

2017 Model Florida Charter School Application

New Charter Application #000298

R.I.S.E. CHARTER SCHOOLS

Submitted To:

Broward County Public Schools
Broward County Public Schools
600 SE 3rd Ave.
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Submitted By:

Leicha SanMiguel

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GENERAL

A. School Information

Open Date:
 Proposed Name: **R.I.S.E. CHARTER SCHOOLS**
 School Type: **Middle / High**
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**
 School District:
 Neighborhood / Community:
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **8624 Wakefield Drive**
 Phone:
 Fax:
 Web Site:
 Calendar Type: **Standard - 180 instructional days**
 Educational Service **(None)**
 Provider:

B. Primary Contact Person

Name: **Leicha R SanMiguel**
 Mailing Address:
 Mobile Phone: **8283101135**
 Alternate Phone: **8283101135**
 Email: **leichasanmiguel@gmail.com**
 Current Employer: **Self Employed**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment		At Capacity 2023-24	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	200	200	200	200	200	200	200	200	300	300	300	300
7	200	200	200	200	200	200	200	200	200	200	200	200
8	200	200	200	200	200	200	200	200	200	200	200	200
9	200	200	200	200	200	200	200	200	200	200	200	200
10			200	200	200	200	200	200	200	200	200	200
11					200	200	200	200	200	200	200	200
12							200	200	200	200	200	200
Total	800	800	1000	1000	1200	1200	1400	1400	1500	1500	1500	1500

D. Board Members

Name	Title	Contact Information	Current Employer
Levin, Marvin	Board Member	P: 9545936725 M: 9545936725 E: mlevin@sunbeltnetwork.com	Self Employed
SanMiguel, Leicha R	Board Chairperson	P: M: 8283101135 E: leichasanmiguel@gmail.com	Self Employed
Trimis, Michael	Board Member	P: M: 813-784-4872 E: trimism@gmail.com	Vlce President, Michael Trimis

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
SanMiguel, Leicha R	Consultant	P: 8283101135 M: 8283101135 E: leichasanmiguel@gmail.com	

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

– *No Final Rating* –

Complete	Jill Young, 3/1/18
Complete	Jody Perry, 3/6/18
Complete	Brenda Santiago, 3/7/18
Complete	Celina Chavez, 3/8/18
Complete	Allisyn Axelrod, 3/8/18
Complete	Terri Coyle, 3/8/18
Complete	Kim Punzi-Elabiary, 3/8/18
Complete	Laurie Steinberg, 3/8/18
Complete	Detra Adams, 3/8/18
Complete	Reynaldo Tunnermann, 3/8/18
Complete	Lourdes Panizo, 3/8/18
Complete	Leyda Sotolongo, 3/8/18
Complete	Rhonda Stephanik, 3/14/18

STEM-based education, focused in the Renewable Industries for Sustainable Energy fields

In order to keep pace with rapidly evolving domestic and global economies, the United States urgently needs to graduate millions of high school students who are prepared to continue education for science, technology, engineering and mathematics (STEM) based jobs. Many of these career paths in STEM will require post-secondary career certifications, or STEM-based undergraduate and advanced degrees, but in this area, the US is currently failing to prepare its children. Not nearly enough students are graduating from high school with sufficient interests and skills to fulfill the STEM jobs currently open, and this employment gap is projected to grow significantly in coming years. Among the range of rapidly growing STEM fields, environmentally sustainable energy production and energy conservation are projecting high rates of growth, but have one of the lowest rates of career entry.

Our vision is to provide an innovative public education that graduates students who are well prepared to enter high-growth fields in STEM. Beginning with grades 6-12, our charter school

program would feature an exemplary school facility, and project-based learning focused on the Renewable Industries for Sustainable Energy (R.I.S.E.) sub-sector of STEM. By providing graduates with a path to well-paying jobs, we hope to contribute to the economic needs and competitiveness of our State and Nation.

STEM-related jobs in R.I.S.E. categories include some of the fastest growing segments for job creation nationwide and even worldwide, and are critical to our national economic competitiveness. R.I.S.E. job openings, primarily STEM-based, rose from 3.6 to 3.8 million between 2013 and 2014, with 1.2 million openings in the 1st quarter of 2015. Renewable energy jobs rose by 16% in 2014, and the rate of increase will only accelerate in the future (Environmental and Energy Study Institute, 2016). These highly skilled R.I.S.E. jobs do not only employ college graduates. Solar photovoltaic and wind turbine certified service technician jobs will be among the fastest growing occupations, increasing by approximately 101% over the next 10 years (Solar Builder, 2017). Students who are well prepared for this future will have higher-than-average opportunities for high-paying jobs in these high-growth fields—what we call our 3H deliverables.

The goal of R.I.S.E. Charter School (R.I.S.E.), a tuition-free public charter school, is to provide students with an outstanding education in a safe, nurturing, and academically stimulating learning environment. The mission of R.I.S.E. Charter Schools is to provide a grades 6-12 STEM-based education with project-based learning focused on Renewable Industries for Sustainable Energy, to provide diverse learners with a community of support concentrated in a research-based STEM curriculum so that its graduates are well prepared to enter STEM-centered careers with an emphasis in the field of renewable and sustainable energy.

The curriculum of R.I.S.E. has been designed to meet its core mission, align to the Florida Standards, and ensure that students are prepared to take on the post-secondary educational demands that will enable them to engage in 21st century, highly skilled jobs. R.I.S.E. understands that students must be prepared to meet Florida Standards in ELA, reading, mathematics, social studies and science. The main goal of instruction will be to develop students' understanding and knowledge required to be successful on all assessments, including college entrance exams like the SAT, and graduate from high school college and career ready. The innovative curriculum and instructional methods that R.I.S.E. will utilize will meet or exceed statutory requirements for a sound educational plan as listed in F.S. 1003.428. Through the presentation of creative course sequences in the career pathways, students will be able to meet all criteria as measured by Florida standards in each core curriculum area. Following the model established by the National Science Foundation for STEM education, R.I.S.E.'s curriculum is designed to transform traditional classrooms from teacher-centered instruction into inquiry-based, problem-solving discovery zones. Students will engage with content to find holistic solutions to problems and examine how the components of STEM interact with each other. The curriculum will nurture creative problem-solving, and activate critical thinking—together, developing fundamental skill-sets required for career success in STEM fields.

As we believe that learning occurs best when viewed by students as relevant and connected to real life problems, the core curriculum classes in language arts, reading, math, science, and social studies will also focus on project-based experiential learning, delivered in career pathways through the career courses. To this end, R.I.S.E. will partner with local universities, career centers and employers who offer R.I.S.E.-related support opportunities. Examples of collaborative partnership opportunities that we will pursue include the Florida Energy Systems Consortium, the National Science Foundation, the American Association for the Advancement of Science, Florida Power and Light, and NextEra, General Electric, Siemens, and other alliances whose programs will support R.I.S.E. students. Additionally, the school facility itself will be outfitted with renewable and sustainable technologies such as an extensive solar photovoltaic energy systems and battery storage, water recover systems, and holistic energy-efficient building engineering. The physical

school structure will serve as a laboratory and a collaborative, explorative physical education plant that facilitates creativity, exploration and our academic and societal mission of encouraging the advancement of STEM-educated students.

R.I.S.E. will also pursue continual learning in areas regarding gender and staff development. R.I.S.E. will emphasize support for women and minorities—currently greatly under-represented in the STEM fields—by utilizing support models recommended by the National Science Foundation. R.I.S.E. administrators and teachers will also participate in school-based professional learning community (PLC) meetings and grade level cohort meetings where the focus will be on analysis of student performance results, development of lesson plans, and review of instructional focus calendars that will drive instruction. Professional development will also utilize programs developed by the National Science Foundation for K-12 STEM education, and the Florida Energy Systems Consortium for energy literacy and education.

By both physically and practically imparting a model of energy conservation and sustainability, R.I.S.E. will not only serve well those students who enter its innovative program, but it will also provide a model for R.I.S.E.-related, STEM-integrated education throughout the State of Florida and the Nation.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation

– No Final Rating –

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

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 R.I.S.E. Charter School is to provide a grades 6-12 STEM-based education with project-based learning focused on Renewable Industries for Sustainable Energy (R.I.S.E.), and where the school provides diverse learners with a community of support concentrated in a research-based STEM curriculum so that its graduates are well prepared to enter STEM-centered careers with an emphasis in the field of renewable and sustainable energy. The use of innovative teaching, learning goals and interventions targeting academic support to all, especially for historically low performing students, will ultimately contribute to the economic competitiveness of the State and Nation.

Our vision is to provide a stimulating, innovative public education that graduates students who are well prepared to enter high-growth fields in STEM. Beginning with grades 6-12, our charter school program would feature an exemplary school facility, and project-based learning focused on the Renewable Industries for Sustainable Energy (R.I.S.E.) sub-sector of STEM. By providing graduates with a path to well-paying jobs, we hope to contribute to the economic needs and competitiveness of our State and Nation.

To achieve these ends, R.I.S.E. is organized around a “whole school sustainability framework” whose three pillars include physical place, educational program, and organizational culture. Students will be collaborating with teachers, businesses, technical experts, and mentors. While

focusing on Renewable Industries for Sustainable Energy as a career field of study, students will engage with a rigorous core curriculum that integrates demanding technical skills with real-world application. Developing an interest in STEM fields is an overarching philosophy of R.I.S.E.

The innovative curriculum and instructional methods will meet or exceed statutory requirements as listed in F.S. 1003.428. Through the presentation of creative course sequences in the career pathways, students will be able to meet all criteria as measured by Florida standards in each core curriculum area. The core curriculum classes in language arts, reading, math, science and social studies will also focus on project-based based, experiential learning, and will be delivered in career pathways through the career courses. Learning that is connected to real-world work increases student success. R.I.S.E. will prepare students to meet Florida Standards in ELA, reading, mathematics, social studies, and science. All students will be assessed with the Florida Statewide Assessment Program and the School's formative assessments. The main goal of instruction will be to develop students' understanding and knowledge of the standards, and consequently, to be successful on all assessments and graduate from high school college and career ready. The integration of the curriculum (core and content courses) will help provide a "revisiting" of concepts and the rigor necessary for academic success.

In order to align the mission and vision to the Florida Standards and the Next Generation Sunshine State Standards, R.I.S.E. has identified several innovative, research-based learning methods that are inclusive, deliberate, and a monitored process that measures innovative goals and practices within the School. All staff members will be provided with ongoing professional development in these methods. In order to stay informed on current educational trends in Florida, R.I.S.E. administrators and teachers will also participate in a range of professional development activities offered by the local school district and conducted by in-house professionals. Additionally, teachers will participate in school-based professional learning community (PLC) meetings and grade level cohort meetings that will analyze student performance results, develop lesson plans, and review instructional focus calendars.

B. Provide the section 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. **See sections 1A, 2A and 3A.**
- Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. **See sections 20 and 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. **See sections 5F and 7A.**

C. Provide the section 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. **See section 4A.**
- Increase learning opportunities for all students, with a special emphasis on low performing students and reading. **See sections 4B2 and 4F.**
- Encourage the use of innovative learning methods. **See Executive Summary, sections 1, 3**

and 5A.

- Require the measurement of learning outcomes. **See section 5A, B and C.**

D. Provide the section 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. **N/A.**
- Provide rigorous competition within the public-school district to stimulate continual improvement in all public schools. **See Executive Summary, sections 1, 3 and 5A.**
- Expand the capacity of the public-school system. **N/A.**
- Mitigate the educational impact created by the development of new residential dwelling units. **See section 2A.**
- Create new professional opportunities for teachers, including ownership of the learning program at the school site. **See section 13.**

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

2. Target Population and Student Body

Section Evaluation

– No Final Rating –

Meets the Standard Jill Young, 3/1/18

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

SECTION 2: TARGET POPULATION AND STUDENT BODY

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

R.I.S.E. Charter School will serve students grades 6 to 12 (with approximate ages from 11 to 18) who are eligible to attend a public school in Palm Beach County, and will include out-of-district

students who request admission through an open enrollment. In accordance with F.S. 1002.33(10), the school will serve any student who submits within established and posted timelines; however, if the number of applications exceeds the program’s capacity, class level, grade level or building capacity, then all applicants will be placed in a lottery with random selection so that all applicants have an equal chance of admission. In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the school will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

As the school nears capacity the school may seek to minimize traffic impacts by targeting students that live within a reasonable distance as provided through F.S. 1002.33(10)(e). Also, so as to be eligible for federal funding under US Department of Education, Charter School Program, we will meet the requirements of federal recruitment and admissions requirements as described in Charter School Programs, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. And, in accordance with **F.S. 1002.31 – Controlled Open Enrollment; Public School Parental Choice** (2)(a). Beginning by the 2017-2018 school year, as part of a charter school’s controlled open enrollment process, and in addition to the existing public school choice programs provided in s. 1002.20(6)(a), each charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district, subject to the maximum class size pursuant to s.1003.03. Students in our school district shall not be displaced by students in another school district. Annually, our charter school capacity determinations for R.I.S.E. schools will be current and identified on our websites.

While the school is open to any student as described above, the school expects to be located in the north-western area of Broward County. This area is subject to high very growth, and so the school also expects to meet the purpose of expanding the capacity of the school district. Using zip code 33076 as a reference point, there are over 62,679 students ages 11-17. There are also over 6,066 new homes that have been approved now, and this area will be subject to the highest percentage of growth in coming years. Furthermore, Coral Glades High School (3861) , Coral Springs High School (1151) , CORAL SPRINGS MIDDLE, CORAL SPRINGS PRE-K – 8, FOREST GLEN MIDDLE, LYONS CREEK MIDDLE, Monarch High School (3541) , SAWGRASS SPRINGS MIDDLE, STONEMAN DOUGLAS HIGH, and WESTGLADES MIDDLE are respectively at 88%, 82%, 56%, 67%, 75%, 87%, 94%, 88%, 93%, and 81%. We believe that our school’s innovative program will be well received in the community, and that we will attract a significant portion of the population from this area.

Florida’s charter school legislation, F.S. §1002.33(10) (e), provides that the school may give enrollment preference to certain student populations. Said student populations include: Students who are siblings of a student enrolled in the charter school; students who are the children of a member of the Governing Board of the charter school; students who are the children of an employee of the charter school; students who are the children of an active-duty member of any branch of the United States Armed Forces.

A review of the demographic information for the population of Broward County Public Schools reflects the following:

2017 Broward FLDOE Data									
Minority	ELL			FRL	Hispanic/		Two or More		

%	%	ESE %	Gifted %	%	Latino %	Black %	Races %	Asian %	American Indian %	White %
78.7%	12%	13%	6%	63.9%	33%	39.1%	2.6%	3.6%	0.3%	21.3%

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

The School expects to be located in the northwestern area of Broward County, using zip code 33076 as a reference point.

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	Year 1	Year 2	Year 3	Year 4	Year 5
6	200	200	200	200	300
7	200	200	200	200	200
8	200	200	200	200	200
9	200	200	200	200	200
10		200	200	200	200
11			200	200	200
12				200	200

R.I.S.E. will serve students in grades 6 through 12 (approximately 12 through 18 years of age). It will be open to all eligible students residing within Broward County and out-of-county students eligible through controlled open enrollment pursuant to section 1003.21, F.S. In accordance with federal antidiscrimination laws and the Florida Educational Equity Act, we will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status. The school will not target any specific type of student or family other than those who are interested in the unique

educational opportunity offered at our school. However, realizing how important having a student body that reflects differing perspectives and backgrounds is to the furtherance of our mission, we will actively recruit a diverse cohort of students.

As the school nears capacity, the Governing Board may seek to minimize traffic impact and lessen its environmental footprint by targeting students living within a reasonable distance as provided under 1002.33(10)(e), F.S. Enrollment preferences are described in Section 14.

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

The school completed a population analysis that included data from public schools located within 25 minutes' drive time of the expected site for the school. R.I.S.E. has analyzed current school capacity and the impact of projected growth trends overlaid with local home development, based upon approved new home construction entitlements. R.I.S.E. has also considered the academic performance of the surrounding schools, and the extent to which our instruction and programs provide innovation.

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.

To expand on Section 2.a., while the school is open to any student as described above, the school expects to be located in the north-western area of Broward County. This area is subject to high very growth and is a primary area within the county that will continue to experience new home development. Using zip code 33076 as a reference point, there are over 38,617 students ages 11-17 within a 25-minute drive time. There are also over 8,500 new homes that have been approved now, and this area will be subject to the highest percentage of growth going forward. We believe that our school's innovative program will be well received in the community, and that we will attract a significant portion of the population from this area. Our enrollment targets will be met with only 4% of the population within 25-minute drive time, not including the additional students that will result from the approved new home development.

Current and ESRI Projected without new homes						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Population within 25 minutes, Ages 11-17	38,617	38,617	38,617	38,617	38,617	38,617
Pro-rata population of enrolled school grades	22,067	27,584	33,100	38,617	38,617	38,617
Projection as % of eligible population	4%	4%	4%	4%	4%	4%

Attachments

Section 2: Target Population and Student Body

2.1	Attachment FF - Demographic Analysis REV	SanMiguel, Leicha R, 2/12/18 8:04 PM	PDF / 181.474 KB
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3. Educational Program Design

Section Evaluation

– No Final Rating –

- Meets the Standard Terri Coyle, 3/23/18
- Does Not Meet the Standard Detra Adams, 3/5/18
- Does Not Meet the Standard Ann-Marie Evans, 3/8/18
- Partially Meets the Standard Merilyn Johnson, 3/9/18
- Partially Meets the Standard Hanne Rega, 3/9/18
- Meets the Standard LoriAyn Stickler, 3/10/18
- Partially Meets the Standard Louise Ball, 3/12/18
- Meets the Standard Donna Haynes, 3/14/18

SECTION 3: EDUCATIONAL PROGRAM DESIGN

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

Clean energy education will empower students to understand how choices made at home, in school, and within communities support the environment and will allow students to apply creative ideas to solve environmental challenges.^[1]

These words encapsulate the core belief of R.I.S.E.'s educational program, which will ensure all students' access to a rigorous curriculum and career and college readiness. The core curriculum classes in English, math, science and social studies will complement learning features such as student-selected career pathways, community and business partnerships, work-related studies, project-based learning (PBL), on-the-job training (OJT) and accelerated coursework like Advanced Placement^[i] and dual-enrollment^[ii]. Real-world work and learning experiences will equip students

to reach challenging educational goals and to prepare for career opportunities in STEM fields. Throughout these courses, the curriculum will integrate leadership training, community service and character education, fostering global citizenship and stewardship of natural resources.

Developing an interest in STEM fields is an overarching philosophy of R.I.S.E. The School will vigorously encourage all students to pursue STEM opportunities but will especially encourage women and minority students in order to reduce the gender and race gaps in STEM career fields [2] (Horting, 2016).

Real-world work and learning experiences are a key element of R.I.S.E.'s educational program and will increase student success, both before and after graduation. The career pathways will demonstrate to students how their school subjects are related to real-world situations and careers. Providing students with opportunities to explore different careers and professions associated with different subfields of alternative energy will open the door for future training, post-secondary education, or the world of work. Additionally, experiential learning is an integral part of R.I.S.E.'s educational program, and students will be exposed to many opportunities, including On the Job Training (OJT), internships and the culmination of each pathway experience: the Capstone Project. This multifaceted assignment will encourage students to demonstrate mastery in their chosen pathway through critical thinking, complex problem-solving, and development of skills (oral communication, research, teamwork and planning) that will help prepare them for college and careers [3] (Great Schools Partnerships, 2016). R.I.S.E.'s community service component will further expand these important skills and will help students grow into responsible citizens and environmental stewards.

R.I.S.E. pathways will be structured in small learning communities (SLCs). These smaller groupings offer closer monitoring of students and enhance student outcomes. Small learning communities are in synchronization with U.S. Department of Education guidelines and are supported by Title V, Part D, Subpart 4 of the Elementary and Secondary Act of 1965 (ESEA) (20 U.S.C. 7249), as amended by the No Child Left Behind Act of 2001. The Florida Department of Education supports small learning communities as a way to enhance new programs and embrace positive student outcomes. Small learning communities, along with integrated coursework, applied learning opportunities, career themed, college preparatory curricula, and partnerships with employers and post-secondary institutions are defining components of career academies (FLDOE Career Academies).

Excellence and performance drive the teachers' pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teachers will adhere to the Florida Standards with high expectations for all students. The cornerstones of R.I.S.E.'s educational program are as follows:

Project-Based Learning (PBL) is an educational approach that engages all modalities and develops marketable 21st century skills. Derived from the work of John Dewey, PBL is a method for students to learn by doing, investigating and problem-solving, and develops collaboration, problem-solving, and students' ownership of their own education. [4] The Buck Institute for Education is at the forefront of PBL education and has developed three key components of PBL. These include learning goals (standards based objectives); essential project design elements (key points to be included) and teaching practices that are project-based. [5] PBL classrooms are more collaborative than traditional classrooms, so teachers will work alongside their colleagues and collaborate as they plan and implement PBL activities. R.I.S.E. will ensure that teachers receive the professional development they need to implement PBL. Specific components of PBL will be elaborated below in the next section.

Small Learning Communities (SLCs) have been developed from the work of Diane Oxley, [6] who defines SLCs as career-themed units of organization using a rigorous and relevant integrated

curriculum.^[7] For its middle school students (grades 6-8), R.I.S.E. will offer the following career-themed pathways as SLCs: Energy /STEM Science and Engineering Technology Project Lead The Way. For its high school students (9-12), R.I.S.E. will offer Solar Energy Technology; Energy Technician and Engineering Technology Project Lead the Way as SLCs.

Partnerships with community and businesses are integral to the success of R.I.S.E.'s program. Students will be closely involved with the community and businesses in internships, OJT and PBL. Mentors from these sectors will help students with their projects while providing opportunities for students to gain familiarity with the "real-world" of alternative energy.

Acceleration and Career Opportunities are pivotal to R.I.S.E.'s educational design because of R.I.S.E.'s mission to inspire curiosity, nurture creative problem-solving and activate critical thinking. Students will be provided opportunities to advance and prepare for careers and post-secondary education. Students will be able to earn college credits and/or industry certifications in various programs and pursue areas of interest in substantive ways.

