level of funding for the Performance Salary Schedule in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available. Promotions under the Performance Salary Schedule are required to be based primarily upon the person's demonstrated effectiveness under s. 1012.34, F.S., i.e. performance evaluations. The estimated salary for the employees for the first year are as follows:

Principal: \$110,000

Lead Teacher: \$50,000

Office  
\$33,280

Manager:

Registrar/Clerical: \$22,080

Custodial: \$10-13/ hour

Teachers/ Reading Coach: \$45,000

ESE/ESOL Coordinator: \$45,000

Nurse: \$25/ hour

Security Guard: \$9-10/ 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 and 401k benefits.

The School's retention plan will be developed in greater detailed 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 will 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.

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. The employee may then appeal the decision to terminate to the Board. The Board, as the ultimate body responsible for the School, will decide whether to uphold the prior decision or whether the Principal should reevaluate the decision to terminate the employee.

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 is in the process of adopting a comprehensive set of policies that directs the actions of the Board. The board has obtained policies from the Florida Charter Support Unit and has reviewed the policies of SBBC. The board is adapting these polices to meet their needs so that they promote and support the mission and vision of the School. The board will have these finalized by June 2018.

The policies related to the day-to-day operations of the organization, including personnel policies and procedures, will be developed with conjunction with the principal. The board has obtained policies from the Florida Charter Support Unit and other charter schools and will ensure that the school's policies are in place prior to July 1, 2019. For any policy not yet adopted, the board will follow the SBBC policy.

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

If an employee is not performing his or her duties in a manner that is satisfactory, the evaluator will notify the employee in writing. Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct do not meet the standards, the School may terminate employment, or it may provide the employee with an opportunity to correct. If the employees fails to correct the issue, he/she may be subject to further discipline, up to and including termination. The School's policies will include an action plan with support, direction, trust and respect so that success is possible. However, this plan will not prevent the school from immediately terminating staff when it is merited.

## Attachments

### Section 12: Human Resources and Employment

12.1 <a href="#">R</a>	Jurado, Christine, 1/31/18 4:12 PM	PDF / 42.872 KB
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## Notes

### **Khandia Pinkney, 2/5/18 7:53 PM:**

According to F.S. 1012.34(3)(c) the individual responsible for supervising the employee must evaluate the employee's performance. The evaluation system may provide for the evaluator to consider input from other trained personnel. In the narrative, it explains that, in the first year of operation, the principal will evaluate the lead teacher. Faculty will be evaluated by the Principal and lead teacher. Will there be a time when a teacher's evaluation will be based ONLY on the observation(s) of the LEAD teacher, or will every teacher be observed by administration (principal or assistant principal)? Based on the capacity interview, questions have been clarified.

## 13. Professional Development

### Section Evaluation

	Final Rating
Complete Denise Roberts, 3/9/18	Complete

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

The mission of North Star Charter Academy is to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment. 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) academic achievement; (2) social and emotional learning; (3) personalized learning.

*B. 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 Lead Teacher (until an assistant principal is hired) will be responsible for overseeing PD activities in accordance with the School Improvement Plan and DP. The principal, lead teacher, 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.

*C. 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: 1) Targeted: PD should be targeted to the mission, relevant to the teachers' needs. 2) Duration: PD should not be a onetime event. It should involve follow-up and support for implementation. 3) Aligned: PD should be aligned with the mission, curriculum, and standards. 4) Collaboration: PD should be developed in collaboration with the teachers and based on results of informal and formal classroom observations, trends in challenges based on daily administrative interactions with staff and feedback from teachers during formal evaluations. 5) Assessment based: PD should be developed after evaluation of student assessment.

Professional Development will be delivered based on best practices that address the Florida's Educator Accomplished Practices (FEAPs) in the following areas:

**Comprehensive Education:** Comprehensive Education PD will be administered during a two week back to school session (takes place before opening of school), monthly professional development sessions after school and on select Teacher Work Days. Teachers will participate in PD based on goals in the teacher's Deliberate Practice. Additionally, administration will continually monitor teacher's ability and assign peer mentors, ongoing PD online, and/or in class coaching and modeling from the Lead Teacher or Coaches.

Professional Development in **Social and Emotional Learning, Project-Based Learning, Blended Learning** and **Personalized Learning** will be provided in a sequenced and comprehensive manner with close attention to the grade levels that will be enrolled over years 1-5 and taking into consideration the available technology and planning time in the formative years of North Star Charter Academy. Each one of these areas of Professional Development builds on the other and together are necessary for the mission of North Star Charter Academy to be accomplished by the time students graduate from fifth grade. The following table outlines some of the main targets of the Professional Development plan for years 1-3. All Professional Development will be taught through the overarching vision of students being prepared for

personalized learning in the middle grades upon graduation from fifth grade. The Professional Development plan for Years 4 and 5 will be designed by the Principal and Leadership Staff based on student outcomes, observed teacher practices, and teacher evaluation data at the end of year 3, keeping in mind that new staff will need to complete the PD provided in the prior years. Professional Development for years 4 and 5 will be aligned with the mission of the school to foster the social, emotional and academic growth of elementary school students in a personalized, nurturing, and empowering educational environment which will prepare them for personalized learning environments in the middle grades. In addition to the table below teachers will also participate in PD focused on Marzano's Nine Instructional Strategies in alignment with the Teacher Evaluation System, Curriculum Mapping, Assessments, Effective implementation of the MTSS/Rtl Systems, Literacy, CANVAS Learning Management System, Core Curriculum, Student Information System, , Inquiry Based Instruction, Cooperative Learning, Interdisciplinary Approach, Close Reading, Curriculum mapping and pacing guides, Gardner's Multiple Intelligences, CRISS (Creating Independence through Student Owned), Data Analysis and Data-driven Instruction, Reading for Below Grade Level Readers, Explicit Teaching, Reading in the Content Areas, and Standards-Based Instruction. The Principal may make changes to this PD plan based on each teacher's DPG.