Advanced Placement courses allow students to earn college credit with a passing score on AP exams.

Dual-enrollment is an articulation agreement between the school and the area colleges and universities where the high school student can take a college-level course and earn credit. R.I.S.E. intends to pursue articulation agreements with area colleges and universities.

R.I.S.E. ensures that all courses and programs are based on approved FLDOE offerings.

B. Describe the basic learning environment including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

The School makes the concept of sustainability an inherent component of the learning environment and curriculum. The R.I.S.E.'s learning environment is a combination of traditional classroom instruction infused with a robust technology component and innovative instructional approaches such as SLC (Small Learning Communities) and PBL (Project-Based Learning), in a physical environment which is itself a hands-on alternative energy laboratory.

The School is structured around "pathways" designed around the theme of alternative energy and applicable careers. Specific pathways were listed in the previous section. SLCs^[8] will be used to teach all students in grades 6-12 the renewable energy curriculum. Using a rigorous and relevant career and college themed curriculum, the SLCs will effectively make small schools out of each pathway with student loads from about 200 to 400 per pathway.

A second part of the design is the implementation of Project Based Learning PBL^[iii] in grades 6 through 12 According to the Buck Institute for Education, projects are multi-week in length; follow standards-based objectives and rubrics; are selected based on students' area/problem of interest; benefit from teach facilitation of students' questions/issues; require research, peer collaboration; are peer-reviewed; and end with a student presentation to the class and outside individuals.^[9]

The school building itself is a "laboratory classroom" since the students will avail themselves of the photo-voltaic arrays throughout the building for experimentation and learning. The students will be provided with off-site learning experiences, as well as classroom and laboratory settings. Students will be expected to make use of time effectively, whether in independent study or collaborative work-groups. The educational design of the School provides the environment for these learning options.

MIDDLE SCHOOL: R.I.S.E.'s school day consists of an alternating block schedule with four 90-minute blocks and lunch. Students will take 8 classes each year consisting of four core classes, .5 PE, 3.5 electives. Middle school students will have opportunities to take accelerated high school subjects, classes for remediation and/or electives.

HIGH SCHOOL: A high school student's day will consist of an alternating block schedule with four 90-minute blocks and lunch. Students will take 8 credits every year to provide the opportunity to earn more credits than the 24 required for high school graduation in the State of Florida. The block schedule provides opportunities for remediation, acceleration and dual-enrollment courses.

CLASS SIZE: Class size for both middle and high school will be in accordance with F.S. 1003.03 and 1002.33(16) (b)3. The maximum number of students assigned to core classes in middle school (grades 6-8) will not exceed a school average of 22. The maximum number of students assigned to core classes in high school will not exceed a school average of 25.

At both levels, R.I.S.E. is committed to maintaining the lowest teacher-student ratio possible. The design of an 8-period alternating block schedule allows for a reduced ratio. With an average teacher load of 125 students, a teacher on an 8-period day schedule is teaching 21 students per class period (less than the maximum required) as opposed to a 7-period load of 125 students which results in 25 students per class.

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

R.I.S.E. ensures that the educational program has a sound research based pedagogy. The timeliness and importance of renewable energy technologies is at the forefront of 21st century education. NREL (National Renewable Energy Laboratory) recognizes this fact and provides a variety of educational resources for activities such as project-based learning, hands-on education research and curriculum.[\[10\]](#)

R.I.S.E. supports the research in which career academies, small learning communities, collaboration with partners, and engagement of parents all support student success[\[11\]](#) (Visher & Stern, 2015). R.I.S.E. goes beyond the "traditional classroom" by providing students access to primary sources in the field of renewable energy that serve as the foundation for our academic program.

TECHNOLOGY: A technology enriched classroom will deepen student learning in the field of renewable energy by supporting the instructional objectives of R.I.S.E. career pathways. In this rapidly evolving educational landscape, technology must be integrated to customize student learning. The renewable energy industry depends on technology for researching, designing and building the infrastructure of alternative energy. Studies have consistently reported that student engagement, knowledge and inquiry have increased by using technology tools and have provided students with the opportunity to communicate, collaborate and develop their technical skills[\[12\]](#) (Cornell University Center for Teaching Innovations website, 2017). R.I.S.E. will provide students with one-to-one devices for instructional use.

RESEARCH BASE AND SUPPORT FOR SMALL LEARNING COMMUNITIES and CAREER ACADEMIES

Small Learning Communities and career academies have proven to be highly effective in improving the educational performance of students. FLDOE supports the research that correlates student success to the SLCs design, and supports the development of SLCs to enhance new

programs and positive student outcomes (2015)[13]. Additionally, the National Career Academy Coalition[14] reported that career academies have improved college and career readiness for students across the nation and engaged them in the educational process.

RESEARCH BASE AND SUPPORT FOR 21st CENTURY SKILLS: R.I.S.E. understands that the ever-changing global economy demands a different set of skills from those traditionally taught. Along with analysis, The New Commission on the Skills of the American Workforce made several recommendations to increase student performance. Their report published in 2007, but still applicable today, recommends that along with strong skills in core subjects and technology, students must be able to use the following skills: abstractions; analysis; synthesis; creativity; innovation; self-discipline; organization; collaboration and flexibility.[15] Only then will students be prepared for the ever-evolving economy and fast changing labor market.

RESEARCH BASE AND SUPPORT FOR PROJECT-BASED LEARNING: PBL is a dynamic and active approach to teaching, as opposed to passive classroom instruction. In this approach, students explore real-world problems and propose solutions leading to increased retention of content, academic performance, collaboration skills, increased problem-solving skills and engagement with content. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems.[16] Project-based learning is an alternative to textbook-driven instruction that has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.[17], [18] We have established a goal of being an "A" school in Florida's accountability system, and strongly believe PBL will support attainment of this goal by increasing student achievement and the self-confidence that encourages participation in acceleration options. In a review of literature on the effectiveness of PBL in prekindergarten through grade 12 classrooms, several significant findings were identified.[19] Project-based learning was perceived positively by participants, and described as fostering greater engagement with the subject matter. Students reported enjoying the active, hands-on approach to content, as well as improved perceptions of the subject matter. In studies of the effects of PBL on categories of learners or learner characteristics associated with school failure in traditional classroom situations, teachers reported that the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about subject-matter that was familiar and accessible. Teachers also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason.

Compared to traditional whole group methods, students engaged in small-group learning associated with PBL have been shown to achieve better, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments. Thus, the "soft skills" needed for successful postsecondary employment and career are developed. Collaborative learning promotes time on task as well as friendships across diverse groups, such as race, ethnicity, gender, or school cliques. Collaborative learning benefits students across grade levels, academic subjects, gender, ethnicity, and achievement levels.

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

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.

R.I.S.E. will provide services to all students that will help them attain the Florida Standards as required by section 1002.33, F.S.

R.I.S.E.'s project-based and hands-on educational program is designed to reach all students and promotes fully engaged learning. R.I.S.E. believes that its students will thrive in this innovative environment. However, R.I.S.E. understands that it will serve students of every ability and level, and will do so using a multi-tiered system of supports (MTSS described in Section 4). R.I.S.E. will identify students not making adequate progress towards mastery of the Florida standards, needing remediation and/or students with special learning needs (e.g. English language learners and/or students with disabilities). R.I.S.E. will ensure that students have full and complete access to supplemental and intensive remediation. These supports are designed to remediate any deficits in skills that have been identified through the MTSS process. R.I.S.E.'s administrative team will be responsible for overseeing and monitoring the implementation of individual educational plans (IEPs), Section 504 plans, EP plans and ELL plans in accordance with all state and district mandates and requirements.

Course instructional materials will be selected after considering their alignment to relevant standards and their suitability for meeting the needs of various student abilities. R.I.S.E. will employ, but not be limited to, the following supports:

- Teaming of core content teachers, elective faculty and support staff allows for the impact of the Small Learning Communities' (SLCs) design to support all students in reaching success with standards in each curriculum area.
- Literacy instruction in all classes at the School
- Thematically aligned integration of the standards built around literacy and renewable energy coursework
- Small Learning Communities (SLCs) and the Professional Learning Communities (PLCs) will be working together in a structured format to improve student achievement. These meetings will become an ongoing process as the teachers work collaboratively in a recursive cycle of collective inquiry and active research to help students achieve better results.[\[20\]](#)

R.I.S.E. will assist all students with making progress towards and achievement of standards as indicated through all state assessments and R.I.S.E. formative assessments. These assessments are consistent with the school's commitment to use data informed instruction to assist students in reaching high expectations of success.

Instructional materials will be aligned with Florida Standards and Next Generation Sunshine State Standards (as applicable). Coupled with a professional development program designed to provide effective instruction to all students at all levels, R.I.S.E. ensures that students will meet academic standards and develop the skills necessary for the 21st century.

The grade and subject specific performance level descriptors (PLDs) that describe the skills, knowledge and practices each student achieves at a particular performance level will be used to support students in their attainment of state adopted standards.

Through a Progress Monitoring Plan, students who are demonstrating learning challenges will be identified through the Multi-Tier-System of Support (MTSS) so that services can be provided to

remediate identified deficiencies. The MTSS leadership and the Student Support Team will review all available assessments, including state, district and classroom information to develop targeted learning goals and specific targeted interventions for the identified students ensuring that standards can be met in an appropriate manner.

Supplemental support, including tutoring during the extended day period (one hour after school four days a week), Saturday school and study skills development will be presented to those students needing support in meeting Florida Standards. Additionally, those students scoring in Level 1 or Level 2 in the Florida Standards Assessments in English Language Arts will be enrolled in intensive reading classes and receive appropriate support.

R.I.S.E. will implement an online system to communicate information in a timely manner to administration, staff, parents and students. Our intent is to foster home-school partnership as parents will be able to access their student's information, assignments and academics

[1] nea.org/tools/lessons/clean-energy-education.html

[2] Hortig, K. Society of Women Engineers, August 18, 2016.

[3] Great Schools Partnerships, greatschoolspartnership.org, 2016.

[4] Buck Institute for Education, <http://www.bie.org>

[5] Ibid.

[6] Oxley, D., "From High School to Learning Communities", NREL May 2008

[7] Ibid.

[8] U.S. Department of Education website, <http://www.ed.gov>

[9] Buck Institute for Learning <http://www.bie.org>

[10] NREL, Educational Resources 2018.

[11] Visher, M. & Stern, D. "New Pathways to Careers and College Examples, Evidence and Prospects" MDRC, April 2015.

[12] Cornell University Center for Teaching Innovations Website, cte.cornell.edu 2017.

[13] U. S. Department of Education Website, ed.gov, 2015.

[14] National Career Academy Coalition webpage 2017.

[15] National Center on Education and the Economy (2007). "Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce" John Wiley & Sons.

[16] <http://www.edutopia.com/pbl-research-learning-outcomes>

[17] Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. The Interdisciplinary Journal of

Problem-Based Learning, 3(1).

[18] Walker, A. & Leary, H. (2009). A problem-based learning meta-analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1).

[19] Holm, M. (2011). Project-Based Instruction: A review of the literature on effectiveness in prekindergarten through 12th grade classrooms. *Rivier Academic Journal*, (7)2.

[20] DuFour, R. & Reeves, D., "Professional Learning Communities Still Work (If Done Right)". *Education Week*. October 2, 2015.

[i] [Advance Placement](#)

[ii] [Dual-enrollment](#)

[iii] [Project Based Learning](#)

Attachments

Section 3: Educational Program Design

3.1	Attachment L - Board Member Information Forms REV	SanMiguel, Leicha R, 2/12/18 8:18 PM	PDF / 7.625 MB
3.2	Attachment B	Shamsheer, Ahmed, 2/1/18 11:15 PM	PDF / 6.974 MB

4. Curriculum and Instructional Design

Section Evaluation

– No Final Rating –

- Meets the Standard Terri Coyle, 3/23/18
- Does Not Meet the Standard Detra Adams, 3/5/18
- Partially Meets the Standard Ann-Marie Evans, 3/22/18
- Meets the Standard Louise Ball, 3/8/18
- Meets the Standard LoriAyn Stickler, 3/9/18
- Partially Meets the Standard Marilyn Johnson, 3/9/18
- Partially Meets the Standard Hanne Rega, 3/9/18

Meets the Standard	Matt Schroeder, 3/9/18
Partially Meets the Standard	Donna Haynes, 3/9/18

SECTION 4: CURRICULUM AND INSTRUCTIONAL DESIGN

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the method and system 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 support that will be provided to students who are performing below grade level.

The innovative curriculum and instructional methods that will be presented to all students will meet or exceed statutory requirements for a sound educational plan for children as listed in F.S. 1003.428, and be will be aligned with the Florida Department of Education Course Code Directory. Through the presentation of creative course sequences in the career pathways and the selection of specific instructional materials, R.I.S.E. is committed to providing a comprehensive framework for students to meet all criteria as measured by Florida standards in each core curriculum area, and provide a 21st century education with emphasis on inspiring curiosity, creativity and problem-solving, critical thinking, communication and collaborative skills. The integration of the curriculum will provide the context for these skills to be taught. R.I.S.E. is committed to meeting the needs of all students and will select strategies and materials that enrich students, as well as, remediate. R.I.S.E. will work with the sponsor to meet all expectations and deliver an innovative educational program in the field of renewable energy.

Students will be provided flexibility in the courses available based on their academic history and areas of interests. Course offering will be reviewed on a yearly basis by the principal, counselors, department lead teachers and Small Learning Communities (SLC) and revised as needed to ensure that the courses meet and support the mission and vision of the school and that graduation requirements are met.

R.I.S.E. understands the online course requirement for graduation in accordance with F.S. 1003.428(4) and will ensure that students have access to Florida Virtual School Flex Program or Broward Virtual. Students will be allowed to choose courses based on their academic needs and personal interests. This allows students to take courses not offered at R.I.S.E. As previously described in our school mission, academic success for all students is at the center of R.I.S.E.'s core beliefs. A key to ensuring this success is for teachers to cover essential material and standards before yearly assessments.

R.I.S.E. will use the course outlines provided by Project Lead the Way and Career and Technical Education. Pacing guides will provide an organized presentation of material in manageable timeframes for instruction and assessment. Flexibility necessary for unpredictable events, student needs and time allotted for (PBL) project-based learning will be included. R.I.S.E. will use the district's pacing guides in all core courses to enhance instruction, and will also use curriculum guides from SpringBoard.

CORE ACADEMIC CURRICULUM AND INSTRUCTIONAL STRATEGIES

The curriculum of R.I.S.E. encompasses the educational program, the Florida standards, the course content, course instructional materials and educational strategies. Furthermore, R.I.S.E.'s curriculum ensures that all middle school students will meet promotion requirements. Students in grades 9-12 will meet requirements for high school graduation and enrollment in a Florida public university. High school students will be strongly encouraged to pursue a program of study that exceeds the minimum diploma requirements. All students will have opportunities to pursue regular, honors, Advanced Placement and dual-enrollment courses. These will be available across all content areas and programs of study.

ENGLISH LANGUAGE ARTS (ELA)

MIDDLE SCHOOL: Students are required to take 3 courses in ELA. The College Board's SpringBoard program will be the curriculum for ELA. SpringBoard's (2018) curriculum is both vertically and horizontally integrated and will be used for grades 6-8. This program refines skills in critical thinking, analysis of literary text, close reading, writing and researching, while helping students develop extensive content knowledge.[1] R.I.S.E.'s ELA curriculum will ensure that language skills (listening, reading, writing and speaking) are taught alongside higher-order reading skills. The use of SpringBoard's ELA curriculum will not only prepare students for the Florida Standards Assessment in English Language Arts, but also has the express goal of preparing all students for enrollment in Advanced Placement classes.[2] SpringBoard is on the list of FLDOE approved materials.

R.I.S.E. recognizes that literacy skills are fundamental to student success. ELA instruction in **Middle School** will build this foundation through common language, comprehension, vocabulary and concept development. Students will also be exposed to organizational skills and executive function skills (decision making, analysis, critical thinking, and working memory).

The embedded formative assessments in SpringBoard ELA (grades 6-12) are correlated to Florida standards and will allow teachers to ensure that students are "on-track" in mastering standards. SpringBoard's Understanding by Design Model presents clear learning targets which encourage students at all levels to understand the "why" of the lesson relevance and engages students in their own learning.[3] SpringBoard offers enough flexibility for teachers to choose additional readings and texts to integrate ELA with the renewable energy theme.

Students will receive reading, writing and verbal skills infusion through reading and writing in all subject areas. Students found to be reading below grade level will receive remedial support. This may include, but not limited to, extra time, tutoring, or use of different strategies and instruction. Students scoring Levels 1 or 2 in the FSA ELA assessment will be enrolled in an intensive reading class. ***Required enrollment in academic support classes will limit the number of elective courses a student may take.*** Students will also participate in the extended day school and Saturday school tutorials.

HIGH SCHOOL: Students are required to earn 4 credits for graduation. At the high school level, foundational skills will be further developed alongside organizational skills and executive function skills. SpringBoard (9-12) refines skills in critical thinking, analysis of literary text, close reading, writing and researching, while helping students develop extensive content knowledge.[4] R.I.S.E.'s ELA curriculum will ensure that language skills (listening, reading, writing and speaking) are taught alongside higher-order reading skills. SpringBoard is on the list of FLDOE approved materials. The use of SpringBoard's ELA curriculum will not only prepare students for the Florida Standards Assessment in English Language Arts, but also has the express goal of preparing all students for enrollment in Advanced Placement classes[5] and preparation for PSAT, SAT and/or ACT. The Advanced Placement instructional materials will be adopted from College Board and are on the FLDOE list of adopted materials.

Along with CCR (Career and College Readiness) standards and the SpringBoard ELA program, R.I.S.E. will ensure that high school students graduate prepared for post-secondary education and careers in the field of renewable energy. R.I.S.E. students at all levels will understand the relevance of the ELA skills they will be taught. The success of PBL depends on students' mastery of these foundational skills. At both the middle school and the high school levels, students will be expected to use organizational, executive function and literacy skills as they prepare presentations and defend their projects to peers and community members. In addition to project-based learning activities, high school students will be expected to communicate and present the Capstone Project. This is a culminating project-based learning activity in the senior year. Mastery of literacy skills will also allow students to be successful in their OJT and internships. These activities allow students to experience relevant teaching and learning.

An important goal of the R.I.S.E. literacy program is to ensure that students are reading at or above grade level. Early intervention is critical to this goal. R.I.S.E. will begin identification of students reading below grade level at the earliest opportunity with the expectation that early support in middle school will result in robust readers in high school.

The embedded formative assessments in SpringBoard ELA (grades 6-12) are correlated to Florida standards and will allow teachers to ensure that students are "on-track" in mastering standards. Students will receive reading, writing and verbal skills infusion in all subject areas. Students still found to be reading below grade level will receive intensive and timely supports (which may include, but will not be limited to, tutoring, extra time, use of different strategies and course changes). Students scoring Levels 1 or 2 in the FSA ELA assessment will be enrolled in an intensive reading class. **Required enrollment in academic support classes will limit the number of elective courses a student may take.** Students will also participate in the extended day school.

MATHEMATICS: The National Council of Teachers of Mathematics (NCTM) has stated that a rigorous and successful mathematics education requires that students understand the need for mathematics in everyday life.^[6] R.I.S.E.'s mathematics program will ensure that students not only understand the importance of mathematics in real-world everyday situations, but also as it pertains to the field of renewable energy.

R.I.S.E.'s mathematics program will be built around six overarching themes endorsed by NCTM for excellence in mathematics instruction in grades 6-12:

- Equitable practice of high expectations and strong support for all students.
- Coherent curriculum, focused on important mathematics and well-articulated across all grades.
- Effective teaching that requires understanding what students know, need to learn and then challenging and supporting them to learn it.
- Students learning through understanding, actively building new knowledge from experience and prior knowledge.
- Assessments that support the learning of important mathematics and furnish useful information to both teachers and students.
- Technology's essential role in teaching and learning mathematics as it influences the mathematics that is taught and enhances students' learning.^[7]

R.I.S.E.'s mathematics program will develop understanding and skills necessary for students to apply creative problem-solving to real-world issues as they pertain to the renewable energy industry.

R.I.S.E. will use as the foundations of the mathematics program, the Mathematics Florida

Standards (MAFS) for grades 6-12 and the Standards for Mathematical Practice for all mathematics instruction. The standards specify that should students at all grade levels should:

- Make sense of problems and persevere in solving them
- Be able to reason abstractly and quantitatively
- Construct cohesive, viable arguments, defend their positions and critique the reasoning of peers
- Be able to model with mathematics
- Be able to use appropriate tools
- Be attentive to precision and detail
- Look for and make use of structure
- Look for and express regularity in repeated reasoning[8]

MIDDLE SCHOOL: R.I.S.E. middle school students will take at least 3 courses in mathematics in grades 6-8. The foundation for mathematics education is described above. Materials used will be grade appropriate and adopted by the State of Florida and the district. Middle school students will be encouraged to take a sequence of courses that allows them to take Algebra 1 in 8th grade. SpringBoard mathematics curriculum in middle school teaches students the critical thinking skills needed to analyze, solve, and explain complex mathematical problems, and to be successful in Advanced Placement classes and beyond.[9]

HIGH SCHOOL: R.I.S.E. high school students will earn at least four credits in mathematics. Mathematics acceleration will be encouraged using Advanced Placement courses and dual-enrollment courses. The high school mathematics program will use as its foundation the standards described above.

INSTRUCTIONAL MATERIALS MIDDLE AND HIGH SCHOOL

As with the ELA program, the instructional materials used for the mathematics program will be the SpringBoard program from College Board for middle and high school mathematics. Advanced Placement course materials to be used will be those recommended by College Board. Instructional materials at all grade levels will be district and/or state adopted materials. SpringBoard ELA and mathematics programs for grades 6-12 are based on the College Board's Standards of College Success and are aligned to the Florida standards in ELA and mathematics. [10] The use of SpringBoard's mathematics curriculum will not only prepare students for the Florida Standards Assessment in Mathematics and EOCs, but also has the express goal of preparing all students for enrollment in Advanced Placement classes[11] and preparation for PSAT, SAT and/or ACT. The Advanced Placement instructional materials will be adopted from the College Board and are on the FLDOE list of adopted materials. At the high school level, the discrete sequence of Algebra 1, Geometry, Algebra 2 and Pre-calculus prepares students by emphasizing the skills needed for success in Advanced Placement courses, college and careers. [12]

R.I.S.E.'s mathematics curriculum (grades 6-12) has been designed to serve all students regardless of ability. Students who are not meeting proficiency in Florida standards or who are performing below grade level will have supplemental and/or intensive interventions made available. These students will receive various supports and interventions that will include, but not be limited to, extra time, tutoring and supplemental instruction. The Multi-Tiered System of Supports will be utilized any time skill deficiencies are noted. R.I.S.E. is committed to providing timely, direct, and systematic interventions for these students. Students scoring Level 1 or 2 in the FSA Mathematics or mathematics EOCs in the prior year will be enrolled in a mathematics course that incorporates support into the regular course work and may be enrolled in tutoring or extended day support.

SCIENCE: R.I.S.E.'s initiative on renewable and sustainable energy will provide a robust science curriculum. As R.I.S.E. prepares its students for job opportunities, clean energy education allows students to solve environmental challenges, and will empower students to understand how choices made at home, in school, and within communities impact the environment^[13] The science curriculum has been designed for students to achieve the Science Next Generation Sunshine State Standards (NGSSS)/Florida Standards. The science program will teach students about the nature of science, scientific methods, scientific habits of mind, inquiry, the application of scientific knowledge, and the historical context of science. This will give R.I.S.E. students a depth of understanding as they examine the future possibilities of this discipline and its relevance to our world and to renewable energy. R.I.S.E. teaching strategies in science education will emphasize active hands-on learning and project-based learning. Students will work collaboratively in groups or individually in a class or laboratory settings, and instruction will include the proper safety procedures, protocols and measures for either setting (e.g. experiment safety protocol, handling of chemicals and equipment, etc.). R.I.S.E. will provide dedicated science laboratories according to the programmatic and content needs of each course. All labs will be conducted in a safe environment and will be equipped with proper safety equipment, to include but not be limited to, eyewash, goggles, safe storage for chemicals, etc. Teachers will also incorporate the Florida Literacy Standards in their daily lessons.

R.I.S.E.'s science program will use an inquiry-based approach to teach the central themes below:

- Matter and energy
- Force and motion
- Earth and space
- Process of life
- Scientific method

Students in all grades will use content knowledge, critical, analytical and inquiry skills to engage with real-world problems and solutions as they relate to renewable energy. Students will continue to see the connections of science, technology, mathematics, and engineering through the integration of curriculum in the SLCs. Each course will emphasize both the importance of renewable energy and stewardship, as well post-secondary opportunities in college and careers.

MIDDLE SCHOOL: R.I.S.E. middle school students will take at least 3 years of science (sequence: Earth and Space Science; Life Science and Physical Science). Students will be encouraged to accelerate and take science courses as electives. Science concepts will be presented in an age-appropriate and engaging manner as recommended by the National Science Teachers Association (NSTA), so that students can build on their knowledge and attain the background necessary to fully participate in our highly scientific and technical society.^[14] NSTA has made several research-based recommendations for middle grades science education, and R.I.S.E. will use these as the foundations of our middle school program:

- Align with the disciplinary core ideas, crosscutting concepts, and science and engineering practices outlined in *A Framework for K–12 Science Education*;
- Nurture curiosity about the natural world and include opportunities to engage in science and engineering practices;
- Foster the development of a scientific mindset and an understanding of the nature of science;
- Engage students in multiple laboratory investigations every week as specified in the NSTA position statement on laboratory science;
- Incorporate independent and cooperative group learning experiences during the study of science, and integrate science with other curriculum subjects in a multidisciplinary approach, such as through theme-based learning; and

- Encourage the development of critical thinking and communication skills and the sharing of ideas and results with peers.[\[15\]](#)

R.I.S.E. will also follow NSTA recommendations to link the curriculum to the real world by focusing units on subject matter that are relevant, applying learning and skills to creating models, and designing solutions to real-world problems using critical thinking skills, inquiry, decision-making activities and connecting the classroom to the community (e.g. mentoring, internships, field trips). [\[16\]](#) R.I.S.E.'s theme of renewable energy lends itself well to many opportunities to make real-world connections.

Assessments will be an integral part of the process of instruction and will be consistent with standards, content and instructional design. Assessments will not only demonstrate students' skills and application of learning, but will also provide much needed information on students' progress towards mastery and any areas requiring remediation.

R.I.S.E. will use instructional materials consistent with materials on the State's approved list, such as the middle school science series from Prentice Hall. Final selection will be made by the school principal and staff.

HIGH SCHOOL: High school students must take three required credits for graduation. Because of R.I.S.E.'s STEM initiative, students will be encouraged to take additional science courses as electives. R.I.S.E. will offer the usual sequence of physical/earth science, biology, chemistry and physics.

The renewable and sustainable energy initiative will be integrated into every core course, with a special emphasis in science and mathematics (grades 6-12). Students will be afforded the opportunity for acceleration by taking a sequence that leads to Advanced Placement courses and dual-enrollment.

Assessments will be an integral part of the process of instruction and will be consistent with standards, content and instructional design. Assessments will not only demonstrate students' skills and application of learning, but will also provide much needed information on students' progress towards mastery and any areas of need so that remediation can be provided.

R.I.S.E. will use instructional materials consistent with those on the State's approved list pending the hiring of the principal and the new (2018) science adoptions. Advance Placement course materials will be those recommended by College Board.

SOCIAL STUDIES: R.I.S.E.'s social studies curriculum in grades 6-12 will be founded on the NGSSS for Social Studies, and will prepare students to achieve mastery of these standards. The curriculum will focus on the following major strands: history, civics and government, geography, and financial literacy. In accordance with F.S. 1003.42(2)(a)-(h), R.I.S.E.'s social studies program will include the following topics:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and its amendments
- Arguments in support of adopting our republican form of government, as embodied in the Federalist Papers
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the states, and counties, municipalities, school districts,

and special districts

- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. This history will be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person. These lessons will encourage tolerance of diversity in a pluralistic society and appreciation of nurturing and protecting democratic values and institutions.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society

R.I.S.E. will be guided by *The College, Career and Civic Life (C3) Framework for Social Studies State Standards (2013)*. This is a collaboration between the National Council for the Social Studies (NCSS) and various professional organizations. Its stated goals are to enhance the rigor of the social studies disciplines; build critical thinking, problem-solving and participatory skills to become engaged citizens; and to align social studies standards with ELA standards.[\[17\]](#) The concepts, ideas and tools of the social studies disciplines play a critical role in developing students' understanding of the world around them and their role in it. Social studies courses prepare them for college, careers and their civic duty.

The key to the C3 Framework is the Inquiry Arc of Interlocking and Mutually Reinforcing Elements. This learning schema centers on the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and apply knowledge and ideas in real world settings to become actively engaged citizens of the 21st century.[\[18\]](#)

The following are the ***Four Dimensions of the Inquiry Arc***:[\[19\]](#)

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics Economics Geography	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
<i>Focuses on the construction of the questions.</i>	History <i>Focuses on key content specific concepts and strategies.</i>	Developing Claims and Using Evidence <i>Focuses on gathering and evaluating sources and presenting evidence.</i>	Taking Informed Action <i>Focuses on communication as students present and critique conclusions and take action.</i>

MIDDLE SCHOOL: Middle school students must take three courses in middle school (World History, Civics, and U.S. History). Middle school students must take and pass the Civics EOC in order to be promoted. Assessments will be an integral part of the process of instruction and will be consistent with standards, content and instructional design. Assessments will not only demonstrate students' skills and application of learning, but also will provide much needed information on students' progress towards mastery or any areas of need so that remediation can be provided.

R.I.S.E. will wait on adopting specific instructional materials until the principal is hired. Materials will be consistent with those on the State's approved list, such as the middle school social studies series from Glencoe McGraw-Hill. R.I.S.E. will also use original and authentic sources. R.I.S.E. will use College Board-approved materials for the Advanced Placement courses.

HIGH SCHOOL: High school students must take a minimum of three credits in social studies as a graduation requirement (one credit in World History, one credit in American History, a half credit in Government and a half credit in Economics with Financial Literacy). Students will be encouraged to take a minimum of four courses in social studies and to take a sequence that allows for acceleration and Advanced Placement courses. High school students will take and pass the American History EOC (or the AP exam) as a graduation requirement. R.I.S.E.'s social studies curriculum will prepare students to achieve mastery in social studies standards and be successful in all assessments. Assessments will not only demonstrate students' skills and application of learning, but will also provide much needed information on students' progress towards mastery or any areas of need so that remediation can be provided.

R.I.S.E. will use instructional materials consistent with those on the State's approved list, such as series from McGraw-Hill, Prentice Hall and Magruder. Advanced Placement materials will be consistent with the standards of Advanced Placement from College Board at their recommendation. It is expected that students will use original and authentic sources. R.I.S.E. will wait until the principal is hired to make final selections.

PRIMARY INSTRUCTIONAL STRATEGIES: R.I.S.E. teachers will employ research-based instructional strategies that will ensure student achievement and mastery of the Florida Standards. Students will be presented with real-world problems and will be expected to apply their knowledge to reach solutions. Rigorous and relevant expectations will assist teachers to embrace the School's belief that all students can and will learn regardless of their diverse learning styles. It is the goal of R.I.S.E. that all students will be prepared for college and careers, and to take their place as problem-solvers in our environmental energy challenges.

The following is a list of instructional strategies that R.I.S.E. teachers will employ to promote student success:

- Project-based learning (PBL) empowers students to take charge of their education by investigating, problem-solving, working in teams, communicating ideas, and managing themselves more effectively. Through critical thinking, inquiry and collaboration, students will take an active role as they delve into the content in a meaningful way. Authentic assessment will be evident within PBL, and will allow students to have a voice in their learning. Rubrics and corrective feedback, given in a timely manner using specific criterion, will help students identify how to use feedback for improvement.
- Student-centered focus will incorporate short-term and long-term goals as students evaluate their own academic personalized learning plans. Students will evaluate their own skills,

strengths, and values as they are achieved. Scaffolding instructional techniques will be used to support students in their mastery of tasks. Techniques include, but are not limited to, modeling and gestures, graphic organizers, and visual cues.

- Cooperative learning within the SLCs helps students develop skills needed for college, career and life, such as leadership, collaboration, and communication.

MEETING THE NEEDS OF ALL STUDENTS: R.I.S.E. ensures students entering below grade level will receive assistance to reach standards and improve their performance. A comprehensive technology program will assist teachers in managing data and personalizing education. R.I.S.E.'s educational program ensures teachers will have comprehensive professional development opportunities that provide strategies on meeting the needs of all students. These strategies will be used as part of the multi-tiered system of supports that includes differentiated instruction through instructional materials, supplemental aids, and a variety of in-class and online support. In addition, students will receive assistance during the extended day and Saturday School tutorials.

DIFFERENTIATED INSTRUCTION: Teachers can differentiate instruction via content, process, and product. Differentiated strategies vary according to student readiness, interest, and learning profile^[20]. R.I.S.E. will ensure that teachers instruct students considering their learning preferences, abilities, styles, and interests. This instruction is both engaging and motivating by reaching all modalities. It is a perfect vehicle for the integration of technology in the lessons and for use at R.I.S.E. Differentiation makes use of flexible grouping, interest centers, tiered lessons and products, independent studies and learning contracts. The teachers will personalize learning by making use of the above-mentioned strategies. Formative and summative assessments, will be used as progress monitoring tools to provide feedback to students and modify teachers' instructional plans. The use of PBL lends itself to meeting the widest range of student needs. Projects will allow students to showcase their interests, strengths, and abilities.

STUDENTS BELOW GRADE LEVEL: R.I.S.E. believes that every student can succeed with appropriate learning opportunities, and an engaging, rigorous, and relevant curriculum. Teachers will meet students at their academic levels, provide strategies, and support for them to succeed. R.I.S.E.'s curriculum and structure will provide these components through a rigorous, project-based learning and Small Learning Communities approach. All of the strategies that R.I.S.E. teachers will use provide the support and tools that students performing below grade level will need to close that achievement gap. R.I.S.E. ensures that students entering below grade level will be assisted in every possible way to master standards and improve their performance. A comprehensive technology program will assist R.I.S.E. administration to manage data and personalize education. Assessment data from state assessments, interim benchmark assessments, teacher-made and curriculum-based tests will be analyzed to assess gaps and lack of mastery in reading, mathematics, science, and writing. This analysis will help shape the educational setting for the student in terms of course selection. R.I.S.E. will use the multi-tiered system of supports to delineate interventions and inform instructional decisions in addressing needs of students performing below grade level or at risk of not graduating.

R.I.S.E. will provide all specific services outlined on IEPs, Section 504 plans, EPs for gifted and ELL plans. R.I.S.E. teachers will provide support to include extended day school and Saturday School tutorials, interventions, and differentiation as necessary. This will ensure that all students are given the opportunity to be successful in mastering grade level and subject area standards.

MTSS (MULTI-TIERED SYSTEM OF SUPPORTS): MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making are practiced across all levels of the educational system.^[21] MTSS provides interventions and instruction matched to students' needs, whether remedial or accelerated.

The R.I.S.E. MTSS Leadership Team may include the principal, assistant principal, subject area leaders, curriculum leaders, SLC lead teachers, counselors, ESE Coordinator, ESOL Coordinator, and other specialized school-based staff. The team will meet monthly to review data, identify possible concerns and positive practices, make instructional decisions regarding needed professional development, and facilitate the consensus-building process. The MTSS Leadership Team will use the FLDOE's GTIPS-R ("Imperative Questions") to frame the data analysis at each tier. The MTSS Leadership Team will meet on a pre-determined schedule to analyze pertinent data, gauge individual needs, and determine whether further modifications are needed.

MTSS Tier 1 Core Instruction and Universal Supports: Tier 1 centers on the core curriculum (to include behavior management) and its alignment with Florida Standards. This type and amount of instruction is based on the needs of the students enrolled at the school. The general population of students in some schools will require more or less time than others in particular core curriculum areas as a result of differences in prerequisite skills, background knowledge, language barriers, or other factors. After an analysis of the data, the team will determine if the core curriculum is effective (defined as 80% or more of students proficient or making significant growth). If this is not the case, the team will examine fidelity of implementation and instructional materials used and needed revisions. The team will examine:

- Percentage of students meeting grade level expectations and on track to be promoted/graduate
- Effectiveness of Tier 1 instruction (core classroom instruction and assistance)
- Effectiveness of improvement strategies in increasing growth for all students
- Students exhibiting significant gaps when compared to grade level expectations
- Relationship of formative assessments to benchmark assessments

MTSS Tier 2 Supplemental Instruction/Intervention and Supports: The goal of Tier 2 is a more in-depth technical support level targeted instruction and interventions to small groups of students. Tier 2 interventions are based on data revealing that some students or student groups need more than the core universal instruction. Both interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate. Progress monitoring occurs more frequently than in Tier 1 to ensure that the interventions are effective. The team will analyze the data to see which individual students or groups of students are not making adequate progress and need more intensive interventions than in Tier 1. Interventions and progress monitoring are geared towards specific skills to remediate or enrich. Based on the analysis, the team will consider the following:

- Students requiring supplemental instruction
- Grouping of students for small-group instruction (e.g., skills-based, content areas of need)
- Students receiving the standard intervention approach to address common and recurring concerns
- Students needing more in-depth interventions, modifications and/or intensive services
- Students who are and are not responding positively to interventions
- Needed modifications to the Tier 2 interventions

MTSS Tier 3 Intensive, Individualized Intervention and Support: The goal of Tier 3 is to provide interventions that are more targeted, more intensive, and differentiated by individual student needs. Students receiving these supports are many grade levels behind. Progress monitoring will occur more frequently to ensure that these students are receiving interventions that are effective in closing these gaps in achievement. At this point the Student Support Team will begin analyzing the data to determine if interventions have proven successful and if not, consider alternative interventions.

Problem Solving Team: The Problem-Solving Team (PST) may include but is not limited to,

principal/designee, ESE Coordinator, ESOL Coordinator, student's teachers in areas of deficits, curriculum leaders and other specialists, as needed. While the MTSS leadership team utilizes this process to monitor and evaluate the school's performance at a group level, PSTs will be established for individual students who do not make adequate progress, even with Tier 2 supports. Core members of the PST will be determined prior to the opening of school, but each team will include the student's teacher or teachers for the subjects where the problem is occurring (e.g., math teacher for math deficits; multiple teachers for behavioral challenges). Parents will be encouraged to be closely involved with the PST, either through face-to-face meetings or phone calls. The team will convene after Tier 1 and Tier 2 interventions have been unsuccessful. The PST will encourage the involvement of parents, who will be provided with all reports and information to help support their student at home. The PST will:

Determine the difference between what is expected and what is happening, and identify the specific academic or behavioral need(s) to be addressed and remediated

- Determine why the issue is occurring. Identify the barriers to success, analyze data and design or select interventions to directly address the identified needs
- Develop a Progress Monitoring Plan directly related to data analysis to include the intervention(s), person responsible for implementation, logistics of implementation, data used to measure effectiveness, person responsible for measuring effectiveness and the timeframe. The plan will include provisions to ascertain the fidelity of implementation and ensure that the implementer has the resources and skills needed
- Evaluate the effectiveness of the implementation by analyzing student data at pre-determined intervals based on student's response to the intervention.
- Determine if the intervention was effective and how to continue to maintain learning for the student. If the intervention was not effective, determine how to adjust the plan to better support the student.

The PST will determine if the interventions were appropriate for the student and if all factors were considered, including the interactions between academic and behavioral issues. The PST will also determine if fidelity of implementation is a concern. If the data indicates that the interventions are effective but require such a level of intensity not possible through the school's general education resources, or that the student does not meet grade level expectations despite intensive interventions and effective core instruction then, the PST will make a recommendation for an evaluation to determine eligibility for exceptional student education services.

R.I.S.E. understands that pursuant to F.S.1008.25, students not scoring a Level 3 or above on the FSA ELA, FSA Mathematics, or Algebra 1 EOC the prior year will be referred to the MTSS process. A progress monitoring plan will be developed to remediate deficiencies and address areas of need. If the student needs more intensive support, the PST, in consultation with the parents, will develop a more intensive plan of action.

This comprehensive program of student monitoring will ensure that students achieve at or above grade level and reach academic success.

B1. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle and high school) the school would serve.

R.I.S.E. has not yet fully developed its curriculum.

B2. If the curriculum is not fully developed, describe any curricular choices

made to date and propose 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 curricular plan and explain how the curriculum will be implemented. Include what core areas will be offered and provide evidence on how the curriculum will be aligned to Florida Standards.

R.I.S.E. has proposed some instructional materials, while others are under consideration, as described in Section 4 A above and will make final decisions regarding curriculum choices once the principal has been hired. As instructional leader, the principal will lead the effort to develop the curriculum map and pacing guides for each course. A more fully described profile of the core curriculum is outlined in Section 4.

Due to the innovative nature of this program and the newness of the staff, pacing guides will be developed to cover the start (Q1) of Year 1 of implementation and development will continue until completion (Q2, Q3, Q4) at the end of Year 1.

The table below details the milestones to be accomplished between application approval and the opening of school. The principal and the staff will identify the cross-disciplinary connections that are essential to the integration of curriculum and the project-based learning approach of the Small Learning Communities design. Through this process, the staff will gain understanding of integrated lesson planning and its implementation, which are the core of the design.

The pacing guides and curriculum plan are “living” documents and, as such, will be reviewed, modified and/or updated as necessary on a yearly basis.

MILESTONES

	Action	Person(s) Responsible	Timeline
1.	Make final decisions on instructional materials (including core; supplemental and intervention) and benchmark assessments and progress monitoring tools.	Principal	Winter/Spring 2019
2.	Develop draft pacing guides for Year 1 courses (using district guides as available)	Principal	Spring 2019
3.	Plan for initial implementation of project-based learning and small learning communities; research, develop and gather resources for teachers to use in the implementation	Principal	Spring 2019
		Principal	

4.	Finalize curriculum plan for Q1 and pacing guides for Q1	Teachers	Summer 2019
5.	Analyze and review Q1 implementation of curriculum; analyze student performance compared to baseline and benchmark assessments and other metrics such as status of PBL and SLCs; based on analysis, develop Q2 curriculum plan and pacing guides	Principal Teachers	October/November 2019
6.	Repeat process of analysis (step 5) and develop Q3 and Q4 curriculum plans and pacing guides	Principal Teachers	January/February 2020
7.	Development of lesson plans (individual)	Teachers	Start Summer 2020/On-going
8.	Review and analysis of all curriculum plans and guides	Principal Lead Teachers	Start Summer 2020 on an annual basis

B3. 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 curriculum as Attachment D.

R.I.S.E.'S SCHOOL READING PLAN (GRADES 6-12)

The State of Florida has designated reading as a critical and primary component of education in the state. R.I.S.E. recognizes the importance of this initiative and ensures that reading is the primary focus of its educational program.

R.I.S.E. has decided to implement the K-12 Comprehensive Research Based Reading Plan (CRRP) for Broward County Public Schools. This is the foundation and framework for our 6-12 reading program. The plan follows Florida's Formula for success (6+4+ii+iii):

- The six (6) components of reading: oral language; phonological awareness; phonics; fluency; vocabulary; and comprehension
- The four (4) types of classroom assessments: screening; progress monitoring; diagnosis; and outcome measures
- The initial instruction (ii): daily 90 minute instructional blocks delivering the six components of reading including motivation and background knowledge, in a print-rich environment using scaffolding, differentiated instruction and the reading/writing connection
- The immediate intensive intervention (iii): interventions that include, flexible grouping,

intensive reading elective and one-on-one instruction until deficiency is remediated.

READING LEADERSHIP TEAM: R.I.S.E.'s principal in conjunction with the Reading Leadership Team (assistant principals, Reading Coach, teachers, media specialists, and other specialists as needed) will be responsible for reviewing and analyzing progress-monitoring data during morning professional learning communities (PLC) meetings. The Reading Leadership Team ensures that data guides all instruction and decisions regarding materials, programs, strategies and professional development.