Year	Content	Participant	Rationale	Delivery
1	Conscious Discipline, by Loving Guidance	All Staff (Administrators, Teachers, Support Staff, Cafeteria Workers, Custodians, etc.)	To build a supportive and nurturing school climate; Creation of the School Family; Establishment of Classroom environment; Implementation of Morning Meet Ups	Training during back to school session
1	Morning Meeting, by The Responsive Classroom	Administrators	Implementation of School Family Meetings	Administrative and support staff Book Study in PLC during Quarter 1
1	Second Step, by Committee for Children	Specials Teachers	Delivery of explicit SEL instruction during Power Up Class	Online video during back to school session
1	Instructional Technology/TIMS	Instructional Staff	Establishing a vision of preparing students for Personalized Learning environments in grades 3-5; Implementing Blended Learning through a rotation and a station model; teaching and learning	Teacher Planning Day

			through student learning applications	
2	Conscious Discipline, by Loving Guidance	All Staff	Deepening Knowledge of the Conscious Discipline and School Family model; continuous improvement of the School supportive and nurturing climate	During back to school session
2	Personalized Learning in the Primary and 3 <sup>rd</sup> grade classroom/360° Teaching with Technology	Instructional Staff	Reinforcing a vision of preparing students to engage in Personalized Learning environments in grades 3-5; Teaching and Learning practices for implementing Personalized Learning in grades K-3; Implementing Blended Learning through station models and a flipped classroom model; teaching and learning through student learning applications; understanding how to manage personalized learning through a Learning Management System	Teacher work days
2	Data Driven Instruction and Personalized Learning	Instructional Staff	Diving deep into PL and Florida Standards in core areas, including Reading across the curriculum, to deconstruct and reconstruct the practical ways teachers will provide student-centered, personalized learning environments governed by classroom based student outcomes on a day to day basis.	PLC – content provided by Y1 and unfolding Y2 data, Florida Standards, and best practices of SEL, Personalized Learning and Instructional Technology
	Conscious		Deepening Knowledge of the Conscious Discipline and School Family model;	During back to

3	Discipline, Loving Guidance	by All Staff	continuous improvement of the School supportive and nurturing climate	school session
3	Buck Institute Education	Instructional Staff	Teaching and learning practices to implement Project-based learning across the curriculum to build students capacity to manage personalized learning environments	During back to school session and select teacher's work day
3	Second Step	Instructional Staff (Staff will be selected based on teacher readiness and/or interest)	For implementation of direct Social and Emotional Learning Instruction during the school day	PLC

The components of the PD plan at North Star Charter Academy 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 North Star will participate in a minimum of two weeks of back to school sessions prior to the beginning of each 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

*D. 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 North Star Charter Academy, the School will host a three day Conscious Discipline Professional Development session during pre-planning week. During the training, teachers will learn how to:

- Create authentic positive student-teacher relationships, which are at the core of all learning;
- Create a positive school and classroom climate through the development of a School

Family;

- Learn how to implement an effective Morning Meet up to distress, connect and unify students;
- Review and refine the school-wide discipline plan;
- Adopt classroom rules, classroom jobs, and a classroom discipline plan aligned with Conscious Discipline;
- Align knowledge of PBIS with Conscious Discipline;
- Deconstruct knowledge of traditional MTSS/Rtl Interventions and explore the possibilities of Conscious Discipline research-based MTSS/Rtl interventions;
- Design the layout of their collaborative, student-centered classrooms;
- Teach and model for students 1) Calming Down Strategies, 2) Problem Solving Strategies, 3) Conflict Resolution Strategies 4) Empathy;
- Deconstruct prior knowledge of Reward and Punishment Based discipline systems and learn how to begin constructing a school climate based on cultural sensitivity and relationships;
- Perceive student disruptions, non-engagement/participation, and misbehavior as a lack of a specific skill and/or disconnection;
- Shift from reactive punitive procedures to proactive strategies; and
- Create meaningful learning activities that connect student's home cultures with the culture in the school;

Instructional personnel will be provided with professional development specifically focused on preparations for the first day of school including job charts, discipline plans, first-day "get-to-know-you" activities, classroom rules, and instructional strategies and detailed lesson plans for teaching SEL in Morning Meet Ups. Additionally, instructional personnel will be provided with professional development specifically targeted to prepare them to deliver the School's curriculum using the instructional methods described in this application.

A focused professional development plan for Administration is the core of creating a positive, supportive, nurturing school climate that is focused on personalized learning for all students. Administration will attend all PD assigned to instructional staff during the first three years of the school. Additionally, school administrators have the responsibility of continually refining skills in PD areas in order to provide coaching and just-in-time Professional Development as the culture of the school evolves. Professional Development for administration may also include content areas of technology, ESSA (Every Student Succeeds Act), communication, safety and emergency situations, hiring for excellence, and evaluating data.

*E. 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.*

See table in Section 13 C. The school will follow the SBBC academic calendar. The school will have a back to school PD session that will last two weeks before the start of school. Additionally, 2.5 teacher's work days will be used for PD and there will be an additional hour after school each month set aside for PD. This will provide almost 85 hours of PD per year.

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 unless the teacher agrees and is provided temporary duty authorization for PD time during instructional hours. 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. Teachers will have common planning time with teachers in the same grade level and will

also hold a grade level meetings twice a month for collaboration and vertical planning. This will promote collaboration and will also give teachers opportunities to enhance their professional practices.

## Attachments

### Section 13: Professional Development

– No Attachments –

## Notes

### Denise Roberts, 3/9/18 2:58 PM:

Although the description highlights some indicators of good professional cintly for adults, it doesn't describe how the school will incorporate and implement effective professional learning communities which is endorsed by BCPS as the most comprehensive means to ensure teachers implement their learning equitably across classrooms. Please note, many of the opportunities the school plans to implement are course which exist within BCPS as teacher professional development. The PLC model and facilitator pd is offered throughout the year to teacher leaders and administration who are looking to implement their strategies with fidelity.

## 14. Student Recruitment and Enrollment

### Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 3/1/18	Meets the Standard
Meets the Standard	Marion Williams, 3/9/18	

*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 School will strive to reach families that are reflective of the diversity of the District for North Star Charter Academy. The Governing Board will market extensively and will use print and online media – including local periodicals for minority-isolated communities – to disseminate information about the school. The goal will be to reach as many families as possible using various means of information. All racial/ethnic and language minority groups will be targeted. The School will implement a plan that will include pre-schools, elementary schools, communities and homeowner associations within a 5-mile radius of the location of the school. Although the North Star Charter Academy will be open to any family applying, the 5-mile radius traditionally attracts the majority of students attending a charter school. Community presentations will provide



information about charter schools in general and will also focus on North Star Charter Academy's curriculum model and on the application process. Marketing materials will be available in English, Spanish and Haitian Creole and translators will be available at the School to provide information in the native language of the interested families. Notices will be printed and shared in local newspapers, supermarkets, faith organizations, community centers and apartment complexes.