PROFESSIONAL DEVELOPMENT/DEMONSTRATION CLASSROOMS/PLCS

Teachers and administrators will receive professional development in the analysis and use of data (progress monitoring, screening and diagnostic student performance data) to identify students needing reading support and identify deficiencies. This training will also focus on how to use formative data to guide differentiation of reading instruction.

R.I.S.E.'s principal will identify mentor teachers and establish demonstration classrooms. These will provide opportunities for all our reading-endorsed teachers to share best practices, participate in the coaching model, and ensure program fidelity. Teachers will be provided time to participate in these opportunities and to debrief.

Through their attendance at the daily PLC meetings, teachers will be able to participate in lesson studies and receive PD on topics such as differentiation strategies, classroom libraries, and specific reading strategies. Teachers will also be provided with the information in Broward County Public Schools' CRRP. R.I.S.E. teachers will be encouraged to attend FLDOE-sponsored activities and workshops across content areas.

LEADERSHIP: The goal of R.I.S.E.'s leadership (including the Governing Board) is to create a culture of academic excellence throughout the school. Reading is a primary focus of academic excellence, and leadership will set high expectations for student achievement, and ensure fidelity in the implementation of the reading plan.

The principal and assistant principals will conduct frequent reading walk-throughs to monitor the fidelity of implementation. "Look-fors" include, but are not limited to, use of materials, strategies, compliance with the reading plan, and use of differentiated instruction.

ASSESSMENTS/DATA: R.I.S.E. will use assessments and data to make decisions that drive instruction. Level 1 and Level 2 students will be placed in intensive reading classes based on the FSA ELA assessment scores, and their progress will be monitored a minimum of three times per year. Data from mastery assessments will be analyzed with teachers in PLC meetings, and will serve to address fidelity of implementation, effectiveness of instructional materials, use of strategies, and lesson studies. Data will also drive professional developments based on the deficiencies shown by the various assessments.

MTSS: A priority for R.I.S.E. leadership and its MTSS Leadership Team will be to analyze all the data available (FSA ELA, formative assessment data, progress monitoring, etc.) for newly enrolled students. This analysis will aid the Team and leadership to set reachable yet rigorous reading goals, and to develop a plan for continuous improvement. This plan, containing goals, strategies and resources, is the blueprint for ensuring that R.I.S.E. meets its goal of academic excellence. R.I.S.E.'s research-based curriculum and strategies for accelerated reading students, as well as students reading below grade level, are described in Attachment D.

MIDDLE SCHOOL: In grades 6-8, R.I.S.E. will ensure that students have an uninterrupted 90-minute block of reading instruction. The educational program includes the following

components:

- Classroom time dedicated to reading
- The use of scaffolding
- Monitoring of student progress in reading
- Students actively engaged in their learning and classroom activities

For those students reading below grade level, R.I.S.E. will use a research-based approach on intensive intervention and monitoring of learning gains. R.I.S.E. will progress monitor these students on a periodic basis to assess skills, reading progress, and make programmatic changes as necessary.

HIGH SCHOOL: R.I.S.E. will support our above level readers by implementing strategies for content area reading (e.g. explicit instruction, discussion of content, close reading) in all classes.

High school students scoring Level 1 and 2 on the FSA ELA will be enrolled in intensive reading classes. Students in grades 9-12 will receive a daily block of intensive instruction using explicit and specific strategies and supports for struggling readers as per the CRRP.

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.

No additional standards will be adopted or developed.

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

The research base for the curriculum mirrors the research base for the educational design included in Section 3. Additionally, the specific instructional materials proposed are on the state's adopted list; they adhere to the state's requirements for being evidence-based and supported by research.

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

The core of R.I.S.E.'s innovative program is the theme of renewable and sustainable energy throughout all academic programs. The SLCs pathways in both the middle and the high school will allow for the integration of curriculum that must take place. Although these are considered elective courses, they are integral to R.I.S.E.'s stated mission and vision.

MIDDLE SCHOOL: R.I.S.E.'s focus on Alternative and Sustainable Energy will offer two pathways in grades 6-8. Each pathway is built around the concept of alternative energy, and each pathway will benefit from the school building's design as a learning laboratory. The curriculum ensures that all students have access to a rigorous program of study. At these grade levels, the pathways offer opportunities for career exploration, as well as an introduction to alternative energy. Pathways include:

- **ENERGY/STEM SCIENCE**
- **ENGINEERING TECHNOLOGY PROJECT LEAD THE WAY (PLTW) GATEWAY**

ENERGY/STEM SCIENCE PATHWAY is a program of study in the STEM family that assists students in making informal decisions regarding future career choices in the energy and STEM career fields. The curriculum is enhanced by integration of subject matter and hands-on experiential learning. The learning experience will be further enhanced with guest speakers, off-site learning and project-based learning. This program of study has the following characteristics:

- Integrated Curriculum
- In-school “hands-on learning” (school as laboratory)
- Two or more STEM courses per year
- Off-site learning
- Project-based learning
- Science Fair
- Collaborative problem-solving
- Community service

ENERGY/STEM SCIENCE PATHWAY (4x4 SCHEDULE)

6th GRADE	7th GRADE	8th GRADE
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
Science	Science	Science
Social Studies	Social Studies	Social Studies
Physical Education (.5)	Physical Education (.5)	Physical Education (.5)
PATHWAY: Fundamentals of Energy	PATHWAY: Introduction to Energy and Career Planning	PATHWAY: Introduction to Energy
PATHWAY: Digital Information Technology	PATHWAY: STEM Physical Science	PATHWAY: STEM Environmental Science

Research (.5)	Research (.5)	Research (.5)
Elective/Intensive Reading	Elective/Intensive Reading	Elective/Intensive Reading

ENGINEERING TECHNOLOGY PATHWAY (PLTW GATEWAY) is a program of study which allows students the opportunity to explore areas of technology and engineering and associated careers. Students will also gain an understanding of problems associated with technology in our everyday world and how to solve them collaboratively. The curriculum is enhanced by the PLTW Gateway curriculum designed by Project Lead the Way. The Gateway units (Modules) are integrated to the coursework of the engineering and technical classes. The pathway also features guest speakers, project-based learning, hands-on experiential learning and has the following characteristics:

- Research
- Integrated Curriculum
- PLTW Gateway units of study
- In-school “hands-on learning” (school as laboratory)
- Off-site learning
- Science Fair
- Community Service
- Project-Based Learning

ENGINEERING TECHNOLOGY PATHWAY PLTW (4x4 SCHEDULE)

6th GRADE	7th GRADE	8th GRADE
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
Science	Science	Science
Social Studies	Social Studies	Social Studies
Physical Education (.5)	Physical Education (.5)	Physical Education (.5)
PATHWAY: Exploring	PATHWAY: Power and	PATHWAY: Exploration of

Technology (.5)	Energy Technology (.5)	Technical Design (.5)
PATHWAY: Introduction to Technology (.5)	PATHWAY: Introduction to Energy and Career Planning (.5)	PATHWAY: Introduction to Energy (.5)
PATHWAY: Fundamentals of Energy (.5)	.5 Elective	.5 Elective
Elective	Elective	Elective
Elective/Intensive Reading	Elective/Intensive Reading	Elective/Intensive Reading

PLTW GATEWAY MODULES

- Design and Modeling (Foundation Unit)
- Automation and Robotics (Foundation Unit)
- Energy and the Environment
- Science of Technology
- Magic of Electrons
- Green Architecture

HIGH SCHOOL: As the middle grades students move into the high school, they can continue with their pathway, or explore a new pathway. This option will allow students to tailor their plan of study to meet their needs and interests within the pathway framework. Students can choose an engineering component, technical component, or sustainability component (pathways) according to their interests. The program of study also offers CTE courses with industry certification for those students interested in technical aspects of renewable energy. The school building itself, with its photo-voltaic arrays, will serve as a learning laboratory for all pathways in all grades.

The curriculum ensures that all students have access to a rigorous program of study, and expects that all students will graduate high school career-ready and/or college-ready (CCR). Students will be encouraged to take dual-enrollment and Advanced Placement (AP) courses whenever possible. Partnerships with post-secondary institutions will be sought out. Business and Community partnerships in relevant industries will also be developed and will enable students to participate in off-campus learning situations, OJT and internships. R.I.S.E. will focus on Alternative and Sustainable Energy by offering three pathways (Programs of Study) in grades 9 through 12. Each pathway is built around the concept of alternative and sustainable energy and will further studies which began in the Middle Grades. These are:

- **SOLAR ENERGY TECHNOLOGY**

- **ENERGY TECHNICIAN/STEM**
- **ENGINEERING PLTW**

SOLAR ENERGY TECHNOLOGY is a program of study providing a rigorous coursework for those students wishing to pursue a career and/or post-secondary studies in the field of energy production, and especially renewable and sustainable energy. This pathway infuses technical knowledge with challenging academic standards, and features competency-based applied learning. The sequence of instruction consists of one occupational completion point in the three-course sequence. Along with technical skills, students will learn employability skills and occupation-specific skills. Business and community partnerships are integral to this pathway, as are the following characteristics:

- Higher-order reasoning skills
- Collaborative problem-solving skills
- In-school “hands-on learning” (school as laboratory)
- Off-site learning
- On-the-Job Training
- Community service
- Accelerated coursework
- Integrated Curriculum
- SkillsUSA
- Capstone
- Project-Based Learning

SOLAR ENERGY TECHNOLOGY (4X4 SCHEDULE)

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
PE (HOPE)	Principles of Technology 1	Elective	Elective
PATHWAY: Energy Industry Fundamentals	PATHWAY: Introduction to Alternative Energy	PATHWAY: Solar Energy Technician	PATHWAY: OJT/Internship/ Capstone

Foreign Language	Foreign Language	Foreign Language	Foreign Language
Foundations of Programming	Renewable Energy	Physical Science	Solar Energy (H)

ENERGY TECHNICIAN/STEM is a program of study offering a five-course sequence leading to careers and/or post-secondary studies in the field of energy production. This pathway offers courses with rigorous academic material, technical education, and skills necessary for success. Along with competency-based learning, students will learn employability skills and occupation-specific skills. Business and community partnerships are integral to this pathway, as are the following characteristics:

- Higher-order reasoning skills
- Collaborative problem-solving skills
- Project-Based Learning
- In-school “hands-on learning” (school as laboratory)
- Off-site learning
- On-the-Job Training (OJT)
- Community service
- Integrated Curriculum
- Accelerated coursework
- SkillsUSA
- Capstone

ENERGY TECHNICIAN/STEM (4X4 SCHEDULE)

9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
PE (HOPE)	Principles of Technology	Solar Energy	Elective

	1	(H)	
PATHWAY: Energy Industry Fundamentals	PATHWAY: Electricity 1	PATHWAY: Introduction to Alternative Energy	PATHWAY: Electricity 2
			PATHWAY: OJT/Internship/Capstone
Foreign Language	Foreign Language	Foreign Language	Foreign Language
Elective	Renewable Energy	Physical Science	

ENGINEERING PLTW (PROJECT LEAD THE WAY) is a program of study providing students with foundational knowledge in the field of engineering and related STEM careers. This pathway uses the nationally recognized program in engineering, ***Project Lead the Way***. The program is a sequence of rigorous courses that emphasize critical thinking, creativity, innovation, and real world problem-solving analyzed through the filter of alternative energy. This pathway features the following characteristics:

- Collaborative problem-solving
- Integrated Curriculum
- Accelerated coursework
- Off-site learning
- In-school “hands-on learning” (school as laboratory)
- Internship
- Community service
- SkillsUSA/Science Fair
- Capstone
- Project-based learning

ENGINEERING PLTW (4X4 SCHEDULE)

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English	English	English	English

Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
PE (HOPE)	Elective	Elective	Elective
PATHWAY: Introduction to Engineering Design PLTW	PATHWAY: Principles of Engineering PLTW	PATHWAY: Environmental Sustainability PLTW	PATHWAY: Engineering Design and Development PLTW
		Digital Electronics PLTW	Internship
Foreign Language	Foreign Language	Foreign Language	Foreign Language
Solar Energy (H)	Renewable Energy		

In addition, R.I.S.E. will also offer the following electives:

World Language – Spanish (Grades 6-8)

Spanish 1 for high school credit will be offered in middle school. Spanish will introduce students to the target language and its culture. Students will first gain beginning skills in listening and speaking, and an introduction to basic skills in reading and writing. Students will then progress to actively engaging in listening and speaking activities, and demonstrating understanding of reading and writing selections on familiar topics. Languages may be added as enrollment changes.

Physical Education (Grades 6-8)

Physical Education is critical to the well-being of our students. Middle school students must complete a semester of PE (including health) every year as a promotion requirement. Students will take Physical Education, Team Sports, Health and Individual/Dual Sports. These courses will teach teamwork, fitness, personal health and choices, and nutrition. Courses may be added as enrollment changes.

Career and Education Planning (Grades 6-8)

Students will complete a Career and Education Planning course that will include researched-based assessments to assist students in determining educational and career options and goals.

World Languages (Grades 9-12)

R.I.S.E. will offer Spanish beginning with Spanish 1 and progressing to Advanced Placement courses. Students will learn the language through authentic reading, speaking, listening, and writing as they build proficiency and confidence. R.I.S.E.'s World Language program will deepen students' cultural awareness and help to make them better global citizens. Languages may be added as enrollment changes.

Music (Grades 9-12)

R.I.S.E.'s music program will start with Guitar 1 and 2. Music education enriches students' lives while developing talent and increasing curiosity about music. As enrollment increases, we anticipate changes to these offerings.

Physical Education (Grades 9-12)

High school students must take a year course in Health Opportunities through Physical Education (HOPE). In addition to HOPE, R.I.S.E. will offer Physical Fitness, and Individual Sports. The intent of these courses is to instruct students to make healthy lifestyle choices and to stress the importance of nutrition and fitness. Course offerings may vary as enrollment changes.

Debate (Grades 9-12)

R.I.S.E. will offer Debate I and II. The purpose of these electives is to develop students' skills in the application of language arts and oral communication. Students will be taught to research, to analyze and to evaluate while also focusing on presentation, oral speaking and collaboration. These courses will prepare students to make informed decisions and be able to defend them. Courses may be added as enrollment changes.

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

R.I.S.E. expects all students to succeed and to perform better than prior to their enrollment in the school. The uniqueness of R.I.S.E. is its theme (Renewable and Sustainable Energy for the 21st Century and Beyond), the curriculum design (career pathways) and the program design of Small Learning Communities with the focus on project-based learning. These traits afford all students an opportunity for engagement and "belonging" in the school community. The school's physical design as a working laboratory and the design of the learning areas together afford flexibility and promote creativity—boosting student engagement.

R.I.S.E.'s MTSS Leadership Team will be tasked with identifying all students struggling academically, behaviorally, or who are at risk of dropping out. Implementation of an early warning system (EWS) is the first step in the identification and reversal of students on the path of dropping out. Two or more of the research-based indicators below will activate a referral to the Student Support Team (SST). The following research-based alerts will be tracked by the EWS:

- Low attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspensions
- Poor grades in core subjects in English or mathematics course
- Disengagement in the classroom, including behavioral problems (one or more suspensions)
- Failure to be promoted to next grade Scoring at level 1 on the FSA ELA, Algebra 1 EOC, or FSA Mathematics (incoming ninth graders)

The parent will be invited to participate in the meeting. The student's progress will be regularly monitored, and data-based consultations between administrators, teachers, students, counselors, and parents will be held to determine the effectiveness of the intervention and the need to modify the intervention to resolve the concern. Students who receive first semester course grades of D or F will have a Data Chat meeting that includes the student, the teacher, and a school administrator or counselor to discuss the appropriate intervention strategies.

The student will be mandated to participate in extended day school and encouraged to attend Saturday tutorials to remedy academic deficiencies. Interventions will include mentoring and schedule changes.

R.I.S.E. is sure that all students will be successful by means of the academic structure, the relevance and rigor of the curriculum, the effectiveness of teachers, and the regular monitoring and intervention programs in place.

[1] SpringBoard 2018, College Board

[2] Ibid.

[3] SpringBoard 2018

[4] SpringBoard 2018, College Board

[5] Ibid.

[6] The National Council of Teachers of Mathematics webpage 2017

[7] Ibid.

[8] Rutherford, K., "What do the Standards for Mathematical Practice Mean for You?", April 2015, NCTM webpage.

[9] SpringBoard 2018

[10] College Board 2018

[11] Ibid.

[12] Ibid.

[13] Nea.org/tools/lessons/clean_energy_education.html

[14] www.nsta.org/about/positions/middlelevel.aspx revised 2016

[15] Ibid.

[16] Ibid.

[17] www.socialstudies.org/C3

[18] Ibid.

[19] Ibid.

[20] Tomlinson, 2004

[21] www.rcoe.us/educational-services/instructional../multi-tiered-system-support-mt

Attachments

Section 4: Curriculum and Instructional Design

4.1	Attachment FF - Curriculum Resources REV	SanMiguel, Leicha R, 2/12/18 8:08 PM	PDF / 50.708 KB
4.2	Attachment D	Shamsheer, Ahmed, 2/1/18 11:43 PM	PDF / 562.913 KB

5. Student Performance

Section Evaluation

Meets the Standard Michael Jernigan, 2/28/18	– No Final Rating –
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SECTION 5: STUDENT PERFORMANCE

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.

Significant changes are currently taking place in the federal and state educational accountability systems. The Florida Standards Assessments (FSA) for English language arts and mathematics were administered for the first time in the spring of 2015, establishing new baselines for student achievement. The state's formula for calculating school grades also was revised at this time. Results from the 2016 FSA provided the first learning gains scores from the new assessments.

We propose two overarching goals with associated measurable annual goals to assess the school's progress. The first is directly related to the school grades system. A high school's grade comprises up to ten components: four achievement components (i.e., FSA ELA; mathematics; science; social studies); four learning gains components (i.e., learning gains for all students in

ELA and mathematics and learning gains for the lowest performing 25% of students in ELA and mathematics); graduation rate; and college and career acceleration.

Middle school grades comprise up to nine components; (i.e., FSA ELA; mathematics; science; social studies) four learning gains components (i.e., learning gains for all students in ELA and mathematics and learning gains for the lowest performing 25% of students in ELA and mathematics. Also, middle schools do not have a graduation rate component but have a middle school acceleration component.

Our performance goals are based upon these components. We note, however, that a school's grade is based solely on the components for which it has sufficient data, which requires that at least 10 students are eligible for inclusion in the calculation of the component.

The Federal Every Student Succeeds Act (ESSA) includes provisions that will help ensure success for all students and schools. Florida has positioned itself as a national leader in 21st century education so that each student will have the opportunity to be college or career ready, equipped for a lifetime of learning, and prepared for the jobs of the future. Florida's state plan advances the underlying purpose of the Elementary and Secondary Education Act (ESEA) and its amendments to:

- Hold all students to high academic standards;
- Prepare all students for success in college and career;
- Guarantee that steps are taken to help students and their schools improve; and
- Hold schools accountable for student outcomes⁴²

In support of these goals, Florida's state plan establishes ambitious, rigorous academic standards for all students; measures mastery of those standards and publicly reports results; informs parental educational decisions through a simple, easily understood grade for each school based on student performance; and identifies, supports, and, if necessary, closes underperforming schools. R.I.S.E. will use the proficiency rates of the district's middle and high schools to calculate our base line data and formulate our goals. We have developed our goals using the following method:

- Identify current performance by grade level
- Calculate the difference between current performance and the six-year goal (100%) for each tested subject area and type of measure (e.g., achievement for all students; learning gains for lowest quartile)
- Once the gap has been determined for all students, and each subgroup, divide by 2 (50%) to calculate the percentage of progress needed to be made in six years
- Divide that number by 6 to calculate the percentage of progress needed each year to close the gap

R.I.S.E. will review all students' assessment records upon enrollment to determine the actual baseline data and revise our goals accordingly. If we find that the baseline is higher than our projections, we will increase our goals to reflect this. Conversely, if we find that the baseline is less than our anticipated projections, we will retain our proposed goals and re-double our efforts to meet them. R.I.S.E. will meet the following results:

- Each student will make at least one year’s worth of academic growth
- Students entering below grade level will make more than one year’s worth of academic growth to close the achievement gap through intense instruction and specific intervention
- Earn an A grade in the state’s accountability system

R.I.S.E. has set the following measurable two goals as measures of academic progress and growth.

Goal 1:R.I.S.E.’s innovative education and renewable energy themed curriculum will support all students in achieving academic excellence.

ACADEMIC ACHIEVEMENT

The following chart shows the expected baseline of incoming students, the achievement gap and the 6-year progression to close it by half. R.I.S.E. fully expects the baseline data of incoming students to be reflective of the student data of the district.

PROPORTION OF STUDENTS SCORING PROFICIENT OR ABOVE ON FSA ELA, FSA MATH, FSA SCIENCE AND EOCS

Source: FLDOE 2017 School Grades Report

Measure Baseline Gap Annual Goal 2020 AnnualGoal 2021 Annual Goal 2022 Annual Goal 2023 Annual Goal 2024 Annual Goal 2025

ELA (3 or above) Gr.6 54 46 58 62 66 70 74 78

Gr. 7 54 46 58 62 66 70 74 78

Gr. 8 57 43 62 67 72 77 82 87

Gr.9 55 45 59 63 67 71 75 79

Gr.10 53 47 57 61 65 69 73 77

Math (3 or above) Gr.6 55 45 59 63 67 71 75 79

54 54 46 58 62 66 70 74 78

Gr. 8 48 52 52 56 60 64 68 72

FSA Science (3 or above)

Gr.8 43 57 48 53 58 63 68 73

Algebra 1 EOC (3 or

above) 67 33 70 73 76 79 82 85

Algebra 2 EOC (3 or

above) 50 50 54 58 62 66 70 74

Geometry EOC (3 or

above 57 43 61 65 69 73 77 81

Biology EOC (3 or above) 65 35 68 71 74 77 80 83

U.S. History EOC (3 or

above) 65 35 68 71 74 77 80 83

U.S. Civics EOC (3 or

above) 71 29 73 75 77 79 81 83

42 42 58 47 52 57 62 67 72

High School ELA gains of

lowest quartile 44 56 49 54 59 64 69 74

Middle Grades Math

gains of lowest quartile 46 54 51 56 61 66 71 76

High School Math gains

of lowest quartile 41 59 46 51 56 61 66 71

GRADUATION RATE AND COLLEGE AND CAREER ACCELERATION

An important part of Florida's school grade formula is the graduation rate and the college and career acceleration rates for high school and the middle school acceleration rate for grades 6-8. Florida's graduation rate is based on the federal definition (34 CFR 200.19). The graduation rate is calculated by taking the number of students graduating in four years with a regular diploma and dividing by the number of students in the cohort for that graduating class. R.I.S.E. has set challenging annual goals through 2025.