Open houses can be conducted at the school site, once it has been secured. The school will distribute press releases to various media outlets to promote open enrollment and open houses. Parents will be encouraged to tour the school. Local elected officials will also be invited and will be informed of the progress and growth of the school via the school's website.

*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.*

Students will be admitted to the school without regard to ethnicity, national origin, gender, or achievement level. The School expects to be reflective of the community it will serve within the District. By disseminating information in multiple languages, and by promoting the school within the community, the racial/ethnic balance of the School should be equivalent to that of the District.

The Governing Board will also work with diverse community groups to share information about the School and to give the school community an opportunity to participate in the educational program that will be offered at North Star Charter Academy.

*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.*

All eligible students, as described in 1002.33(10), F.S., who submit a timely application to the school may be accepted into North Star Charter Academy. However, should the applications exceed the grade, program or building capacity, the School will receive an equal chance of being admitted into the school via a random selection process/lottery, conducted in alignment with Florida's charter school legislation. If the number of applicants falls short of the established capacity, open enrollment or supplemental registration periods may be held so that student capacity can be reached.

Section 1002.33(10), Florida Statutes, allows for charter schools to give enrollment preference, as follows:

- Students who attended or are assigned to failing schools
- Students who are siblings of students enrolled in the School
- Students who are the children of a member of the School's Governing Board
- Students who are children of a member of the School's staff
- Students who are the children of an active-duty member of any branch of the United States Armed Forces
- Students considered at risk of dropping out of school or academic failure.
- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c).

Students shall be subject to a random lottery and to the racial/ethnic balance provisions described

in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

The School will comply with any recent changes to the Florida law. The School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students. Additionally, information regarding ESE or ESOL needs will not be requested until after the student is accepted into the School. In accordance with the mission and vision of the School, staff will accommodate student needs so that their experience at North Star Charter Academy is positive and effective.

## Attachments

### Section 14: Student Recruitment and Enrollment

14.1 <a href="#">S</a>	Jurado, Christine, 1/31/18 4:13 PM	PDF / 60.875 KB
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## 15. Parent and Community Involvement

### Section Evaluation

	Final Rating
Complete Aneatra King, 3/5/18	Complete

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.

Parent and community involvement are fundamental and required components for the success of the School. These components lead to increased academic performance, improved attendance, improved social skills, and encourage social responsibility. There will be many opportunities during the academic year for the parents and community to participate in the School's activities and operations. North Star Charter Academy is committed to the successful and ongoing involvement of parents in the education of students attending the School. In brief, the general plan to engage parents in the life of the school involves the following components:

1. Clear parental responsibilities and expectations
2. Various and multiple opportunities to be engaged
3. Communication, Communication, Communication
4. Proactive Board representative

These four components are not isolated components, but rather complement each other and increase parental engagement. In greater detail, the components involve the following:

1. Clear parental responsibilities and expectations: 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.

2. Various and multiple opportunities to be engaged: The Parent Handbook and parent communications will provide parents with information on opportunities for engagement. Parents will be invited to participate in PTO meetings, workshops, EESAC, Board meetings, Family Night, movie night, clubs, conferences, classroom and school wide activities, field trips, at home activities, parent workshops and more.

3. Communication, Communication, Communication: The School will keep parents informed about their child's academic performance and school news. Teachers will provide parents frequent 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. An online newsletter will feature longer 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 involved in their child's education. Parents will be asked to complete a family satisfaction survey at least once a year, the results of which are formally incorporated into our school's accountability plan.

4. Proactive Board Representative: The Board Representative will be identified on the School's website and in the online newsletter. The Board Representative's contact information will also be provided. 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.

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. The nature and purpose of the partnerships will be to provide students with new opportunities, to supplement the curriculum, and to encourage and motivate the students.

The School will develop community partnerships with organizations that are interested in the betterment of the School and of the community. The governing board and the administrators for the School will work with diverse community agencies to expand partnerships and seek assistance in the dissemination of information about the School. Additionally, partnerships that enrich the available student resources and the quality of services offered at the School will be integrated into the educational program. Some examples are:

- Local colleges and universities
- Cultural Arts Centers
- Museums
- Chambers of Commerce

- Law Enforcement Agencies with programs such as D.A.R.E.
- Community Parks and Recreation Centers
- Local business
- Non-profit organizations with services for elementary aged children.

The Board will continue to develop partnerships that involve a wide array of resources, including partnerships that provide in-kind donations, services, and monetary donations.

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).

N/A

## Attachments

### Section 15: Parent and Community Involvement

15.1 [I](#)

Jurado, Christine, 1/31/18 4:14 PM

PDF / 57.346 KB

# BUSINESS PLAN AND ADDENDUMS

## 16. Facilities

Section Evaluation		Final Rating
Meets the Standard	Robert Hamberger, 3/23/18	Meets the Standard

### Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.

E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

A. 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, multi-purpose spaces and/or lunchroom, library/medialab, restrooms, administrative offices and approximately 934 student stations. The School is estimating at a minimum 55 square feet per student. The layout of the school will ideally allow for elementary grades to be in the same general area. The lunchroom, art room, music room, and science lab will ideally be centrally located along with the administrative offices.

B. 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 yet, but as indicated previously, such location will meet all required codes and life safety regulations. The School will be responsible for the furniture, fixtures, and equipment (FF&E).

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

Please refer to Section 22 Start-Up Plan for details on the schedule to secure a facility.

D.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 in time for scheduled opening, the School will delay opening as permitted by statute. 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="#">V</a>	Jurado, Christine, 1/31/18 4:15 PM	PDF / 53.062 KB
16.2	<a href="#">U</a>	Jurado, Christine, 1/31/18 4:15 PM	PDF / 51.286 KB

## Notes

### **Robert Hamberger, 3/9/18 7:42 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

Does Not Meet the Standard	Harrison Knight, 2/5/18	Final Rating
		<b>Does Not Meet the Standard</b>

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.

The School 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 (42U.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 multipurpose/dining 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 17: Transportation Service**

– No Attachments –

## Notes

**Harrison Knight, 2/5/18 4:06 PM:**

The statements under 17. Transportation Service, are about the proposed Lunch Program.