Another component of Florida's school grade formula is the college and career acceleration rate. This formula is derived by taking the number of graduates in the graduation rate calculation as the denominator. Those high school graduates who, while in high school, earned college credit through AP (IB or AICE) exams, earned a C or better in dual-enrollment courses or earned industry certification in an accredited program

(CAPE) is the numerator. R.I.S.E. has set challenging goals to assure students graduate college and career ready.

For the middle school, Florida's grade school formula also calculates acceleration rate. R.I.S.E. understands the importance of this rate for middle school achievement and has set challenging annual goals through 2025.

Goal 2: R.I.S.E.'s innovative education and renewable energy themed curriculum will support all students in graduating college and career ready.

GRADUATION AND ACCELERATION RATE AS APPLIED TO SCHOOL GRADES

MEASURE BASELINE GAP 2020 2021 2022 2023 2024 2025

Graduation Rate 81 19 83 85 87 89 91 93

College and Career Acceleration 66 34 69 72 75 78 81 84

Middle School Acceleration 57 43 62 67 72 77 82 87

R.I.S.E.'s rationale for these academic goals for improving student achievement are consistent with the FSA and EOC requirements as per FLDOE to meet pupil progression and high school graduation requirements.

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 R.I.S.E. is to graduate students that are college and career ready. R.I.S.E.'s rigorous curriculum will ensure that students graduate ready to engage in a career or post-secondary education and will meet the following specific educational goals and targets:

1. At least 95% of students enrolled in CTE (Career and Technical Education) courses will attain Industry Certification in their program as evidenced by the industry examination and program requirements.
2. At least 80% of students will enroll in at least one AP (Advanced Placement)iv course as evidenced by R.I.S.E. registration data.
3. At least 80% of students enrolled in an AP course will pass (score 3, 4 or 5) the AP exam for that course as evidenced by AP exam results.
4. At least 80% of students will take either the SATv or ACTvi tests of college readiness as evidenced by registrations for SAT and ACT.
5. At least 80% of students taking the SAT or ACT tests will demonstrate college readiness as evidenced by the test scores.

C. Describe the school's student level and course placement procedure.

R.I.S.E. will implement student level, course placement procedures and promotion standards in accordance with the Broward County Public Schools Student Progression Plan and Policy 6000.1. R.I.S.E. will accept all credits and grades earned by students and represented on an official transcript from schools that are accredited by a national, regional or state accrediting agency. Grade level placement will align with the Student Progression Plan (SPP) of Broward County Public Schools.

MIDDLE SCHOOL: Promotion in middle school is as follows:

- Promotion from grade 6 to grade 7 occurs when a student passes all the core courses
- Promotion from grade 7 to grade 8 occurs when a student passes all the core courses
- Promotion from grade 8 to grade 9 occurs when a student has passed 3 credits each in ELA, Math, Science, Social Studies

State Board of Education Rule 6A-1.0992 states that for students not having valid transcripts, or being in Home Education, validation of courses shall be granted based on successful completion of first semester courses.

Students transferring to R.I.S.E. will be placed at the appropriate sequential course level and must pass each course at the end of the first grading period. For those students not meeting this requirement, validation may take place using alternative validation procedures. These include:

- Portfolio evaluation
- Performance in courses taken at a public or accredited private school
- Performance on nationally-normed standardized tests
- Performance on FSA
- Written assessment from the sending school regarding criteria utilized for a given subject

HIGH SCHOOL: The Student Progression Plan (SPP) of Broward County Public Schools describes promotion in high school as follows:

- Students in 9th grade will be promoted to 10th grade at the end of the year
- Students in 10th grade will be promoted to 11th grade at the end of the year
- Students in 11th grade will be promoted to 12th grade at the end of the year
- Students in 12th grade not meeting graduation requirements will remain in 12th grade at the end of the year

State Board of Education Rule 6A-1.0992 states that for students not having valid transcripts, or being in Home Education, validation of courses shall be granted based on successful completion of first grading period courses with a Grade Point Average (GPA) of 2.0. Alternative validation procedures at the high school level are the same as described above.

At both the middle school and the high school, R.I.S.E. guidance counselors will work closely with students and their parents to make appropriate choices for course placement. Counselors will consider assessment data, academic history, and student interests when discussing placements. Counselors will also help develop student learning plans that will give an overview of the student's goals and progress towards those goals during his/her entire academic career at R.I.S.E.

D. 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.

We have carefully reviewed the Broward County Public Schools Student Progression Plan Policy 6000.1 online at <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>.

R.I.S.E. will adopt the district's plan.

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.

R.I.S.E. will adhere to the pupil placement and promotion standards set by Broward County Public Schools (stated above) in accordance with Florida statutory requirements and FLDOE guidelines and graduation requirements.

To satisfy graduation requirements, students must earn credits in all required core coursework and required electives, and maintain an unweighted grade point average of 2.0 or higher. R.I.S.E. will use the district's grade forgiveness policy:

- For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of "C", "D", "F", or "I" with a grade of "C" or higher, earned subsequently in the same or comparable course.
- For high school students, forgiveness for required courses shall be limited to replacing a grade of "D", "F", or "I" with a grade of "C" or higher, earned subsequently in the same or comparable course. The Forgiveness Rule shall be applied only one time per course. For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.
- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement.

Although R.I.S.E. will not impose additional requirements for graduation, it will strongly encourage students to pursue a Merit or Scholars diploma designation in accordance with F.S. 1003.4285. R.I.S.E.'s goal of college and career ready graduates will be aided by a robust counseling program where counselors will meet with students four times per year to discuss academic plans, credit checks, and graduation planning. Counselors will also ensure that parents and students are aware of Bright Futures and other scholarship information, as well as admissions criteria to accredited colleges and universities in Florida and elsewhere.

A summary of current graduation requirements, including diploma designations and Florida's Bright Futures Scholarship, is provided as Addendum FF.

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

R.I.S.E. will communicate promotion and graduation criteria to parents and students in a variety of ways:

- R.I.S.E. Website will post promotion and graduation criteria per grade level.
- At the enrollment meeting, parents and students will be made aware of promotion and graduation criteria and program requirements.
- Progress reports will be issued every 4 weeks detailing students' progress towards academic goals and show students' progression towards promotion/graduation.
- Progress reports will be uploaded to the parent/student portal on the Website.
- Report cards will be issued every 9 weeks and will indicate progress towards promotion and credits earned, in addition grades and attendance information.
- Report cards will be uploaded to the parent/student portal on the Website.

- An academic plan review meeting will be held with each student and parent/guardian after each nine-week term.
- At this meeting, attendees will review the four-year academic plan, promotion requirements and progress towards the promotion and/or graduation.
- Every nine-week term conference nights will be held so that parents can meet with teachers and counselors to discuss students' academic performance and make sure students are on-track for promotion and/or graduation.
- R.I.S.E. will hold three Guidance University Nights for Parents (start of school year, beginning of second semester and end of school year).
- These events will inform parents and students of graduation requirements, promotion requirements, diploma options, scholarship information, assessment information, college entrance information and other academic information.
- Assemblies will be held twice per year for each grade level to discuss pertinent issues for students at each level, to include, promotion, credit checks and graduation requirements.
- The Guidance Department will have a web presence where pertinent academic information will be posted and parents will be able to access the information.
- Parents will be able to access their student's academic information through the parent/student portal on the Website.

R.I.S.E. understands the importance of communication with parents/ and students regarding academic, promotion and graduation criteria and will make every effort to ensure that parents and students are kept informed with the most current data. Parents are encouraged to avail themselves of all opportunities for two-way communications with R.I.S.E.

G. In addition to all mandatory assessment, identify the primary interim assessments the school will use to assess students 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.

R.I.S.E. will use an internal assessment systemvii to produce individual student data on a weekly, mid-year and end-of year basis. A baseline will be established at the beginning of the school year. The data provided will identify measurable progress towards standards in each core curriculum area. R.I.S.E. will develop pacing guides and academic calendars that will ensure coverage of content and Florida standards. The pacing guides and calendars will include assessment dates and information. These internal standard based assessments will be added to R.I.S.E.'s learning management systemviii with the corresponding dates.

Since R.I.S.E. will provide technology devices on a one-to-one basisix, these will be used not only as a learning tool and resource, but also as an assessment tool. Students at each grade level will take the weekly standard based assessment and results will be analyzed and individual data shared with students. Teachers will receive these reports organized into decision dashboards and disaggregated by student, course, and teacher against each standard assessed. Teachers will use this information to inform instruction and measure student learning, progress towards standards, and to develop re-teaching strategies, if necessary. These assessments are not dependent on content but on Florida standards. Teachers and administrators will use this data at the PLC (Professional Learning Community) meetings to analyze student performance. Teachers

and administrators will be able to see which standards have been mastered and which require re-teaching and areas for enrichment. The data will also help look for trends or gaps and will help identify impactful instruction of certain teachers. Classrooms with significantly higher results can be shared with other teachers to develop re-teaching strategies. The data will also help Administration formulate professional development.

Once a month a longitudinal report will be compiled by strands and presented to the Governing Board at the monthly meeting. This report is crucial to R.I.S.E.'s continuous cycle of improvement: assessment; analysis and action.

Adding to the weekly assessments, students in all grade levels will be tested three times a year (beginning, middle and end) in mathematics, science, reading and writing. The first assessment sets the baseline and establishes areas of need for student support. These assessments are standards-based, and the second and third assessments will show student mastery of standards and growth. The data will be analyzed and added to the longitudinal reports and used to gauge R.I.S.E.'s progress towards meeting its goals and objectives. The data also becomes part of the continuous cycle of improvement for the school. It will help

develop interventions, tutoring plans, Tiers 1, 2 and 3 interventions, re-teaching strategies and enrichment strategies.

The immediacy of the results will assist teachers in developing timely intervention plans. Teachers will be able to determine on a daily and/or weekly basis each student's level of mastery, so that instruction may be re-directed as required, either for reinforcement or enrichment. Teachers will also employ rigorous curriculum assessment instruments to assess student progress in content acquisition which are aligned to Florida standards.

All the assessments become part of the data collection used to monitor student performance and progress towards mastery of goals. This system of data-driven instruction is cyclical and informs instruction daily. These assessments align with both the curriculum and the Florida standards since they are based on pacing guides. R.I.S.E.'s curriculum is aligned to the Florida standards and to the state's assessment system. The curriculum is derived from standard-specific content. The data resulting from these assessments will be part of the performance goals as stated in Section 5 A.

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?

It is incumbent on the school's leadership to make certain that all students, teachers, and staff have the resources necessary to achieve the vision and mission of R.I.S.E. To do this, we will implement a robust MTSS to provide a framework for using student assessment and performance information to evaluate and inform instruction and a system of professional development that supports implementation of that system (see Section 4).

Ongoing monitoring and analysis of school-wide, class, and student assessment data will be conducted by the school's MTSS leadership team, headed by the principal. Baseline testing at the start of the year identifies areas of strength and weakness; interim and end-of-year testing measures progress. The principal will ensure that relevant data are collected and evaluated at various times throughout the year. Toward the end of each year, the administrative team will meet with instructional teams to discuss the effectiveness of academic program and make plans for any necessary modifications.

A systematic, rigorous analysis of the school's data will inform operations and functions such as

determining staff development needs, curriculum realignments, and the objectives stated in the annual improvement plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students. Together, administrators and teachers will evaluate the curriculum, materials, resources, and other that activities comprise the educational program. They will assess:

- Curriculum objectives measured through both authentic and structured local assessments
- Effectiveness of instruction as measured by direct impact on student achievement and performance (e.g., grades; FSAs; EOCs)
- Trends in student learning results to identify potential gaps in curriculum
- Student response to curriculum choices (e.g., project selection that occurs as part of project-based learning)
- Teacher input regarding availability, accessibility, and effectiveness of instructional materials and resources

Our curriculum allows for ease in differentiation, so teachers at all grade levels will be able to quickly accelerate or reinforce a student's learning. The school schedule is designed so teachers can meet as grade level and content area professional learning communities (PLCs) on a regular basis to analyze student data (see Attachment B). In addition, some classes will be designed specifically to provide the necessary support, such as when a student who scores a Level 1 or Level 2 on the ELA or FSA Mathematics is enrolled the following year in a content area course in which E/LA remediation strategies are incorporated or a mathematics course in which mathematics remediation strategies are integrated. School counselors will work closely with students to ensure proper class placement to make certain they are able to achieve and perform at the appropriate grade level and make at least one year's progress for each year enrolled.

Continuous monitoring and dissemination of assessment and performance data will allow teachers to develop a complete individual student profile, differentiate instruction, re-teach, and enrich. This data will be used in three critical ways:

- Professional Learning Communities (PLCs) to inform instruction: teach, re-teach, and enrich
- Progress monitoring
- Teacher evaluation

Data collected from the weekly standards-based assessments will be analyzed and reviewed with administration at the PLC meetings. This information will be used to determine students' progress with standards, gaps, and trends. The teachers and administration will then discuss this information and make plans to teach, re-teach, and enrich. This analysis will inform instruction and the use of the extended day. R.I.S.E.'s assessment platform provides administration and staff with mastery reports based on the students' performance after every assessment. The Principal's Leadership Team may include (but is not limited to) the assistant principals, department leaders, Small Learning Communities leaders, guidance counselor, ESOL Coordinator, ESE contact, instructional strategist, reading coach and other designees, as needed. This team will meet

weekly to analyze and prepare the data to be presented to the teachers at the weekly PLC meetings. This team will also recommend professional development that will be necessary for teachers to improve student achievement.

During the PLC meetings, teachers examine data, and will be able to note classes indicating high gains in standards mastery; as a result, discussion can center around evidently impactful instructional practices, which can be used to inform instruction, plan for re-teaching strategies and plan for enrichment. Teachers will be able to revisit pacing guides and academic calendars, and plan collaboratively with the assistance of the administration.

Data will also be used for the Progress Monitoring process of students. Teachers will analyze the data and determine if each student is making progress towards mastery, and if not, what interventions are necessary to address needs, possibly including the MTSS process. Student assessment and performance data analysis will inform every area of the instructional process.

The data collected will become a part of the teacher evaluation protocol. The data will drive the conversations around lesson plans, staffing decisions and teaching practices. The administration will also use data to review the use of pacing guides, focus academic calendars and progress towards stated learning goals and objectives. The administration will be able to monitor through the data and the evaluation process needed changes in instructional delivery and take action.

The principal will be responsible for making sure teachers are trained in data analysis and the functioning of PLCs by providing the proper professional development. The principal will designate an assistant principal to coordinate and lead professional development efforts with the assistance of the professional development/curriculum strategist. The Principal's Leadership Team will make recommendations based on the data analysis and identified needs. The Principal will designate an assistant principal to manage the data, which will be analyzed with the assistance of the Principal's Leadership Team. Each department and SLC will have a trained teacher to serve as the data monitor to assist teachers with their own data analysis, and

thus, gain a deeper understanding of data relevancy. The principal will be responsible for the leadership and overall coordination of this effort.

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

Implementation of an effective MTSS requires strong building-level leadership. The principal will receive professional development and support specific to MTSS to ensure that he or she:

- Thoroughly understands the four-step problem-solving process and uses the process to guide school wide problem-solving
- Communicates and reinforces the expectation for data-based decision-making, guiding staff to frame their decisions within the context of student or other relevant data
- Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials, and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1
- Implements regularly scheduled "Data Days" throughout the year to ensure that instruction/interventions are informed by student data
- Facilitates the development of instructional schedules based upon student needs

- Ensures that instructional/intervention support is provided to all staff
- Ensures that instruction/intervention “sufficiency” and the documentation of that sufficiency occurs for all students receiving Tiers 2/3 support
- Establishes a system of communicating student outcomes across the professional staff and with students and parents

As part of the required professional development training at R.I.S.E., administrators and staff will participate in a data-driven decision-making training where they learn to analyze, extrapolate, and disaggregate school data from a variety of sources, and use this data to create effective school improvement plans and increase student achievement. Additional topics to be addressed through face-to-face training, a train-the-trainer model, or online modules include the screening process, progress monitoring, and multi-leveled prevention systems, among others.

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 School Improvement Plan (SIP) serves as the blueprint for addressing the performance of the entire school. The MTSS Leadership Team, with the leadership of the principal, is tasked with tracking the school’s progress towards established goals and analyzing the data to include individual, subgroups and/or class level deficiencies. This information will be used to assist in the development of the SIP. The principal will be responsible for guiding the development and implementation of the SIP. Based on the data, the stakeholders will develop an action plan and goals. Through a continuous process of review, evaluation, revision and modification, the SIP will help monitor the school’s progress and guide the work of the school.

With input from the stakeholders, the SIP will be developed in a manner consistent with the school’s academic goals using the most current data to track expected improvement. The SIP will guide continuous improvement by identifying areas needing specific professional development. As stakeholders, the Governing Board of R.I.S.E. will participate in the development of goals and monitor the implementation and effectiveness of R.I.S.E.’s educational program to ensure that the school’s goals have been met.

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

R.I.S.E. is committed to providing frequent and timely feedback to students and parents. R.I.S.E. also believes that parents need information on how to use the feedback and ways to help their student succeed in school. R.I.S.E. will provide the following information to both students and parents in electronic format (paper reports when requested) through the online Parent Portal:

- Report Cards (every nine weeks)
- Grade Reports (weekly)
- Progress Reports (every four weeks)
- Weekly Mastery Reports (weekly)
- School Improvement Plan (monthly reviews)

- The information will be updated weekly and will include a section on how to interpret the data, ways to use the data to help the student and resources for students and parents to practice at home. The portal will also contain student assignments and course information and resources.

Parents and students will be invited to the following academic informational events:

- Back to School Night where parents will be provided with school information, assessment information, and a school calendar detailing all assessment and reporting dates. Information will also be posted on Website.
- Guidance University Nights where guidance counselors, administrators and teachers will present assessment information, promotion criteria and graduation criteria. Information will include how to assist students in mastering standards; resources will be shared. Information will also be posted on Website.
- R.I.S.E. Monthly Parent Nights will always include timely information on Florida standards, state assessments and pertinent academic information which will also be posted on the Website.
- Students, parents and counselors will review the student's academic performance, assessment data and progress towards promotion/graduation four times per year at the academic plan reviews.

R.I.S.E.'s Website will be a tool for the school to communicate with parents and to share information including performance and assessment information. Parents will be encouraged to become involved with their student's academic life and have a better understanding of their student's performance and the expectations for student success.

R.I.S.E. understands that timely review of assessment data with students and their engagement with the assessment process has dramatic effects on student achievement. R.I.S.E. teachers will continuously monitor data with students formally and informally. The use of one-to-one technology devices will assure timely feedback through instantaneous results.

Students will also be informed by the use of "Data Chats" as teachers meet individually with their SLC students to discuss weekly mastery assessments, content assessments and progress.

The use of the Parent Portal on R.I.S.E.'s Website, "Data Chats", and assessment information will encourage students and parents to take an active role in monitoring, evaluating and tracking performance and academic data. Students will also be provided with the assessment rubrics.

R.I.S.E. is confident that there is a system in place to share timely assessment and performance information with students and parents. Informed parents will participate in their student's education, and students will take ownership for their growth and academic progress.

R.I.S.E. will keep the lines of communication open with parents by inviting them to attend and be kept informed of the actions made on behalf of their children by the MTSS leadership team or PST. R.I.S.E. believes that input from both parents and students is critical to the development and implementation of

effective intervention plans. To the extent possible, Progress Monitoring Plans (PMPs) developed through the problem-solving process will include opportunities for students to graph and track their own data.

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

R.I.S.E. understands that all communications and correspondence between the school, parents, and students fall under the privacy guidelines of the Family Education Rights and Privacy Act (FERPA). R.I.S.E. will adhere to these guidelines and, pursuant to F.S. 1002.22, will comply with all federal and state mandates and regulations regarding the establishment, maintenance and timely and secure disposal of student records. Pursuant to F.S. 119.021(1)(b), R.I.S.E. will comply with the requirement to store public records in a water-safe and fireproof vault which is accessible to users. Access to records will be stringently controlled. Only those staff members whose functions require that they use these records will be allowed access and a designated staff member will implement a check-out and check-in system. Safeguards will be put in place to ensure that any record checked-out is returned in the same day. R.I.S.E. will implement a robust program for online security to include the following: students/parents will create and use their own user name and passwords; use of firewalls and daily maintenance and supervision of system by the computer tech.

Attachments

Section 5: Student Performance

5.1	Attachment FF - Florida Graduation Requirements and Diploma Options REV	SanMiguel, Leicha R, 2/12/18 8:10 PM	PDF / 397.761 KB
5.2	Attachment F	Shamsheer, Ahmed, 2/1/18 11:46 PM	PDF / 941.73 KB

6. Exceptional Students

Section Evaluation

<p>Does Not Meet the Standard Allisyn Axelrod, 3/7/18</p> <p>Does Not Meet the Standard Kim Punzi-Elabiary, 3/7/18</p> <p>Does Not Meet the Standard Laurie Steinberg, 3/7/18</p>	<p>– No Final Rating –</p>
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SECTION 6: EXCEPTIONAL STUDENTS

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

R.I.S.E. has reviewed the current demographic data for Broward County Public Schools. The projections are based on the average percent of disabled students in Broward County. According to the FLDOE Bureau of Exceptional Education and Student Services 2017 LEA Profile for

Broward County Public Schools, 13% of our students will be ESE students with disabilities served through IEP's; the number of students requiring accommodations or services under a Section 504 plan could not be determined based on available public reports. We determined the gifted percentage using district prevalence. Projected enrollment of ESE students with disabilities and gifted students is provided in the table below:

ESE Enrollment Projections – Years One through Five

Projected Enrollment Y 1 Y 2 Y 3 Y 4 Y 5

Students with Disabilities 104 130 156 182 195

ESE Teacher/Coordinator – SWDs 3.5 4.3 5.2 6.0 6.5

Gifted Students 53 67 80 94 101

ESE Teacher/Coordinator – Gifted 1.3 1.7 2 2.3 2.5

ESE Enrollment Projections

Percentage Y 1 Y 2 Y 3 Y 4 Y 5

Total Enrollment 6-8 600 600 600 600 700

6-8 Students with Disabilities 13% 78 78 78 78 91

Total Enrollment 9-12 200 400 600 800 800

9-12 Students with Disabilities 13% 26 52 78 104 104

Total Disabilities 104 130 156 182 195

Total Enrollment 6-8 600 600 600 600 700

6-8 Gifted Students 6.7% 40 40 40 40 47

Total Enrollment 9-12 200 400 600 800 800

9-12 Gifted Students 6.7% 13 27 40 54 54

Total Gifted 53 67 80 94 101

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.

R.I.S.E. will not discriminate on the basis of race, religion, ethnic origin, or disability. All students wishing to enroll will be required to follow the application procedures and timelines described in Section 14, including the lottery process applied in the event applications exceed capacity. The lottery will be conducted in such a way as to ensure there is no possibility of discrimination of students who may have disabilities, or of any other protected class.

In addition, the school's marketing materials will include an explanation that R.I.S.E. is a tuition-free public charter school; its enrollment policies are nondiscriminatory and nonsectarian; and services and supports are available to address the needs of students with disabilities and

English language learners. Orientation meetings will be held for prospective parents and students to establish clear expectations and understanding of what the school has to offer.

R.I.S.E. will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students. Pursuant to the mission and vision of the school, R.I.S.E. will be open to all eligible students including those who meet the criteria of the Individuals with Disabilities Education Act, English for Speakers of Other Languages, Florida Educational Equity Act, Section 100.05(2)(a), Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. R.I.S.E. ensures that all eligible students who submit 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 have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the school in conformity with Florida's charter school legislation. All students in the lottery will be assigned a waiting list number and will be notified should student seats become available or capacity increases.

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).

R.I.S.E. will ensure that students receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum. The school will also collaborate with the sponsor to ensure that appropriate personnel are trained in using the forms and information systems required for the development and implementation of an appropriate Individualized Education Plan (IEP). The IEP for each student will include annual measurable learning goals, and may include behavioral goals that may involve the evaluation of behavior through a Functional Behavioral Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents, diploma options, and curriculum, whether standard and/or modified, and assessments may also be addressed therein. Supplementary aids and related services will also be identified. Necessary accommodations and modifications will be clearly delineated in the written plan as well. If a child needs a particular related service in order to benefit from special education, the related service professional should be involved in developing the IEP. He or she may be invited by the school or parent to join the IEP team as a person "with knowledge or special expertise about the child". The IEP will

ensure that the student has access to a free appropriate education in consideration of the student's strengths, parent concerns, assessment results and areas of need related to academic and developmental areas. The IEP is a written, legal document that will include:

- Student's present level of performance
- Strengths, weaknesses, abilities and educational needs
- Area(s) of eligibility (based on the 13 categories named in IDEA)
- Annual measurable goals and objectives
- Program placement
- Accommodations and level of participation in assessments
- Transition plan

R.I.S.E. will ensure that the student's IEP is implemented as written. Parents and each of the student's teachers will be provided with a copy of the IEP. Service providers will have access to the IEP and know his or her specific responsibilities for carrying out the IEP, including the accommodations, modifications, and supports that must be provided to the student, in keeping with the IEP. The school will ensure that the student's progress toward the annual goals is measured, as stated in the IEP. Parents will be regularly informed of progress and whether that progress is sufficient for the child to achieve the goals by the end of the year. IDEA requires accountability for each IEP developed. The purpose of the annual IEP review meetings is to ensure that students are meeting their goals and making educational progress. Reevaluation review meetings will be conducted every three years. The parents will be informed of any proposed evaluation. The IEP Annual Goals Progress Reports will be completed and sent home with each report card for all students with disabilities. If parents do not agree with the IEP and placement, they may discuss their concerns with the IEP team and try to work out an agreement. If an agreement cannot be worked out with the IEP team, there are several options, including a request for: additional testing, an independent evaluation, mediation (if available), dispute resolution, or a due process hearing. They may also file a complaint with the state education agency.

R.I.S.E. will ensure appropriate programming and delivery of related services to exceptional students, especially with respect to the responsibilities that exist for providing a FAPE to children with disabilities, as identified in the student's IEP with adherence and fidelity to sponsor's policies. Students with disabilities will be provided with programs and services implemented in accordance with federal, state, and local policies; specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Also based on the BCPS Exceptional Student Education Policies & Procedures, an ESE staffing specialist will be assigned to the school and, unless determined otherwise through the charter contract, the district staffing specialist will attend and serve as the Local Education Agency (LEA) representative for all IEP team meetings held at the school.

In the event there are services on the IEP that are not currently or readily available at the school, we will work with the staffing specialist to convene an IEP team. Educational programs differ across schools in a variety of ways. Because of those differences, for some students a receiving school's IEP team may determine that the IEP from the sending school can be revised to provide different but equally effective services and supports in order to meet the student's needs resulting from the disability. The IEP team will determine the special education and related services; supplemental aids and services; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the general curriculum and attain the annual goals on the IEP. If the IEP team determines that the student has needs that cannot adequately be met at R.I.S.E., the team, including the district LEA representative and the parent, will determine an appropriate placement. We believe that by working in collaboration with BCPS we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services available within the district.

Accordingly, the school will adopt and fully implement the sponsor's policies regarding Exceptional Student Education (ESE) to ensure that each student is provided with an appropriate education as defined by FAPE.

R.I.S.E. will work collaboratively with the district to determine the Least Restrictive Environment (LRE) and proper placement within the full continuum of services offered by the district as the LEA. R.I.S.E. agrees to adopt and implement the sponsors' policies and procedures with respect to ESE, as amended from time to time. It is the school's mission to place students in an environment where they can reach their highest potential. A student whose needs cannot be

adequately addressed at R.I.S.E. will be appropriately referred, and staff will work together with the sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the sponsor as the LEA, R.I.S.E. will assume responsibility for programming and delivering related services to exceptional students, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities, as identified in the student's IEP with adherence and fidelity to sponsor's policies.

R.I.S.E. will enroll students who are currently identified as ESE students, while others may enroll who exhibit learning issues that may be related to a need for ESE services. R.I.S.E. is committed to following the LEA and we will work to fully meet the needs of our ESE students and will follow the guidelines as set for by the ESE Policies and Procedures of this district.

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

In accordance with our MTSS framework (see Section 4), if a student exhibits academic, social, or behavioral challenges, the school will implement a cyclical four-step problem solving process through which, students will be provided targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure staff have the resources necessary to implement the interventions as designed. Throughout the problem solving/response to intervention (PS/Rtl) process, the problem-solving team (PST) will convene on a regular basis to document and analyze the student's progress, the interventions attempted, and the results of those interventions. As part of its regular data review and analysis process, the PST will explicitly consider the following questions:

- Does the student's Rtl data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's Rtl data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If at any time the team determines one of these conditions exists, a referral for an ESE evaluation will be initiated. In addition, if at any time a parent requests an evaluation for their child, the school will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request without delay. If the parent requests an evaluation prior to the implementation of general education intervention, or if the student demonstrates severe cognitive, physical, or sensory impairments or presents a danger to self or others, intensive individualized interventions and supports will be implemented concurrent with the evaluation process. Under any circumstance when there is an established need for an evaluation (e.g., the PST suspects a disability based on the student's response to intervention data; the parent suspects a disability and requests an evaluation) the school's ESE specialist/lead ESE teacher will work collaboratively with the district ESE staffing specialist to ensure parental consent is obtained within 30 days in accordance with Rule 6A-6.0331, F.A.C.

Initial evaluations will be conducted through collaboration between the district and the school in accordance with Florida statutes and rules and the contract negotiated upon approval of the application. Once the evaluation is complete, the district will convene a team of professionals and the parent to determine if the student meets ESE eligibility requirements under State Board of Education rules and to determine the

student's educational needs. The team will include the LEA representative or designee, evaluator(s) in accordance with district policy, at least one of the student's teachers, an ESE

teacher from R.I.S.E., and a R.I.S.E. school administrator or designee.

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

R.I.S.E. will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. The primary delivery of service will be through inclusion within the general education classroom. All ESE teachers will have certification in ESE and in one or more core subjects. Within the core classes, services to students with disabilities will include classroom adaptations, accommodations and modifications. Specifically, this encompasses changing the manner in which material is presented to students (both oral and written) as indicated in their IEP, using assistive technology (both high tech and low tech) allowing students alternative methods to demonstrate knowledge, arranging the environment to enhance student learning and utilizing research based academic interventions as it relates to specific challenges students may deal with in accessing grade level curriculum. These are all areas that will be addressed within the student's IEP. R.I.S.E. understands that it must provide a FAPE in the least restrictive environment. The school must educate students with disabilities with their nondisabled peers to the maximum extent appropriate. The Least Restrictive Environment (LRE) will always be considered during the development of the student's IEP. At R.I.S.E., two models of support for students with disabilities will be considered when providing students with the most appropriate instruction and support:

1. Consultative Model: The general education teacher and ESE teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure that the student with a disability is making appropriate progress in the general education classroom. Frequency will be determined by the most recent IEP. 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 to meet the needs of individual students.
2. Support Facilitation Model: In-class services are provided to identified students by their ESE teacher. Services will include individual or small groups of students within the general education classroom. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week. Services may include assistance in accessing and organizing the material presented in the classroom, including oral reading, note taking, concept mapping and smaller group instruction, as well as pre-teaching and re-teaching instruction. It is imperative that students receive access to instruction that reflects Florida standards and testing requirements.
3. Pullout ESE – The ESE teacher will be available to work with individual or small groups of ESE students on an individualized basis outside of the general education classroom. Students will only be removed from the general education when the nature or intensity of the specially designed instruction precludes implementation within the regular classroom.
4. Therapy – Specialized services such as occupational therapy, language therapy, speech therapy, and counseling are most often provided through one-on-one pullout sessions or, when appropriate, in small group settings with other ESE students. Depending upon the circumstances, the IEP team may determine push-in therapy services may be more appropriate or effective.
5. Dual-Certification – R.I.S.E.'s hiring process will include a concerted effort to hire teachers who

hold ESE certification in addition to certification in the subject areas and grade levels to which they are assigned.

6. Collaboration – The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives and positive behavioral interventions designed to ensure the student is successful in the general classroom. In collaboration, the ESE teacher/service provider actively collaborates with the general education teacher to implement and monitor instruction and intervention.

The most critical supports provided to students with disabilities are the instructional strategies used to teach the student (i.e., specially designed instruction, or SDI) and the supplemental aids and services and accommodations provided to enable the student to access the educational program. The type or approach to SDI will be based on each student's level of need, learning style, and the content or skill being addressed. Educational staff and IEP teams will use resources such as IEP and Lesson Plan Development Handbook of Specially Designed Instruction and Supplementary Aids and Services (<https://genetic.org/iep-lesson-plan-development-handbook/>) to identify targeted SDI, classroom accommodations, and supplemental aids and services to meet their students' needs. The following are examples of supports that will be implemented:

- Supports to address environmental needs (e.g., preferential seating; planned seating in the classroom, at lunch, during assemblies, and in other locations; altered physical room arrangement; specialized lighting; acoustical treatments)
- Presentation of subject matter (e.g., clarification of key concepts; graphic organizers, alternate presentation of content; planning guides; scaffolding; mnemonics)
- Direct or explicit instruction in content, skills, and strategies (e.g., instruction in the use of graphic organizers, comprehension strategies, writing process, mechanics and usage, math computation and reasoning strategies)
- Pacing of instruction (e.g., breaks; extended processing or response time; complex information divided into chunks or sections)
- Assignment adaptations (e.g., shortened assignments; instructions broken into steps)
- Multiple means for practice opportunities (e.g., learning centers; games; rhythmic activities; variety of reading materials, including books, magazines, computer software)
- Self-management and/or follow-through (e.g., calendars, study skills; home set of materials to support homework and parent involvement; behavioral intervention plan; use of rubrics or scoring guides)
- Ongoing assessment and use of testing accommodations (e.g., frequent comprehension checks; alternate formats to demonstrate mastery; test read aloud; extended time)
- Social interaction support (e.g., cooperative learning groups; social skills instruction; peer buddies; positive behavior intervention plan or behavior contract)
- Speech/language therapy, occupational therapy, physical therapy, and counseling
- Systematic progress monitoring to assess the effectiveness of specially designed instruction
- Training/professional development for school staff regarding identification and implementation of effective and appropriate strategies based on student-specific needs

As described in Sections 3 and 4, the educational program and daily schedule, curricula, and instructional materials we have identified offer a significant amount of supplemental and support materials for students who are behind grade level; these materials and strategies are proven effective with students with disabilities and English language learners as well. In addition, intensive reading and mathematics courses will be provided when necessary for students performing significantly below grade level.

Our inclusive classrooms support general education and ESE teachers working together to serve all students. If a student's needs cannot be met, even with appropriate supplemental aids and services, the IEP team may determine that some amount of pullout is necessary (e.g., intensive, specialized instruction; specially designed instruction in social skills). However, we believe that, for the majority of middle and high school students being taught the general standards, instruction is most effective when special education and related services, supplemental aids and services, and accommodations are provided within the general education setting.

As part of the school's MTSS and individual staff members' professional growth plans, teachers and administrators will always be seeking more effective and efficient instructional strategies, and will be looking to capitalize on resources and trainings available through the district and internally. Applying universal design for learning and implementing inclusive scheduling techniques⁴³ in conjunction with our innovative instructional program will enable us to maximize educational opportunities for all our students while relying heavily on push-in ESE service delivery models.

Additionally, in collaboration with the district, R.I.S.E. will work to target any applicable areas of district focus identified through the completion of the Best Practices for Inclusive Education (BPiE) Assessment to ensure the school implements practices in alignment with the district's priority needs, related goals, and any related action planning.

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.

As described in Item C above, all placement decisions are made by the IEP team and are based on the student's individual needs. We believe that R.I.S.E.'s educational program and carefully selected curricula and instructional materials will be most effectively implemented in the regular classroom with robust ESE supports (see Item E). To this end we strongly support push-in services to the extent possible, particularly for students being taught the general standards and assessed through the general FSAs and EOCs.

Research supports inclusion as stated in the Broward County School District's 2017 LEA Profile, in which 80% of all students with disabilities were served in regular class placement (80 percent of the school day with nondisabled peers), higher than the state rate of 74 percent. This reflects no increase from 80 percent in 2015-16. Another 4% were served at the resource level in 2017 (40 to 79 percent of the day with nondisabled peers), lower than the state average of 9%. We will have pullout services available and will not place a limit on the amount of time a student may be removed from the general classroom, but we believe the vast majority of students will be able to be supported within the general classrooms for 80 percent or more of the school. This model will support the district's move toward more inclusive programs.

Another service provided by the school will include specialized instruction. Though the primary model at the school is inclusion, the school understands the need for specialized, intensive,

research-based instruction for some students. The school will utilize programs that have research-based strategies and elements specifically for students with disabilities in reading and math.

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.

43 Flexible Scheduling for In-Class Supports: A Blueprint for Change, Florida Inclusion Network, at <https://wcms.palmbeachschools.org/ease/wp-content/uploads/sites/62/2016/04/FlexibleSchedulingforInclusivePractices.pdf>

As described in Items C and F above, all placement decisions are made by the IEP team and are based on the student's individual needs. R.I.S.E. will offer general education courses and provide instruction in the general Florida Standards. Although not a requirement for placement in a separate class environment, students who require separate class placement in order to receive a free appropriate public education (FAPE) are most often students with significant cognitive disabilities receiving instruction in the Florida Standards Access Points and assessed through the Florida Standards Alternate Assessment (FSAA) or students with significant social, emotional, or behavioral challenges that require intensive and specialized behavioral and/or therapeutic interventions, and other students with extensive educational needs based on their disability. After careful consideration of all of the student's needs and the resources currently or potentially available at the school, if the IEP team determines that the student has needs that cannot adequately be met through the type and amount of supports R.I.S.E. can provide, the team, including the district LEA representative and the parent, will determine an appropriate placement. We believe that by working collaboratively with BCPS we will be able to ensure appropriate placement of students with disabilities within the full continuum available within the district.

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).

All teachers and ESE service providers will have access to their students' IEPs; and Section 504 plans; be informed of and understand their roles in implementing them; be provided the resources and supports they need to implement them; and be held accountable by the school's administration for their implementation, which includes documenting the provision of ESE services and 504 accommodations, services, and other supports as required. School counseling and other services to support on-time graduation will be implemented equally for all students and will take into account each student's unique needs, including students with disabilities and ELLs. Additionally, at least annually the IEP team, which will include the student and the parent(s), will review the services and supports needed for the student to meet graduation requirements and ensure the IEP meets all the student's needs resulting from the disability.

We understand the scheduling challenges faced by inclusive programs seeking to provide all of the academic and behavioral supports students with disabilities need within the general education setting, and the importance of ensuring fidelity to the schedules once established. The principal or designee will work with the ESE teachers and school counselors to ensure reasonable and effective schedules are developed. A system will be implemented for school employees and contracted staff to log services as they are provided in accordance with the students' IEPs. The principal or designee will oversee this process.

Reports of progress towards annual goals will be provided to parents in accordance with the IEP (e.g., quarterly in conjunction with report cards). In addition, students with disabilities will continue to receive tiered interventions in accordance with identified needs and be subject to the same

progress monitoring procedures as all other students as described in Section 4. In circumstances when there is a lack of expected progress toward IEP annual goals, IEP teams at R.I.S.E. will reconvene to review the IEP and determine whether any amendments to the IEP are necessary, and to engage in meaningful problem-solving discussion regarding the student's present levels of performance. Similarly, for students with 504 plans who may experience a lack of expected progress, depending on the student's plan and educational needs, 504 teams will reconvene to determine whether the student's accommodations remain appropriate.

When conducting school-wide data analyses, results for students with disabilities, ELLs, and socioeconomically disadvantaged students will be disaggregated for targeted review and used for instructional planning and school improvement efforts.

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 will employ highly-qualified ESE teachers with appropriate certifications. All ESE teachers will hold the ESE certification required for their positions. All ESE teachers will be certified in ESE as well as in a core content area. The number of additional ESE staff will be based on the number of students identified during enrollment. Student projections are based on the percentage of students currently attending the district schools that qualify for ESE services. It is the responsibility of the ESE Coordinator to oversee the implementation of all IEPs and Section 504 Plans. ESE teacher(s) will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, physical therapy services, and sign language interpreters will be contracted personnel. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Contract Services (in the budget) include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers.

Our projected ESE staffing plan is provided in the table below. The ratio is 1:30 ESE and 1:40 Gifted. The projected enrollment of 13% of our total anticipated enrollment.

ESE Staffing – Years One through Five

Projected Enrollment Y 1 Y 2 Y 3 Y 4 Y 5

Students with Disabilities 104 130 156 182 195

ESE Teacher/Coordinator – SWDs 3.5 4.3 5.2 6.0 6.5

Gifted Students 53 67 80 94 101

ESE Teacher/Coordinator – Gifted 1.3 1.7 2 2.3 2.5

* Duty assigned to existing staff member unless/until caseload requires a dedicated position.

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

The goals for determining the school's effectiveness in serving special education students are consistent with the goals set for all students of the school or as specified in the child's IEP. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services

necessary for full implementation of the child's IEP. The school's effectiveness in serving special education students can also be evaluated in its ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, the District's annual ESE compliance review will further measure the school's effectiveness in serving ESE students. Similarly, the school's ability to achieve annual learning gains for the Student with Disabilities subgroup would also serve to demonstrate effectiveness.

R.I.S.E. will evaluate the effectiveness of our ESE program by measuring student outcomes on statewide assessments, staff will disaggregate data to identify deficiencies and/or focus areas:

- Baseline and interim assessments
- Progress monitoring information
- Chapter or unit curriculum-based assessments
- Course grades
- Student work products and formative assessments of project-based learning
- Attendance and discipline data

The MTSS leadership team will disaggregate the data of ESE students by subgroups as part of its routine monitoring of core and supplemental instruction: race/ethnicity; English language learners; students with disabilities; gifted students; and socio-economic status. Other indicators such as attendance and behavior will be considered.

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

R.I.S.E. will provide educational services to eligible students for gifted services as defined in the BCPS Plan for Gifted Education (PGE). The school will work with the district to conduct the initial evaluation. Once the evaluation is complete, the district will convene a team to determine if the student meets eligibility requirements in accordance with State Board of Education rules and the BCPS PGE. If a student is determined to be eligible for gifted services, and educational plan (EP) will be developed. In addition to the LEA representative assigned by the district, the EP team will include at least one of the student's general education teachers and the ESE/Gifted Coordinator.

Any teacher or parent may refer a student for evaluation for gifted services. Depending on the number of students to be served, gifted services will be provided through one or more of the following models in grades 6-12:

- Differentiated and/or cluster groups within the general education classroom
- Advanced content areas classes such as dual enrollment, Advanced Placement, Pre-AP and honors classes.

Services for gifted students will be aligned with Florida's Frameworks for K-12 Gifted Learners. This will be done through technology-rich learning opportunities and other enrichment/acceleration strategies. The project-based learning and rigorous pathways mentioned throughout the application align directly with these frameworks.

R.I.S.E. staff will include teachers certified or endorsed in serving students identified as gifted. Teachers will be trained by the school and participate in district trainings in evaluation and service delivery to gifted students. Students who have been identified and qualify for a Gifted Education

Program will have an Educational Plan with written yearly goals. The school's curriculum will focus on the unique learning needs of the gifted student through differentiated core instruction.

Attachments

Section 6: Exceptional Students

– No Attachments –

Notes

Allisyn Axelrod, 3/22/18 7:04 PM:

Although the application submitted does not meet the standard, the capacity interview with the applicant was able to answer many questions satisfactorily.