## 18. Food Service

### Section Evaluation

Meets the Standard Ray Papa, 2/16/18

#### Final Rating

**Meets the Standard**

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

The School 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 (42U.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 multipurpose/dining room and a dining area 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

	Final Rating
Meets the Standard Victoria Stanford, 3/1/18	Meets the Standard

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 the School. 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 a 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 Investigations, 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

### Final Rating

Partially Meets the Standard Cecilia Zereceda, 3/5/18

Partially Meets the Standard

A. 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 Y.

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.

D. 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. 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 Program 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 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. We used a 1% annual increase.

A reserve of 1.5-3.0% of FEFP was set aside in the budget every year so although the cash balance appear to be low in Year 1, there is over \$38,000 in reserves. By the end of Year 5,

there will be over \$700,000 in reserves in addition to \$1.8 million cash balance.

Capital Outlay Revenue begins in year 3.

- The School has been approved for a \$250,000 line of credit

#### Expense Assumptions:

Rent is budgeted at \$850 per student in year one and \$1,000 per student in year two and gradually increases to \$1,150 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 charter schools.

Variable costs are based on a per student basis and increase accordingly as student enrollment increases.

Most operating expenses are assumed to increase an average of two to three annually.

Teacher salaries are budgeted at an average annual rate of \$45,000. 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 based on all teacher salaries. This is highly conservative. The school understands that the highest percent increase must be given to highly effective teachers. We estimate that highly effective teachers will receive 1.8% increase. Effective teachers will receive a 1.1% increase in salary. A cost of living increase of .5% will be provided to all staff. This means that most teachers will receive a 1.6% increase as we expect most teachers to be rated Effective; however we budgeted for a 2% increase across the board.

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. Additional benefits that are budgeted and will be offered are: ten days paid PTO, 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 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 participation in professional development provided by the ESP as part of the management agreement.

In grades K-3<sup>rd</sup> grade the number of students per class is assumed to be 18 students; in grades 4-5<sup>th</sup> the number of students per class is assumed to be 22. The number of instructional staff exceeds the requirements of the class size reduction act.

The percent of ESE students assumed was 12%; the estimated percent of gifted students was 2% and the estimate percentage of ESOL students which will enroll at the School is 12%.

The School has budgeted for Exceptional Education Services at \$60-64 an hour.

A part time ESE coordinator and a part time ESOL coordinator was budgeted for years 1-3 and a full time ESE coordinator and a fulltime ESOL coordinator for years 4-5.

ESE and gifted teachers have been budgeted for in addition to the homeroom teachers and the ESE coordinator.

The School has budgeted for a part time reading coach as of year 1.

The homeroom teachers will be ESOL certified or endorsed and the school will hire teachers with gifted certification in order to service all students.

Teachers will have an hour and a half twice a week and thirty minutes three times a week of planning each day during the students' school day, in addition to the planning scheduled after school as part of the teacher's work day.

The number of sick and personal days paid per teacher per year is 10.

Substitute teachers are paid \$100 a day.

Principal's beginning salary is \$110,000; Lead Teacher \$50,000; Assistant Principal's salary is \$70,000(AP position begins in year 4); Guidance Counselor \$47,000 (begins part-time in year 2, and then full time in year 3).

The Business Manager will be paid \$16 an hour/40 hours a week/52 weeks a year.

Secretary (after year 1) will be paid \$11 an hour/ 35 hours a week/46 weeks a year

Office Assistant will be paid \$9 an hour/40 hours a week/38 weeks a year.

Registrar/Data Prep Clerk will be paid \$12 an hour/40 hours a week/46 weeks a year

School nurse will be paid \$25 an hour/ 25 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 \$13 an hour/ 40 hours a week/ 47 weeks a year

Custodians (1 in year 1 and 2 in years 2-5) will be paid \$10 an hour/ 25 hours a week/45

weeks a year

Facility- estimated at approximately 55 square feet per student

The budget includes estimates for electricity maintenance, inspections, remodeling/renovations, and building supplies. The School has budgeted revenues for contracted services based on the FLDOE worksheet recommendations and information obtained from local charter schools.

A 5% district administrative fee was budgeted for the first 250 students.

The management fee was budgeted at \$440 per student up to 450 students, plus \$110 for per student over 450 students.

Accounting fees for annual audit and IRS filing was budgeted at \$9,000-\$9,500

The School has set aside funds for legal fees in the amount of \$5,000 each year (\$2,000 in 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. The school will arrange transportation at a cost of \$4 per student per day.

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.

Instructional software funds increase at the rate the school will be implementing the blended learning program and in a manner that supports the educational plan.

The budget supports the following technology roll out plan:

Year	Grade	Enrollment/Classrooms	Total Tech Units (Laptop/tablet/desktop)	To be purchased	Total labs- 2 2 computers	# Station class
1	K-2	342/19	66	66	3	0

2	K-2	432/24	66	0	3	0
	3	108/6	40	40	1	3
3	K-2	486/27	88	22	4	0
	3	108/6	40	0	1	3
	4	110/5	42	42	1	4
4	K-2	486/27	88	0	4	0
	3	162/9	58	18	1	4
	4	110/5	54	12	1	6
	5	110/5	30	30	0	6
5	K-2	486/27	110	22	5	0
	3	162/9	67	9	1	5
	4	176/8	70	12	1	6
	5	110/5	52	22	1	6

**The Start Up Budget is based on the following:**

- Principal's salary and benefits starting in January for six months.
- Data Clerk (DC) (registrar) salary and benefits starting in March. In March, DC will work 25 hours a week for four weeks (100 hours). In April, DC will work 30 hours a week for 4 weeks (120 hours). In May, DC will work 30 hours a week for 4 weeks (120 hours). In June, DC will work 40 hours for 4 weeks (160 hours).
- Marketing: \$6,000

- Lease payments: \$3,300 for 6 months
- Computers and Equipment: \$1,000
- Legal Fees: \$2,000
- Professional Development \$1,500

E. 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 Attachment X- Budget at 50% capacity.

In order to balance the budget difficult decisions had to be made such as adopting the following changes from the original budget.