Allisyn Axelrod, 3/7/18 2:16 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 describe a clear process for a Multi-Tiered System of Support for struggling students (MTSS) or Response to Intervention (RtI) process as required by Rule 6A-6.0331 F.A.C. What is the school's intention regarding implementation of the prescribed MTSS/RtI Process?
3. This application failed to describe a plan to ensure access to extracurricular activities and culture building activities for SWD in the same manner as non-disabled students, as required by the American with Disabilities Act Title III, which prohibits private places of public accommodation from discriminating against individuals with disabilities. Title 34 Code of Federal Regulations (CFR) §300.117. What is the school plan to ensure access to extracurricular activities and culture building activities for SWD?
4. 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., and Rule 6A-1.09401, F.A.C. What is the testing plan to include SWD in standardized testing with allowable accommodations?
5. This application states the District will provide the LEA representative for the School in error.
6. This application failed to describe a clear plan for promotion/graduation for SWD as required by Section 1003.4282 graduation requirements for a standard diploma and Section 1003.4282(11), F.S. Rule 6A-6.03028(3)(h)8, F.A.C. What is the school plan for promotion/graduation for SWD?
7. This application states, "...for some students a receiving school's IEP team may determine that the IEP from the sending school can be revised to provide different but equally effective services and supports..." in error.
8. This application failed to discuss or provide a comprehensive plan for providing ESY to SWD as 6A-6.03028(3)(g)12, F.A.C. requires. How does the school intend to provide Extended School Year services for SWD?

7. English Language Learners

Section Evaluation

– **No Final Rating** –

Does Not Meet the Standard Leyda Sotolongo, 3/8/18

Partially Meets the Standard Celina Chavez, 3/22/18

SECTION 7: ENGLISH LANGUAGE LEARNERS

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

R.I.S.E. agrees to adhere to the District ELL Plan (amended February 2016). Additional information is provided in the district's online ELL Handbook⁴⁴. The procedures described here reflect our understanding of district requirements. It is our intention that once this application is approved and our principal is hired, the school will work closely with the district ESOL program to ensure full understanding of and compliance with BCPS procedures so that our ELL students receive the services to which they are entitled. Training will be provided to all school staff as needed, including administrative support staff handling student registration. R.I.S.E. will provide services and support to all English Language Learners (ELL). R.I.S.E. will comply with the requirements for identification, eligibility, and programmatic assessments of English Language Learners per F.S. 6A-6.0902.

⁴⁴ <https://www.browardschools1.com/Page/28680>

R.I.S.E. will work closely with the Broward County Public Schools' ESOL Department to implement the District ELL Plan, and the needs of our ELL students will be met in accordance with state and federal law. R.I.S.E. will use all BCPS forms and procedures to implement and document ELL requirements.

R.I.S.E. will abide by the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing ELLs. The decree ensures the identification and provision of services to students whose native language is other than English, who come from a home environment where a language other than English is spoken, and/or is an American Indian or Alaskan native coming from an environment where a language other than English has had a significant impact on his/her level of English language proficiency. The goal is to provide comprehensive instruction for ELLs in order for them to gain proficiency in English and mastery of the Language Arts Florida Standards, Math Florida Standards and the Next Generation Sunshine State Standards. The development of literacy in English will positively impact students' achievement and promote lifelong learning.

IDENTIFICATION: Parents who wish to enroll their child, including a potential ELL student, must comply with all requirements of R.I.S.E. registration policy which includes completion of the Home Language Survey (HLS). Any survey with at least one "yes" response will be directed to the principal or designee (e.g., ESOL Coordinator) for assessment.

The WIDA Paper-Based or WIDA Online Screener will be completed within 20 days of enrollment. The WIDA screeners assess the four language domains of listening, speaking, reading, and writing. For students in grades three through 12, proficiency is defined as an overall score of 4.0 with a minimum of 4.0 in reading. Students who score below proficient are eligible for ESOL services. ELLs who leave the district and return within the year will be reevaluated if their original ESOL testing data is not current within one year.

PLACEMENT: At registration, the parent, the student and school counselor will work with ELLs to

conduct the entrance interview, explain the curriculum and/or graduation requirements. The school counselor and ESOL Coordinator will review available records and make recommendations to the ELL Committee as necessary.

Once a student's status is determined, the ESOL-eligible student will be placed in a class with an ELL-endorsed or certified teacher. If a student does not have available student records, they will be placed according to chronological age/grade placement and assessed to ensure appropriate course scheduling. Students will not be enrolled in a lower grade level based solely on their English proficiency. Those who enter with a transcript from another country will have a careful review of their records. District ESOL staff will be consulted in the event a transcript must be reproduced. Students may be awarded credit if they take and pass an end-of-course assessment.

R.I.S.E. will follow the district's ELL Plan and will enroll students from all areas regardless of background, providing translation and interpretation services throughout the registration process, limit the use of disciplinary measures that remove students from the classroom, implement behavior management and discipline practices that support and protect students, and training relevant personnel on all revised policies and procedures.

THE ELL STUDENT PLAN: An individual ELL Student Plan will be initiated, followed and revised for all ELL students as necessary and appropriate. The plan will contain the following:

- Student assessment data relative to program entry and exit
- Student schedule
- Monitoring data and any re-classifications
- Documentation of Programmatic Assessments
- Home Language Survey
- ELPA documentation as appropriate
- Copies of all parent letters in home language and invitations to ELL Committee meetings
- Student data sheets and academic information
- ELL Committee outcome forms
- Annual review/End of year evaluations Other referrals or conference forms

ACCESS: All students, including ELLs, will be provided full and equitable access to all services and programs implemented by the school, including compensatory, enrichment, and other supportive services. All courses at R.I.S.E. will be available to ELL students, who will receive the necessary accommodations for classroom instruction and statewide assessments. Testing accommodations include, but are not limited to, additional time, oral presentation of test directions, flexible setting, small group for testing, and more. The needed accommodations will be documented on the ELL student plan.

COMMUNICATION WITH PARENTS: R.I.S.E. will utilize a student information system to maintain student schedules, classes, progress monitoring assessments, other evaluation results, and ELL student plans. Parents will be notified throughout the process via the school's Parent Portal. All written and oral communication with parents will be in the parents' primary language. R.I.S.E. will use BCPS ESOL forms available in Spanish, French, and Haitian Creole.

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.

INSTRUCTIONAL PROGRAM: R.I.S.E. will offer Mainstream/Inclusion instructional models for eligible ELL students. Grade level classes will be conducted with other students who are fluent English speakers and taught by teachers who are endorsed or certified in ELL and who are trained in accordance with the LULAC Consent Decree. Effective classroom strategies may include, but will not be limited to the following: opportunities for practice; student directed activities as part of the Project-Based Learning school model; explicit and direct skill instruction; and a balanced curriculum with embedded remedial and enrichment supports. Student assessment and monitoring will provide the teacher with necessary feedback to inform instructional decisions.

EDUCATIONAL PRACTICES: All students, including English Language Learners will receive equitable access to all programs as evidenced by our daily schedule. Integral to the academic success of our students will be the instructional design of the school and the educational program. Instructional strategies and materials will be selected based on the degree to which they offer differentiated support while fostering English language acquisition. Project-Based Learning is a powerful instructional strategy for students, and has been shown to be of particular effectiveness with ELL students. Several instructional models will be incorporated throughout the delivery of the curriculum throughout the school by all teachers in support of our ELL students, including:

- Differentiated instruction by the ELL Lead Teacher and ESOL Coordinator with an emphasis on cultural and political awareness, understanding cultural norms, political and social dimensions of language status issues and disparities between home language and language spoken at school. The school will provide professional development for teachers to this end.
- Authentic experiences surrounding ELA instruction with an emphasis on these domains: reading, writing, listening and speaking while recognizing students' prior literary experience.
- Students will be placed in challenging classes through the Small Learning Community (SLC) pathways.

R.I.S.E. will equip students with one-to-one technology devices that will facilitate writing and editing skills. This technology will provide immediate feedback to students and teachers and can be used to as a means of checking for understanding, and will also enable the teacher with the immediate ability to inform instructional decisions. Students will be allowed to bring devices home from school. This will increase the opportunity for students to access homework assignments, and conduct research activities and other online

projects intended to remediate or enrich student achievement.

Authentic reading and writing activities will be provided with meaningful application of cultural similarities and differences among students with a focus on achievement rather than language proficiency.

Students will be assigned to classes where a challenging and rigorous curriculum will provide an intentional plan for student success. This plan will be strengthened by careful monitoring of teacher lesson plans, and weekly PLC meetings during which professional learning opportunities may take place that will enhance the ability of the teachers to provide high quality instruction. Student achievement will be discussed during regular "Data Chats".

WIDA standards have been adopted by the State of Florida as a framework to provide best practice English Language Development standards (ELD) instruction based on the how to teach

academic language within the context of core instruction. R.I.S.E. teachers will access CPALMS resources, including applicable ELD standards to develop lesson plans and related activities. Lesson plans will reflect strategies to meet unique needs of all learners, including ELL students. The principal will use the WIDA standards as reflected in weekly lesson plans as a means of ensuring that ELLs receive the high quality and unique instruction they require to support their linguistic needs. The principal will look for evidence of differentiated instruction, use of bilingual dictionaries, integration of ELD standards and an overall teacher awareness of ELL student performance. Active student engagement, extended time, flexible setting, documentation of specific consideration of ELL students are integral components of teacher effectiveness with regard to ELL students.

As described throughout this application, the school's educational program and daily schedule provide a student-centered focus that ensures academic success and equitable access for all students, including English language learners. All of the instructional materials under consideration include supplemental materials and strategies to assist and supports ELLs. Most significantly, project-based learning is a powerful instructional strategy for ELLs, known for its effectiveness in teaching content while simultaneously fostering English language acquisition. All R.I.S.E. teachers in all courses will incorporate instructional models that support ELLs, including:

- Providing opportunities for authentic English communication, such as encouraging conversations, role-playing, questioning, brainstorming, and other opportunities to send and receive oral messages
- Using technology effectively to engage ELL students' motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content
- Setting high expectations and focusing on achievement rather than language proficiency as placement in challenging classes with quality instruction enables students to better learn
- Encouraging teachers to recognize and appreciate sociocultural factors by demonstrating awareness of students' backgrounds and their prior literacy experiences
- Training teachers to understand the challenges many ELLs experience when learning a second language (e.g., understanding implicit cultural knowledge and norms; learning to code switch; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices)

STRATEGIES: Specific strategies will be used by the teachers of ELLs, struggling students and those with disabilities. These strategies may include:

- Scaffolding to include bridging, contextualization, metacognitive strategies, schema- building and text representation.
- Continuous cycle of assessment, re-teaching and re-reassessment
- Use of checks for understanding techniques to maintain a high level of student engagement throughout the lesson and to monitor and adjust instruction in a way that best meets student needs
- Peer mentors will be utilized to practice language skills, and also maintain a high pace of lesson engagement

- Establishment of a daily routine
 - Use of graphic organizers
 - Climate of caring and understanding, which promotes relationships
 - Use of oral techniques and modeling
 - Flashcards
 - Match level of student reading materials with independent and instructional reading levels, in addition student interest
 - Incorporation of technology devices to provide practice within the four WIDA domains: listening, speaking, reading and writing.
 - Using multiple senses (hearing, seeing, touching) to present information to students
 - Use of manipulatives, games, graphics and other concrete sources to develop concepts in math and other subjects
- C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

FORMATIVE AND SUMMATIVE ASSESSMENT OF ELLS

Florida is a member of the WIDA Consortium states and therefore uses ACCESS 2.0 as the annual English Language Proficiency system (ELP). R.I.S.E. will use this assessment, along with FSAs and EOCs to assess proficiency and growth. Formative and summative assessment of ELLs will occur throughout the year using the School's internal assessment system. This will provide foundational information for "Data Chat" conversations and informal monitoring of student progress. Frequent meetings of Small Learning Communities will provide an additional opportunity for monitoring progress and feedback to students. Class assignments and tests, informal observations and other measures of progress will allow R.I.S.E. to carefully monitor the progress of all students. The ELL subgroup will be one of those closely monitored by the MTSS team.

Students who have been identified as not meeting proficiency levels and who have received a quarterly letter grade of D or F in any subject will subject to a review by the ELL Committee. A remediation plan will be devised, and students and parents are encouraged to attend and participate in its development.

ACCESS for ELLs 2.0 is the annual English language proficiency (ELPA) assessment system utilized by WIDA Consortium states, of which Florida is a member. As described in Section 4, student performance on the ACCESS for ELLs 2.0, FSAs, and EOCs are used to assess progress and measure success at the most "formal" or standardized level. R.I.S.E. administrators and teachers will monitor the progress of all students throughout the year. Monitoring and evaluation is applied at the school, classroom, and individual levels, and ELLs are one of the sub-groups whose progress will be closely scrutinized by the MTSS team.

EXITING AND POST RE-CLASSIFICATION REVIEWS

In accordance with Rule 6A-6.0903, F.A.C., an ELL is determined English language proficient and exited from the ELL program upon obtaining the following:

- Scores of “Proficient” at the applicable grade level on each subtest of the ACCESS for ELLs (for students in grades 3-12, this requires an overall score of 5 with nothing less than a 4 in any domain);
- For students in grade 6-9, a passing score on the grade level FSA ELA; and
- For students in grades 10-12, a passing score on the grade 10 FSA ELA.

Upon the request of a student’s parent, teacher, counselor or administrator an ELL student may be re-evaluated by convening the ELL committee. This process may be initiated at any time. The ELL committee will review the student’s academic and assessment records, informal observations and assessments, report

card, class performance, teacher input and other pertinent data. By majority the committee will determine if the student is English language proficient and should be exited from the program. However, if a majority of the committee determines a student has not met proficiency standards, the student will continue in the ELL program until proficiency standards are attained. Parents are an integral part of this process and their position with regard to the decision of the committee will be considered. The committee will also consider the impact of this decision on students who are dually identified as students with disabilities and ELL.

R.I.S.E. will adhere to the Broward County Public Schools ELL Plan regarding procedures for post-classification reviews. All pertinent information will be entered in the Internal Student Information System. Exited students will be monitored by the ESOL Coordinator and the ELA teacher. Formal reviews will take place at a minimum, during the first and second grading periods, one year from the exit date and two years from the exit date. Referrals will be made to the ELL Committee for students who are performing below grade level and two years from the exit date. The ELL Committee will consider the following: report cards; work samples; standardized assessment results; classroom performance, teacher and parent input. Based on this information, the ELL Committee will determine whether or not the student should be reclassified as an ELL student and reenter the ESOL Program. The ELL Committee may refer the student to the Problem-Solving Team (PST) if the academic deficiency appears unrelated to the student’s English language proficiency.

In accordance with Rule 6A-6.0903, F.A.C., a high school age ELL is determined English language proficient and exited from the ELL program upon obtaining the following:

- Scores of “Proficient” at the applicable grade level on each subtest of the ACCESS for ELLs (for students in grades 3-12, this requires an overall score of 5 with nothing less than a 4 in any domain);
- For students in grade 9, a passing score on the grade level FSA ELA; and
- For students in grades 10-12, a passing score on the grade 10 FSA ELA.

D. Describe the staffing plan for the school’s English language learner program, including the number of and proposed qualifications of staff.

Based on the demographics of Broward County Public Schools, R.I.S.E. anticipate that up to 12 percent of our students will be ELLs. Our enrollment projections are provided in the table below:

ELL ENROLLMENT AND STAFFING-YEAR ONE THROUGH FIVE

Percentage Y 1 Y 2 Y 3 Y 4 Y 5

Total Enrollment 6-8 600 600 600 600 700

ELL Students 12% 72 72 72 72 84

Total Enrollment 9-12 200 400 600 800 800

ELL Students 12% 24 48 72 96 96

Total ELL Students 96 120 144 168 180

ELL Teachers 2.4 3 3.6 4.2 4.5

ESOL Coordinator 1 1 1 1 1

An ESOL Coordinator will be included among the school’s staff. It is our expectation that during Year 1 the ESOL Coordinator responsibilities can be assigned to a current staff member who holds ESOL endorsement (e.g., English teacher; school counselor) without needing to hire an additional person. However, once total enrollment of ELL students is known, and should the population be large enough that an additional hire is required, the Board is prepared to allocate necessary resources to hire an additional staff person to oversee and support the needs of the ELL students. We understand a bilingual paraprofessional is required at schools with 15 or more ELLs who speak the same home language. R.I.S.E. will also ensure that at least one teacher

at each grade level holds the endorsement, so that services such as assessment and coordination of the ELL plan can be accomplished by that teacher. At least one member of the PS/Rtl team also will hold the endorsement to appropriately represent and support ELL students.

R.I.S.E. will make every effort to recruit teachers, paraprofessionals, volunteers, and other staff who speak the home language of our ELL students, which we anticipate will primarily be Spanish. We will give priority to teacher applicants who hold Florida ESOL endorsement. It is our understanding that most recent Florida college graduates have had the required ELL courses and already have this endorsement. While not a requirement for being hired, teachers who do not hold ESOL endorsement will be strongly encouraged to seek it beginning their first year; additionally, if a teacher without an ELL endorsement or certification has an ELL student in their class, a condition of continued employment will be that this certification/endorsement must be completed within a reasonable period of time.

Attachments

Section 7: English Language Learners

– No Attachments –

8. School Culture and Discipline

Section Evaluation

Meets the Standard Debra Kearns, 3/9/18

– *No Final Rating* –

SECTION 8: SCHOOL CULTURE AND DISCIPLINE

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

The overarching goal of R.I.S.E. is to graduate students who are socially responsible, good citizens, compassionate, team builders, problem solvers, and independent, creative and innovative thinkers. Fostering a positive school climate and culture is critical to meeting this goal. Research has shown that a sustainable, positive school climate fosters the development and learning necessary for adolescents to lead a contributory, productive and satisfying life in a democratic society.⁴⁵ Therefore, R.I.S.E. is committed to fostering a climate and school culture by taking the following actions:⁴⁶

- Individual success of teachers and students will be recognized and celebrated in assemblies, through certificates, coupons and announcement on the R.I.S.E. Website.
- Relationships and interactions will be open, trustful, and respectful, as taught in the character education curriculum in all courses and modeled by all adults.
- All staff relationships will be collegial, collaborative and productive as seen in the cooperative atmosphere of PLCs and SLCs where teachers will be able to give feedback and discuss policies, etc. in an atmosphere of trust and mutual respect.
- All staff will be held to high professional standards.
- All students will be held to high academic expectations.
- R.I.S.E. will maintain and promote a safe campus so that all school community members feel emotionally and physically safe.
- Important leadership decisions will be made in a collaborative manner as seen in the function of the Principal's Leadership Team.
- Mistakes will become learning opportunities for students and staff.
- R.I.S.E. will distribute all resources, learning opportunities and support in an equitable manner so that all students have access to them and can participate in all aspects of the school.

R.I.S.E. recognizes six crucial principles: positive citizenship, respect, responsibility, compassion, tolerance, and independent thinking, which will all be taught in the integrated character education curriculum embedded in all classes. These principles and values will be integrated and celebrated daily in all aspects of scholastic life. Students will be taught to identify their own strengths and use these to support learning and social

⁴⁵ National School Climate Center Website, retrieved from <http://schoolclimate.org>, 2017 ⁴⁶ "Hidden Curriculum" (2014). In S. Abbott (Ed.), *The Glossary of Education Reform*. Retrieved from <http://edglossary.org/hiddencurriculum>

interactions. R.I.S.E. will promote good citizenship and leadership through assemblies, service projects, student clubs, and student government. R.I.S.E.'s curriculum emphasizes critical and

independent thinking, problem-solving, and confidence. Project-Based Learning will also reinforce these crucial principles since it teaches constructive use of time, teamwork, responsibility, compassion, tolerance, and respect for self and others.

R.I.S.E. will create a culture welcoming to the entire school community, and ensure all voices are heard. Policies will be consistently and equitably enforced, and will provide high standards and educational opportunities for all.

R.I.S.E. will adopt and follow the sponsor's Code of Student Conduct.

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:

- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
- 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;
- Describe the roles of administrators, teachers, staff, and the Governing Board regarding the discipline policy;
- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- 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
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

After a careful review of the Code of Student Conduct of Broward County Public Schools, R.I.S.E. will adopt and follow the Code of Student Conduct, which may be found by using the following: <http://www.browardschools.com/SiteMedia/Docs/Info/CodeBook/1718-Codebook.pdf>.

Attachments

Section 8: School Culture and Discipline

– No Attachments –

9. Supplemental Programming

Section Evaluation

Provided LoriAyn Stickler, 3/9/18

– *No Final Rating* –

SECTION 9: SUPPLEMENTAL PROGRAMMING

A. 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.

R.I.S.E. will open with the following co-curricular and extra-curricular activities.

CO-CURRICULAR:

- Skills USA: is a co-curricular club that provides competitions, educational programs, and events for CTE programs in partnership with industry, teachers, and students.
- SECME, Inc.: is a program that provides opportunities for students (focusing on under-represented groups in engineering) to participate in STEM activities, such as competitions, conferences, programs and resources.

The school strives to create a nurturing environment that offers a range of programs and activities to foster students' social and personal growth. Activities will include renewable energy clubs, engineering clubs, college and career fairs, field trips, mentorship programs and various clubs to meet the interests of the students. Once the school opens R.I.S.E. will survey the students and teachers to identify interests and potential resources in order to offer activities aligned with their interests. All programs and activities will be funded in accordance with federal, state and district guidelines.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation

– No Final Rating –

Meets the Standard Jody Perry, 3/7/18

Meets the Standard Brenda Santiago, 3/8/18

II – ORGANIZATIONAL PLAN

SECTION 10: GOVERNANCE

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

The R.I.S.E. has been organized as a non-profit corporation in the State of Florida and will be applying for federal tax-exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code.

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

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

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the Governing Board; committee structure (if applicable); and how the Board will interact with the principal/head of school and any advisory bodies.

The Governing Board of R.I.S.E. will set policies, and establish operational, academic, and fiscal oversight of the school. As the policy-setting authority, the Board will require regular reports and will hold public meetings where the performance of the school will be reviewed and addressed. Board members are non-compensated volunteers. In accordance with its by-laws, the R.I.S.E. will be governed by a Board with at least one person having a background in legal and governance matters, one person with a business/finance background, one person with background in education, 40% of the Board membership from the parent or guardian of current students, and at least one member from the community who can contribute to the areas of Leadership, Communications, and Fundraising. One Governing Board member may cover more than one of the required Board-member competencies.