- The principal's salary was reduced to \$95,000.
- Teacher's salary was reduced to \$43,000
- Lead teacher's salary was reduced to \$47,000
- Counselor's salary was reduced to \$45,000
- Secretary was changed to a part-time position and the hourly rate was reduced to \$10.00 an hour
- The business manager's position was reduced to part time.
- 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 and in years 4-5 it was reduced to 2 custodians.
- The amount of funds set aside for remodeling was eliminated.
- The amount set aside for the IT contract was reduced
- The amount set aside for the IRS 990 filing and accounting fee was reduced.
- The amount set aside for legal fees was reduced.
- The number of hours used to establish the budget amount for contracted services like occupational therapy, was reduced.
- The amount set aside for PD was reduced.
- The office assistant position was eliminated.
- The new textbook adoption in year 5 was eliminated.
- The nurse's hours were reduced from 25 hours a week to 15 hours a week.
- The security guard positions was reduced to one in years 1-5.
- The ESE coordinator position was eliminated; however, the ESE coordinator's job description will be performed by the Lead Teacher or the principal's properly certified designee.
- The ESOL coordinator position was eliminated. The principal or his properly certified designee will serve as the ESOL coordinator.
- The Reading Coach position was eliminated; however, the Lead Teacher will serve as a part-time reading coach.
- The reserve was reduced to 1%.
- Reimbursement for board member's travel related to professional development was eliminated in Year 1.
- The salary increases were reduced from 2% to 1.5%.
- Rent was reduced in years 2-4 as follows: In year 2 by \$125 per student per year; in year 3 by \$50 per student per year; in year 4 by \$75. The rent in years 1 and 5 remain the same. The school will look to enter into a lease that follows this sliding scale.
- The technology roll-out plan was adjusted as follows:



<b>Year</b>	<b>Grade</b>	<b>Enrollment/Classrooms</b>	<b>Total Tech Units</b>	<b>To be purchased</b>	<b>Total # labs ( 2 2 computers)</b>	<b>Stations/class</b>
1	K-2	171/10	44	44	2	0
2	K-2	215/12	44	0	2	0
	3	54/3	22	22	1	0
3	K-2	243/14	44	0	2	0
	3	54/3	31	9	1	3
	4	55/3	40	31	1	3
4	K-2	243/14	44	0	2	0
	3	81/5	37	6	1	3
	4	55/3	40	0	1	3
	5	55/3	18	18	0	6
5	K-2	243/14	66	22	3	0
	3	81/4	47	3	1	3
	4	88/4	46	12	1	3
	5	55/3	58	22	1	6

F.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. Please see Attachment X which includes the first year cash flow.

G.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 and X.

## Attachments

### Section 20: Budget

20.1	<a href="#">z</a>	Jurado, Christine, 2/1/18 1:12 AM	PDF / 67.32 KB
20.2	<a href="#">y</a>	Jurado, Christine, 1/31/18 5:47 PM	PDF / 70.536 KB
20.3	<a href="#">x</a>	Jurado, Christine, 1/31/18 5:47 PM	PDF / 851.273 KB
20.4	<a href="#">w</a>	Jurado, Christine, 1/31/18 5:47 PM	PDF / 310.803 KB

## Notes

### **Cecilia Zereceda, 3/5/18 2:30 PM:**

The total FEFP revenue from the Revenue Estimate Worksheet and the total FEFP calculations from the 5 year budget projections (attachment X) do not match because the applicant applied a 1% annual increase. Expenses for Operational Plant appear to be underestimated. i.e. communications \$3,420, public utilities \$3,762, repairs and maintenance \$2,500, supplies, etc. Expenses for School Administration-Other Support Personnel appear to be underestimated. i.e. business manager \$16 per hour, secretary \$11 per hour, office assistant \$9 per hour, registrar \$12 per hour. ALL CONCERNS WERE ADDRESSED AND CLARIFIED DURING THE CAPACITY INTERVIEW.

## 21. Financial Management and Oversight

### Section Evaluation

Meets the Standard Reynaldo Tunnermann, 3/8/18

Final Rating

Meets the Standard Lourdes Panizo, 3/8/18

Meets the Standard

Meets the Standard April Kowalski, 3/9/18

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

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.

The School Board of Broward County, FL (SBBC 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 liaison 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 (GAAP) 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 s. 1002.33 (9)(j), F.S., 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; and Government compliance and reporting.

The school will contract with a human capital management company such as ADP to assist with Payroll processing, employee benefits, Worker's Compensation and 401(k). The School will outsource for an annual financial audit that is performed by an independent certified public

accounting firm in accordance with s. 1002.33(9)(j), F.S. 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

#### Final Rating

Meets the Standard Jody Perry, 2/13/18

Partially Meets the Standard Rhonda Stephanik, 3/8/18

**Partially Meets the Standard**

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)

<b>Projected Time Table for School Start-up</b>	
Applying and securing appropriate legal status- Status as state corporation	Completed
Applying and securing appropriate legal status-federal non-profit	Application being completed- submittal March
Approval of Application by Sponsor	March/April 2018
School Board approval of charter contract	May 2018
Procure necessary insurance coverage	May 2018-July 2019
Governing Board Training and Fingerprinting	May 2018
Identifying and securing a facility	May-July 2018
Release RFP for marketing, printing and advertising	July 2018
Policy Adoption by Board	June 2018
Establishing financial procedures	June 2018
Release RFP for architect	July/August 2018
Retain architect	August 2018
Contract with marketing, printing and advertising vendors	August 2018

Marketing and Recruiting Students	September 2018- August 2019
Finalize Architectural plans	September/October 2018
Recruiting Principal	September –November 2018
Obtain permits and necessary approvals	October/November 2018
Begin buildout	November 2018
Board Participation in Charter School Conference	November 2018
Start-Up Grant Preparation	November 2018 or as set by FLDOE
Hiring of Principal	December 2018
Principal Begins working	January 2019
Hiring of part-time Registrar	March 2019
Initial student application period	March 2019
Lottery, if necessary	April 2019
Student enrollment	April 2019
Recruiting and hiring faculty-teachers	February-April 2019
Recruiting and hiring staff - other than teachers	May-June 2019

Release RFP for food and transportation vendor	April 2019
Procuring furniture, fixtures, and equipment, not included in construction contract, if any	April-May 2019
Procuring instructional materials	May-June 2019
Employee Fingerprinting, drug testing, background checks	May-June 2019
Parent orientation meetings	May 2019
Finalize curriculum and other instructional materials	May 2019
Securing contracted services not yet finalized	May-June 2019
Obtain all local government and Sponsor sign off	June-July 2019
Final Preparation of facility (inspections, permits/setup/CO)	July 2019
Delivery of FF&E, instructional materials and technology	July 2019
Staff training	2 weeks before opening of schools
Faculty Orientation and professional development	2 weeks before opening of schools
School Opening	August 2019

## Attachments

### Section 22: Start-Up Plan

– No Attachments –

## Notes

### Jody Perry, 3/28/18 5:05 PM:

Based on the capacity interview, the applicant was able to articulate a broad, well thought out contingency plan.

### Rhonda Stephanik, 3/8/18 2:47 PM:

Based on the evaluation criteria, a response that meets the standard provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events. The application did not address unanticipated events. What is your contingency plan in case of an unanticipated emergency?

## 23. Addendum A: Replications

### Section Evaluation

Not Required Brenda Santiago, 3/7/18

Not Required Rhonda Stephanik, 3/8/18

### Final Rating

Not Required

## Attachments

### Section 23: Addendum A: Replications

– No Attachments –

## 24. Addendum A1: High Performing Replications

### Section Evaluation

Not Required Brenda Santiago, 3/7/18

### Final Rating

Not Required

Not Required Rhonda Stephanik, 3/8/18	
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N/A

## Attachments

### Section 24: Addendum A1: High Performing Replications

– No Attachments –

## 25. Addendum B: Education Service Providers

Section Evaluation	
Completed Brenda Santiago, 3/7/18	Final Rating <b>Completed</b>
Completed Rhonda Stephanik, 3/8/18	

### Addendum B: EDUCATION SERVICE PROVIDERS

**An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP’s track record of success and its ability to provide services for a new school(s).**

#### ESP Selection

A.Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The Charter School’s governing board is seeking to contract with an experienced ESP to avail itself of the experience of the ESP and to benefit financially through economies of scale. The Charter School believes that the Principal’s main focus should be upon the students, the curriculum and the academic program of the School. The Principal will be involved in the day-to-day management of the School; however, by contracting with an experienced ESP, the Principal will be able to dedicate most of his/her time to attaining the

mission of the School. The Charter School's governing board understands that there are many compliance requirements and wants to ensure that the School is always in compliance. The Charter School's governing board believes that retaining experts such as an experienced ESP will assist it and the School in meeting all the compliance requirements as well as have the availability of the ESP's resources and rich experience of the ESP's staff.

B.Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

The Charter School's governing board members are familiar with The School Board of Broward County, Florida ("SBBC"). The Charter School's governing board is impressed with the level of support and knowledge demonstrated by SBBC and understands the importance of partnering with an ESP that shares its vision. The Charter School governing board's vision of the School is for all administrators, teachers and parents to authentically believe that all children can learn and tenaciously guide students to be self-directed decision makers, successful problem solvers and responsible scholars. Each student at the School will be honored as an individual and challenged to reach her or his highest potential while being prepared academically, socially, and emotionally for a self-paced personalized learning environment.

The governing board selected this ESP over all other because it shares the same values, believes in the success of the program, and has demonstrated its ability to assist the governing board with the management of the School.

C.For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The charter school's governing board conducted a reference check by speaking with several principals that work with and for SBBC. SBBC already has in place an excellent system by which it offers a-la-carte, contracted district-managed services to charter schools. SBBC surveys the needs and satisfaction of charter schools on an annual basis and said reviews have been extremely positive. Currently, over 90% of the 93 charter schools in Broward contract with the District for a variety of services. SBBC has evaluated communication protocols, operations, financial procedures and has analyzed the delivery of needed services. Excellent communication with charter schools and impeccable red carpet customer service are qualities that SBBC has demonstrated and will prove to be an asset for a starting charter school. SBBC's experience and expertise made the Charter School's governing board select SBBC as the ESP for the School.

D.Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The charter school's governing board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school. The ESP has successfully carried out the functions of an ESP. It is the sixth largest public school system in the nation, serving over 270,000 students in over 300 schools including 93 charter schools. It has earned a "B" grade from the Florida Department of Education four years in a row. Additionally, SBBC proudly emphasizes core values that indicate that every student has a right to a high quality educational option. As the ESP for the School, SBBC will provide services that will ensure that the School's students have the necessary resources to meet their individual needs. Accountability measures will ensure that all school district services tie to student achievement at the School.

The ESP will manage the School and provide the Charter School's governing board the autonomy it needs to best achieve its school mission which is to provide an academic program that fosters the social and emotional growth of elementary school students in a nurturing and empowering educational environment. The ESP will analyze the needs of the School, and will provide services and support as necessary thereby ensuring sound and statutorily compliant educational, operational, and business practices, in lieu of implementing uniform mandates. The ESP is an affordable, non-profit option, and as such, financial resources can be directed into educational programming in lieu of administrative expenses.

## **ESP Background**

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

Mission: SBBC is committed to educating all students to reach their highest potential.

Vision: Educating today's students to succeed in tomorrow's world.

Our mission statement defines our purpose—why we exist and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decisions. It reminds us why we do the work we do. Additionally, SBBC proudly emphasizes core values that indicate that every student has a right to a high quality educational option. As the ESP for the School, SBBC will provide services that will ensure students have the necessary resources to meet their individual needs. Accountability measures will ensure that all school district services tie to student achievement at the charter school.

The five-year growth plan can be found at <http://www.browardschools.com/strategicplan/>

The rationale for managing new schools provides a framework for the ESP. The ESP's rationale for managing a new school involves careful planning, constant self-assessment, goal setting and attainment, and hard work.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

The ESP's leadership team is as follows:

<b>Role</b>	<b>Responsibility</b>
Chief, Portfolio Services Officer	Oversight over District-managed charter team
Director	Responsibilities include strategic planning, budgets, and school development
Assistant Director	Leads district-managed services team, assesses charter school needs and connects to available resources; ensures statutory compliance and aligns the contract process with services provided
Account Specialist	Coordinates all district-managed services for the charter schools, conducts annual needs assessments, develops contract language and internal procedures; communicates with internal and external stakeholders to schedule and provide requested services
Speech Language Pathology Specialist	Coordinates SLP, Exceptional Student Education, Occupational and Physical Therapy services and Coordinated Health Services for the charter schools and communicates with internal and external stakeholders to schedule and provide requested services
Accountant	Reconciliation of revenue and expenditures, budgeting and financial reporting

**ESP Track Record**



A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The ESP is the sixth largest school district in the United States and has over 100 years of experience in opening, operating, and managing successful public schools. Currently, SBBC operates 324 schools with 226,000 students and over 39,000 employees. Of the 324 schools, currently there are 93 charter schools with an additional 47,000 students in attendance. As such, the ESP has extensive resources and experts in all aspects of school operations, curriculum, instruction, assessment, and student services that will be leveraged in managing the charter school. SBBC was the first school district to earn the prestigious District wide Accreditation from AdvancEd in 1962. SBBC proudly earned re-accreditation in 2016-2017. Additionally, SBBC proudly emphasizes core values that indicate that every student has a right to a high quality educational option. As the ESP for the School, SBBC will provide services that will ensure students have the necessary resources to meet their individual needs. Accountability measures will ensure that all school District services tie to student achievement at the School.

The ESP will manage the School and provide the Charter School's Governing Board the autonomy it needs to best achieve its school mission, which is to provide an academic program that fosters the social and emotional growth of elementary school students in a nurturing and empowering educational environment. The ESP will analyze the needs of the school, and will provide services and support as necessary thereby ensuring sound and statutorily compliant educational, operational, and business practices, in lieu of implementing uniform mandates. The ESP is an affordable, non-profit option, and as such, financial resources can be directed into educational programming in lieu of administrative expenses.

In order to provide parents as many choices as possible, SBBC will provide charter school management services to well-intentioned, non-profit charter schools. The ESP practices the highest standards of integrity and constantly strives for excellence in all its educational and operational responsibilities.

The specific timelines for building or deploying organizational capacity is as follows:

It is likely that the ESP may be adding up to four (4) additional positions: (1) to assist with budgeting and financial reporting, accounts payable, contracting of district-managed services; (2) to assist with internal and external stakeholder communication, coordination of district-managed services, school-site support, education plan components, and strategic planning; and, (3) to assist with procedures in the documenting and delivery of

district-managed services. The ESP will make the final determination based on the approval or denial of the charter application. Please see Attachment CC, which shows the organizational chart of the proposed growth of the ESP.

It is important to note that the ESP leverages the support and resources within the school district on an ongoing basis. The ESP consistently works with Student Assessment and Research; Exceptional Student Education and Support; Student Support Initiatives; Diversity, Prevention and Intervention; Coordinated Student Health Services; Athletics and Student Activities; Innovative Learning; English for Speakers of Other Languages and Graphics departments to provide district-managed services to charter schools. Procedures for the implementation, tracking, coordination and assessment of these services are already in place.

Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.

NONE

C.Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

The student population attending the School will be demographically the same as the student population attending SBBC. The ESP's success is demonstrated in the success of the students attending SBBC. At the heart of democracy is the belief that every child deserves a free, public education regardless of individual life circumstances or social economic status. Education is the great equalizer, allowing youth to turn their dreams into reality. Each day, in Broward County alone, more than 271,500 students rely on the school district's outstanding teachers, administrators and staff to provide a high-quality education that will prepare them for their futures. This is a tremendous responsibility, and one that the school district takes seriously. The school district is working hard every day to provide all students with safe, secure and innovative educational environments that motivate our students in ways they want to learn. As an ESP, the school district is making great progress, with increased academic achievements, graduation rates at eighty-one percent (81%), the highest in five (5) years, and advanced placement pass rates that are the highest in a decade. With the support of effective leadership, dedicated employees, and incredible community support, the school district continues moving forward on the right path. SBBC created and recently recalibrated the school district's strategic plan, maintaining focus on high-quality instruction, continuous improvement and effective

communication. Through strategic efforts, the school district is changing perceptions, increasing expectations and creating bright futures for all children.

SBBC's school grades continue to show improvements. In 2016/17: • 96 percent of its schools earned an "A," "B" or "C." • 95 percent of its schools maintained or increased their letter grade. • 59 schools earned an "A," an increase from 41 in 2016. Of these schools, 39 maintained their "A" from 2016. • 13 schools increased by two or more letter grades

With this track record of success, it is anticipated that SBBC will be a dynamic and motivated partner as well as an ally to the School in its role as an ESP. SBBC will proudly provide a wide-variety of high-quality educational options, programs and services for students and families at the School.

D.List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

NONE

## **Legal Relationships**

A.Describe how the Charter School's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Charter School's governing board is independent from the ESP and self-governing. The governing board members are not employees of or affiliated with the ESP. The governing board is the ultimate decision-making entity and its board members understand that their fiduciary duty is to ensure that public funds are properly handled, utilized, and accounted for. The governing board members will retain independent counsel to negotiate the ESP contract and ensure that any contract entered into is for the best interest of the School and its students.

B.Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated<sup>8</sup> with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The School may contract with the Sponsor/ESP for services that the Sponsor/ESP provides or may provide to local charter schools. The contracts will not be through the SBBC's ESP department, but rather it will be with The School Board of Broward County, Florida as Sponsor. The contracts will be separate and apart from the authorizing charter school agreement and the ESP service contract. The Charter School's governing board will retain the right to terminate the ESP independent of any other contract.

C.Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

The ESP will not supervise any of the School's employees. The Charter School's governing board will hire and oversee the Principal, who in turn will hire and oversee the employees of the School. The ESP will report to the Charter School's governing board.

D.If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

The School has been approved by the ESP for a \$250,000 line of credit. The School will apply for the Charter School Program Grant. If awarded, the grant will assist the School with the start-up cost. If not awarded, start-up funds will be provided with a 0% interest loan from the ESP. The loan will be separately documented from the management agreement and will not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

- Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.

The Charter School's governing board will retain independent legal counsel, which will review and assist in negotiations of all contracts prior to their execution by the governing board. The Charter School's governing board will retain legal experts to ensure that the School is protected in its contractual arrangements. The governing

board has become familiar with the fair market value of ESP services, and has reviewed other ESP rates and services and will ensure that all of its contracts are subject to a fair market analysis.

- Describe how such agreements will be repaid. Repayments should be reflected in the budget.

The Charter School's governing board will pay the ESP for its services pursuant to the management contract and all payments will be reflected in the School's budget. Any other contractual relationship created by a contract separate from the management agreement will be repaid as provided for in the School's budget and will not affect the Charter School governing board's right to terminate the management agreement.

## **Organizational Structure**

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of the areas for which the ESP is responsible.

The ESP's roles and responsibilities will be delineated in the management agreement and include Pre-Opening Services, Compliance with Applicable Laws, Management and Administrative Support. Assistance with Governing Board Meetings/ Minutes, Recordkeeping, Financial Budgeting, Accounting and Reporting, Grants and Other Revenue Sources, Capital Funding, Governmental Compliance, Charter Renewal Coordination, After School Programs, Systems Development, and Subcontracts.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Charter School's governing board will review the ESP based on the services identified on the ESP contract. The governing board will use student performance data, climate surveys, employee turnover, and budget proposals to evaluate the School's performance.

If the ESP's performance is deemed unsatisfactory, the Charter School's governing board will provide written notice to the ESP of its deficiencies and default under the contract and will provide the ESP with an opportunity to cure pursuant to the ESP contract. Failure to cure will result in termination of the ESP agreement. The ESP provides mostly back office assistance and will not be evaluated on student performance. The governing board will use the ESP evaluation tool created by [charterschooltools.org](http://www.charterschooltools.org), found at

<http://www.charterschooltools.org/tools/SSOEvaluation.pdf> and attached hereto.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

There is no early termination penalty or bonus under the management agreement. Payments to the ESP shall be made by the School at a rate of \$440 per K-12 student Full Time Equivalency (FTE) for the first 400 students and \$110 per K-12 student FTE above 400 for which the School receives FTE funds for each fiscal year. The fee shall be payable for each fiscal year in equal monthly installments and will be negotiated annually thereafter. The fee will be deducted from the School's monthly distribution of FTE funds upon approval of the management agreement. Notwithstanding the foregoing, payments under the management agreement are not due and owing by the School until the first month the School receives FTE funds. If the Agreement is terminated prior to the end of a school year, then the management fee will be prorated by month beginning July 1<sup>st</sup> through the Termination Date.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The management company can only execute the financial decisions made by the Charter School's governing board. The ESP must obtain governing board approval on all expenditures. The governing board will approve the budget and the Principal, ESP and Business Manager will make decisions based on the parameters provided by the governing board. If the governing board sets aside One Million Dollars (\$1,000,000) for teacher salaries, the Principal and ESP can work together to determine what each individual teachers' compensation should be to ensure that the necessary number of teachers are hired, and the best teachers are retained. The ESP will provide monthly financial statements to the governing board for its review. An annual audit performed by an independent CPA shall be presented to the governing board for its review and approval. The Charter School's governing board will review the monthly financial statements and annual audits and will review and approve the School's budget.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and

termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the management contract is for the term of the charter, unless terminated as provided therein. Please see the draft of the management agreement attached hereto as Attachment EE.

Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

## Attachments

### Section 25: Addendum B: Education Service Providers

25.1	<a href="#">EE</a>	Jurado, Christine, 1/31/18 5:50 PM	PDF / 521.157 KB
25.2	<a href="#">CC</a>	Jurado, Christine, 1/31/18 5:49 PM	PDF / 351.917 KB
25.3	<a href="#">BB</a>	Jurado, Christine, 1/31/18 5:48 PM	PDF / 323.433 KB

## 26. Addendum - Consultant Information \* District Request

### Section Evaluation

Complete	Rhonda Stephanik, 3/8/18	Final Rating	Complete
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Please see attached.

## Attachments

### Section 26: Addendum - Consultant Information \* District Request

26.1	<a href="#">Consultant Information</a>	Jurado, Christine, 1/31/18 2:03 PM	PDF / 350.362 KB
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## 27. Addendum - Review Extension Waiver \* District Request

### Section Evaluation

Complete Rhonda Stephanik, 3/8/18

Final Rating

Complete

Please see attached.

## Attachments

### Section 27: Addendum - Review Extension Waiver \* District Request

27.1	<a href="#">Extension -waiver</a>	Jurado, Christine, 1/31/18 6:03 PM	PDF / 43.183 KB
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# ATTACHMENT TEMPLATES

## 28. Application Cover Sheet

Section Evaluation		Final Rating
Complete	Rhonda Stephanik, 3/8/18	Complete

Please see attached.

### Attachments

#### Section 28: Application Cover Sheet

28.1	<a href="#">Application Cover Sheet</a>	Jurado, Christine, 1/31/18 6:00 PM	PDF / 68.479 KB
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## 29. Statement of Assurances

Section Evaluation		Final Rating
Complete	Rhonda Stephanik, 3/8/18	Complete

Please see attached.

### Attachments

#### Section 29: Statement of Assurances

29.1	<a href="#">LaFevre</a>	Jurado, Christine, 1/31/18 5:59 PM	PDF / 4.256 MB
29.2	<a href="#">Underhill</a>	Jurado, Christine, 1/31/18 5:58 PM	PDF / 6.093 MB
29.3	<a href="#">Thomas</a>	Jurado, Christine, 1/31/18 5:58 PM	PDF / 565.76 KB
29.4	<a href="#">Wasserman</a>	Jurado, Christine, 1/31/18 5:57 PM	PDF / 497.008 KB
29.5	<a href="#">Whiting</a>	Jurado, Christine, 1/31/18 5:57 PM	PDF / 510.518 KB

## 30. Board Member Information Form

### Section Evaluation

#### Final Rating

Complete Brenda Santiago, 3/7/18  
 Complete Rhonda Stephanik, 3/8/18

**Complete**

Please see attached.

### Attachments

#### Section 30: Board Member Information Form

30.1	<a href="#">Whiting part 2</a>	Jurado, Christine, 1/31/18 4:00 PM	PDF / 510.518 KB
30.2	<a href="#">Wasserman part 2</a>	Jurado, Christine, 1/31/18 3:59 PM	PDF / 497.008 KB
30.3	<a href="#">Susan Whiting signed</a>	Jurado, Christine, 1/31/18 1:57 PM	PDF / 1.858 MB
30.4	<a href="#">Steven Wasserman signed packet</a>	Jurado, Christine, 1/31/18 1:56 PM	PDF / 2.931 MB
30.5	<a href="#">Ray LeFevre full packet</a>	Jurado, Christine, 1/31/18 1:56 PM	PDF / 4.256 MB
30.6	<a href="#">Mark Thomas full packet</a>	Jurado, Christine, 1/31/18 1:56 PM	PDF / 565.76 KB
30.7	<a href="#">Mary Margaret Underhill full packet</a>	Jurado, Christine, 1/31/18 1:55 PM	PDF / 6.093 MB

### 31. Applicant History Worksheet

### Section Evaluation

#### Final Rating

Not Required Brenda Santiago, 3/7/18  
 Not Required Reynaldo Tunnermann, 3/8/18

**Not Required**

Please see attached.

### Attachments

#### Section 31: Applicant History Worksheet

31.1	<a href="#">DD</a>	Jurado, Christine, 2/1/18 12:43 AM	PDF / 129.666 KB
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# CHART OF ATTACHMENTS

## 1. Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 3/8/18	Final Rating Attachments Added

See attachments.

Attachments
Section 1: Chart of Attachments
– No Attachments –