In accordance with its by-laws, the Governing Board members will elect a President, Treasurer, and Secretary. Procedures for replacing Governing Board members are set forth in the Bylaws. Each member of the Governing Board will be fingerprinted, and will undertake governance training as required. Governing Board members will not receive compensation for their services. The Governing Board will openly solicit from the list a parent whose child(ren) are accepted in the school, place their name in nomination and vote upon the parent(s) to join the Board before school opening.

BOARD MEMBER DUTIES: The Governing Board will perform any and all duties specified in Florida and Federal Statutes for not-for-profit, 501(C)(3) corporations, and in Florida Statutes regarding Corporations Governing Boards of Charter Schools and any other duties specified in the Bylaws Specific to the school and its charter contract, it will perform the following duties:

1. Oversee operational policies and maintain academic and financial accountability.
2. Annually adopt and maintain an operating budget and any required budget revisions.
3. Exercise continuing oversight over charter school operations.
4. Hold regular Governing Board meetings in the sunshine where academic and financial performance reports will be reviewed, as well as compliance matters before the Board.
5. Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
6. Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
7. Review and approve the audit report, including audit findings and recommendations
8. Monitor a financial recovery plan in order to ensure compliance (if applicable).
9. Report progress annually to its sponsor.

INTERACTION WITH SCHOOL PRINCIPAL: The school principal will report to the Governing Board, will be employed by the school, and will be entrusted by the Board to carry out the Board's policies through the day-to-day management of the school. The Principal will work closely with the Governing Board, who will hire, fire, and review the Principal. The Principal will identify candidates and make interim employment offers, to be finalized by the Governing Board. The Principal will work closely with the Board in the establishment for Board adoption of wages, school contracts, employee policies

COMMITTEE STRUCTURE: The Governing Board will establish committees that may be standing or temporary for a special, limited purpose. At a minimum, it will establish the finance/audit committee and the School Advisory Committee. The finance/audit committee is described further in Section 21, Financial Management, and in the Financial Policies and Procedures as Attachment.

Through the School Advisory Council (SAC), the Governing Board will involve teachers, parents, and students in the ongoing review of the school's performance and improvement, to include the preparation of the school's annual School Improvement Plan and the school's annual budget. The Governing Board will establish a formal set of procedures for the election of SAC members, to include teachers, parents, educational support and student representatives. These procedures will follow the SAC policies set forth by Broward County Public Schools47 and F.S. 1001.452(1)(a).

The procedures will be made available during the orientation process for the opening of the school. The expectations of SAC members and the application process will be clearly articulated to ensure opportunities for participation.

The business/community representative identified to serve on the SAC will be selected after conducting a notification process where individuals are requested to indicate their interest in participating in this capacity. At its inception, the Governing Board will provide guidance to the SAC, so that it looks for a broad range of personal and professional skills when considering the contributions that a potential member may make to the SAC.

The School Advisory Council (SAC) will be established, targeting the following membership with the initial composition as follows:

- School Principal
- Two (2) teachers elected by their peers
- Two (2) parents of current students, elected by their peers
- One (1) education support employee
- Two (2) student elected by the students
- One (1) business/community member

Once SAC members have been selected, the members will elect a President, Treasurer, and Secretary.

47 (<https://www.palmbeachschools.org/schoolimprovement/schooladvisorycouncil/>)

PARENT LIAISON: Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Broward County and will be a Governing Board member, charter school employee, or individual contracted to represent the Governing Board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

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

Given the commitment of the Board for maintaining continuous accountability for the operational, academic and financial performance of the school, the Governing Board will meet monthly, at least 10 times per year, and will hold its annual corporate meeting in June of each year. It may choose to consolidate two meetings over the winter and summer breaks, if so determined by the Governing Board annually during the July-August and December-January time periods, but otherwise will meet every month, and it will ensure that the Governing Board chair or Treasurer are able to review the monthly financial statements every month. The Governing Board will comply with F.S. Chapter 119 for Public Records, and Chapter 286, the Florida Government-in-the-Sunshine Law. The Governing Board will post an annual schedule of its expected meeting dates, which will be reviewed and adopted in its June meeting, in accordance with F.S. chapter 119. The Governing Board shall clearly list its members, meeting dates, agendas and meeting minutes proximately on the school's website, and meeting agendas will be posted at least 5 working days prior to each Board meeting. Governing Board meetings will be held in accordance with F.S. 289, Florida's Government-in-the-Sunshine, F.S. 119, Public

Records Laws. At the beginning of each meeting the Governing Board secretary will confirm that all members have complied with FDOE-approved Governing Board member training, and have signed the Board's conflict of interest and disclosure policies. Any members not in compliance with these policies will be disallowed from participating in discussion or voting on any matter before the Board until such compliance is met.

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 Board is the Founding Board, organized for the purpose of establishing the educational purpose, mission and vision that will drive the preparation of the charter application. The Founding Board will be transitioned to the Governing Board membership that it outlined in the adopted by-laws. The Founding Board is comprised of three members. The school's founding President is an educator with significant public-school experience who is currently working as a mentor to school principals in struggling schools. The school's Vice President is an attorney who has previously held Board positions with charter school Boards in the State of Florida. The school's Secretary runs a day care company, has represented numerous school property sellers, and has a solid understanding of the financial aspects of charter school performance. Going forward, the Founding Board intends to solicit two parents whose child(ren) will attend the school. The Board will maintain a ratio of 3:5 non-parent and 2:5 parent representation, or 40% parent representation, should the Board be expanded to have additional members as provided for within its by-laws. As described in Section 10.C. R.I.S.E. will be governed by a Board with at least one person having a background in legal and governance matters, one person with a business/finance background, one person with background in education, 40% of the Board membership from the parent or guardian of current students, and at least one member from the community who can contribute to the areas of leadership, communications and fundraising. One Governing Board member may cover more than one of the required Board-member competencies.

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

The Founding Board president is an educator who has a passion for advancing innovative educational practices to improve student outcomes. She also is passionate about our world climate challenges and recognizes that renewable energy fields are creating exciting job opportunities that will require high school graduates to have specific skills that are not well coordinated in a focused educational program today. Her work in the charter school industry in Florida has allowed her to access resources that have been instrumental in the development of a team that has contributed to the development of this application. The Founding Board President solicited Founding Board members by her contacts with educational and charter school contacts and consultants, looking for members who could contribute to the foundational experience and charter school application process. The Founding Board will transition to the regular Governing Board once the school has completed its charter contract and has plans underway for the start-up of the school. Prior to its annual corporate Board meeting, the Board shall have established a Nomination Committee which shall put forth a slate of candidates annually, or at any time that a Board position is open. The Directors will be provided a slate of all candidates who have applied, and the Nominating Committee's comments on its review of the applicants. The Board shall announce to the public any open positions, inviting members interested in becoming Board members to apply. The Nominating Committee will consist of at least two Board members, elected by majority vote of the Board. Once the School Advisory Council is established, it shall be allowed to elect one member who shall serve on the Nominating Committee. The Nominating Committee will develop a slate for election to the Board of Directors to fill any vacancies that may result from expiration of terms of office, resignations or removals, or from any newly created directorships created by amendment of these Bylaws. The slate will be presented at the annual meeting or any

regular meeting of the Board of Directors in an effort to keep director positions filled, and for all applicants to be voted upon. The Board members will have a 3-year term, and will be limited to 2 terms as provided for in the by-laws. The Board member terms will be staggered so that the Board does not experience high turnover in any given year. (See By-Laws Attachment J)

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

As described in Sections 10A-10F, the Governing Board will be organized as a non-profit organization that will operate with regular meetings-in-the-sunshine, where it will receive, review and respond to regular reports from the school that measure the academic, operational, and financial performance of the school. It will be provided regularly with both Board-approved standardized reports, and ad hoc reports as deemed necessary at least five days prior to each Board meetings, so that Governing Board members will have been able to prepare themselves to address the information provided. Standing committees for academic and financial performance will conduct analysis and report regularly to the entire Board against established performance metrics (established annually prior to the beginning of school opening, and updated as warranted based upon performance results). By holding monthly Board meetings where such performance information is reviewed, the Board will be able to respond in a timely fashion to performance outcomes and trends. Also, the school will maintain a School Advisory Committee organized to support the school's continuous improvement in academic performance and to help align academic success and financial accountability. The school will annually prepare a school improvement plan using the outline prepared by the FDOE, unless otherwise adopted by the Board. This plan will be an ongoing requirement, prepared to align academic objectives with operational and financial resources. During the budgeting process, the Board will conduct a gap analysis and prioritize expenditures in order to best accomplish the school's mission.

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 or Prospective Governing Board Member Role on Board (e.g. Member, President, etc.) Submission Requirements

Leicha SanMiguel Current President Information Sheet Resume

Mike Trimis Current Vice President Information Sheet Resume

Marvin Levin Current Secretary Information Sheet 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.

As part of its planned start up activities, the foundational Board will establish a website presence once its charter has been approved, and the site will be used to solicit Board member applications. Initially the Founding Board will serve as the nominating committee. The Founding Board will advertise and hold information meetings for prospective Board members to describe the schools mission and vision and the skill-sets being actively solicited for Governing Board members. A prospective Board member package containing this and other information will be available. Other information available will include the governance training requirements, meeting-in-the-sunshine requirements, Code of Ethics, Conflict of Interest, the charter contract, and the application.

The Founding Board expects to establish an ongoing calendar of professional development activities that include governance, Board member self-evaluation, school performance assessment. It will rely upon published industry information and will expect that Board members have the willingness to participate in online study complemented by in-person activities held during Board meetings and workshops. After the first year, and after the Board has conducted its annual self-assessment, the Board will review its professional development schedule and calendar to ensure that planned professional development activities align with ongoing and emerging school needs.

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

R.I.S.E. High School Charter School Governing Board recognizes its role as overseers of public education through the provision of charter school statutes, state and federal regulations, and that it is entrusted with public funds to carry out its public obligations. Therefore, in order to protect its mission, members, and the public and stakeholders that it serves, R.I.S.E. is committed to the highest level of ethical standards, transparency, and the identification and public review of potential conflicts of interest, so that a transparent process involving public disclosure is maintained and that it adheres to Florida ethics laws. In the preparation of this application, the Founding Board President has taken the initial 4-hour governance course training in order to help prepare herself in understanding and developing policies for ethical standards and conflicts of interest. Her certification is in Attachment K. Also, in the preparation of these policies, industry experts have been consulted, including the Florida Charter School Unit and the National Alliance of Charter Schools. The Board has adopted a comprehensive conflict of interest and anti-nepotism Policy (Attachment K) that describes the Board's ethical standards and procedures for identifying and addressing conflicts of interest and nepotism.

This Policy also requires Board members to sign an annual statement affirming their commitment and adherence to the Policy. The Board also expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, which is referenced in its Employee Handbook (Attachment R). All instructional personnel and school administrators will be required to complete training on the standards.

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 will establish a School Advisory Council, in accordance with F.S. 1001.452(1)(a), which will support continuous school improvement and assist in the preparation and presentation of the annually prepared and adopted School Improvement Plan. This has been described in Section 10.C of this application. The SAC will report to the Governing Board and its members will be elected annually.

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 Governing Board members will ensure that the school will maintain a public process of transparency and will develop policies that encourage and address parent and student concerns about the Governing Board, school administration and school practices. These policies will be adopted and published as a part of the start-up activities and will be set forth publicly before the school opens. The Governing Board intends to provide regular, multi-faceted communication to

parents and students. It will use its website, its Learning Management System (LMS) communication platform, and written publications. The school will provide all materials in the languages required to communicate with its parental and student population. At the beginning of the school year a school handbook will be provided to parents and students providing the steps of dispute resolution, the school and Board member contact information, and the Governing Board representative appointed in accordance with section 1002.33(9)(p)2.

PRELIMINARY RESOLUTION PLAN FOR PARENTS AND STUDENTS: Provide to the school in writing, by phone, or appointment a summary of the concern or dispute with the school staff, Governing Board member or policy matter. Seek resolution at the staff-member level, unless the parent or student is not comfortable with this approach; otherwise, parents should contact the school Principal (or designee) to address concern; if not resolved to parental satisfaction, parent should address the matter with the Board Liaison; if still not resolved to parental satisfaction, parent should bring the matter to the Board by addressing the Board in the public meeting, as provided for in the Board agenda for public speaking.

The presentation should be concise to fit within the Board’s public speaking limit. The Board is committed to follow up and to investigate all concerns brought before it. The Board will investigate, or may choose to act more quickly, if it determines that must be done for public safety, emergency or matters of immediate urgency to the school operation. The Board will gather and discuss the facts in a public Board meeting, and will present its decision, which shall be final.

M. 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:

Not Applicable

M. Name of the partner organization.

N. Name of the contact person at the partner organization and that person’s full contact information.

O. A description of the nature and purpose of the school’s partnership with the organization.

P. An explanation of how the partner organization will be involved in the governance of the school.

Attachments

Section 10: Governance

10.1	Attachment K	Shamsheer, Ahmed, 2/1/18 10:52 PM	PDF / 835.367 KB
10.2	Attachment J	Shamsheer, Ahmed, 2/1/18 10:51 PM	PDF / 2.346 MB
10.3	Attachment I	Shamsheer, Ahmed, 2/1/18 10:47 PM	PDF / 1.421 MB
10.4	Attachment H	Shamsheer, Ahmed, 2/1/18 10:46 PM	PDF / 981.734 KB

11. Management and Staffing

Section Evaluation

– No Final Rating –

Meets the Standard Maria Yen, 2/5/18

Meets the Standard Rhonda Stephanik, 3/14/18

SECTION 11: MANAGEMENT AND STAFFING

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.

R.I.S.E.'s organizational charts are provided in 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 candidate selected as principal of R.I.S.E. Charter School by the Governing Board will be responsible for performing the administrative, leadership and supervisory work in the areas of instruction, personnel, curriculum and daily operations of the school. The principal will maintain high academic achievement while implementing the mission and vision of the School. The principal is hired by and accountable to R.I.S.E. Charter School's Governing Board. The principal will have had successful experience as a classroom teacher and as a school leader. The principal will be willing to fulfill all the duties and responsibilities outlined in the job description, as well as, the Florida Principal Leadership Standards.⁴⁸ R.I.S.E. Charter School will adhere to the anti-discrimination provisions of F.S. 1000.05. Attachment O contains the Job Description and Qualifications for the position of principal.

PROCESS: The R.I.S.E.'s Governing Board will recruit candidates through a public recruitment process which may include, but not be limited to, the following:

- Advertising in local and national print-media and their on-line sites 48 Florida Leadership Competencies
- Advertising in national education publications and their on-line sites
- Advertising on appropriate job-search websites

Candidate resumes and applications with required documentation will be screened by the Board to determine which candidates meet the stated qualifications. The Board will conduct a second screening of qualified candidates to select those candidates to be interviewed for final selection. These will be face-to-face interviews. A rubric delineating the required skills and competencies will be used to score each candidate. If the Board cannot agree by a simple majority, the process will be repeated. The successful candidate must pass all required background checks and screenings before hiring by the Board.

TIMELINE: R.I.S.E.'s Governing Board will advertise for the principal upon approval of this application. Recruitment will begin at that time with the intent of completing the process and hiring the principal by end of summer 2018.

EVALUATION: The principal and all school administrators (e.g. assistant principals) will be evaluated at least annually by the R.I.S.E.'s Governing Board. The evaluations will be in accordance with the Student Success Act and charter schools' requirements pursuant to F.S. 1012.34 (performance evaluations for school administrators). At this time, R.I.S.E. has decided to use the Florida Consortium of Public Charter School's Instructional Leadership Performance Appraisal System.

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.

R.I.S.E.'s management structure is as follows:

- R.I.S.E.'s Governing Board will hire, oversee and evaluate the principal.
- The principal oversees all day to day operations and oversight of all staff and students.
- The assistant principals will assist the principal in the day to day operations and the oversight of all staff and students. The assistant principals will support the principal in carrying out the mission and vision of the School.

The principal, with the assistance of the administrative staff (assistant principals) will hire, oversee and evaluate all staff. The principal will evaluate the administrative staff. As the instructional leader the principal will be responsible for all school-based procedural decisions for curriculum and instruction, school operations and classroom management in accordance with district, state and federal guidelines. The principal reports to the Board on all school operations and finances. The principal is responsible for all faculty, staff and students at the school.

The instructional staff is responsible for delivering the educational program to the students. Teachers will be expected to be instructional leaders as they implement the mission and vision of the School by establishing a classroom atmosphere that fosters learning and inquiry. The principal is responsible for the evaluation of the instructional staff.

The clerical staff (to include data processor and bookkeeper) will perform all the clerical and financial functions of the School, to include: registrations, record keeping and office functions. The principal is responsible for and will oversee all these functions.

R.I.S.E. will adhere to all non-sectarian practices and guidelines, as well as, adhering to the anti-discrimination provisions of the Florida Educational Equity Act in all personnel selection practices.

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.

Staffing Summary

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Max Enrollment	800	1000	1200	1400	1500
Total Assumed Enrollment	760	950	1140	1330	1425
<u>Core/Non Core Academic Staff by school</u>					
Middle School - Core	20.8	20.8	20.8	20.8	24.4
Middle School - Non Core	5.7	5.7	5.7	5.7	6.7
High School - Core	6.8	13.6	20.4	27.2	27.2

High School - Non Core	3.6	5.6	7.7	9.7	9.7
Total - Core	27.6	34.4	41.2	48.0	51.6
Total - Non Core	9.3	11.4	13.4	15.4	16.4
<u>Other Academic Positions</u>					
ESE Teacher – SWDs	3.5	4.3	5.2	6.1	6.5
ESE Teacher – Gifted*	1.3	1.7	2.0	2.3	2.5
ESOL Teachers	2.4	3.0	3.6	4.2	4.5
Academic Coaches	3.0	3.0	3.0	3.0	3.0
ESOL Coordinator	1.0	1.0	1.0	1.0	1.0
ELL Coordinator	1.0	1.0	1.0	1.0	1.0
Counselors	1.0	2.0	3.0	4.0	4.0
Curriculum Specialist	0.0	1.0	1.0	1.0	1.0
Total - Other Academic Positions	13.2	17.0	19.8	22.6	23.5
Total Core/Non Core & other academic positions	50.1	62.7	74.4	86.0	91.5
<u>Administrative Positions</u>					

Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0	2.0	3.0	4.0	4.0
<u>Staff Positions</u>					
Nurse	1.0	1.0	1.0	1.0	1.0
Computer Tech	1.0	1.0	1.0	1.0	1.0
<u>Hourly Positions</u>					
Business Manager	1.0	1.0	1.0	1.0	1.0
Language Facilitator	1.0	1.0	1.0	1.0	1.0
Secretarial Staff	2.0	3.0	3.0	4.0	4.0
Media/Tech Aide	1.0	1.0	1.0	1.0	1.0
Data Processor	1.0	1.0	1.0	1.0	1.0
Cafeteria Staff	4.0	4.0	4.0	4.0	4.0
Custodial	4.0	4.0	4.0	4.0	4.0
Security	1.0	1.0	1.0	1.0	1.0
Traffic	1.0	1.0	1.0	1.0	1.0
	20.0	22.0	23.0	25.0	25.0

Total Positions	70.1	84.7	97.4	111.0	116.5
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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

RECRUITMENT PROCESS: R.I.S.E. will implement a comprehensive program of recruitment and selection designed to attract the most qualified candidates. The principal, aided by the assistant principal, will be responsible for recruitment and selection. All positions will be advertised in accordance with EOC state and federal guidelines and mandates.

R.I.S.E. will post open positions on local and national publications. R.I.S.E. will post open positions on its own website, as well as, on Teachers-Teachers.com and other appropriate national job boards. The principal will attend teacher job fairs and work closely with local and state colleges and universities. R.I.S.E. will actively recruit minority candidates to reflect the student population.

SELECTION PROCESS: R.I.S.E. will select those applicants who are passionate about education and see teaching as a vocation. R.I.S.E. will also select candidates who share the school’s vision and mission and believe that they are stakeholders and can make a difference in the lives of students.

The principal will screen all applications from all interested candidates who have applied. The principal will screen for qualifications and select the most qualified for a telephone interview. Those applicants passing the telephone screening will be invited to a face-to-face with the principal and interview committee (assistant principals, lead teachers, etc.). This comprehensive interview will assess each candidate’s experience, philosophy of education, educational background and his/her ability to perform the job functions. The candidate will be asked to produce a portfolio with writing samples and work products (e.g. lesson plans). The principal and the interview committee will rate each candidate using a matrix based on the job description and determine the “best fit” candidate. Upon successful completion of a background check, fingerprinting with the district as required by F.S.1002.33(12) (g), a provisional offer of employment will be made by the principal. The principal will present the selected candidate to the Board for approval. Once the Board has approved the candidate and he/she has accepted the offer a contract will be issued.

R.I.S.E. will not employ anyone whose certificate or teaching license has been revoked or suspended in any state. R.I.S.E. will adhere to all provisions of F.S. 1012 and candidates must submit to fingerprint checks and drug screening.

R.I.S.E. will adhere to all anti-discrimination provisions pursuant to F.S. 1000.05 and all federal and state laws governing hiring and employment practices. R.I.S.E. will not discriminate based on actual or perceived sexual orientation, disability, gender, nationality, religion, race or ethnicity.

CERTIFICATION: R.I.S.E. ensures that certificated personnel meet or exceed certification requirements pursuant to Chapter 102 of the Florida Statutes. R.I.S.E. teachers will be certified in their field. All certification and other requirements for teachers and paraprofessionals under the federal Every Student Succeeds Act (ESSA) will be followed. R.I.S.E. ensures that certification credentials from other states will be verified and evaluated by FLDOE to determine eligibility for a

Florida certificate. Florida Statutes and ESSA have reporting requirements concerning teacher qualifications and R.I.S.E. ensures that parents and the community will be informed per these mandates.

RETENTION: R.I.S.E. will center its retention program on a competitive salary and benefits package which compares favorably to nearby districts. R.I.S.E. will provide a bonus of up to \$1,500 based on school performance and determined by the Governing Board. This is in addition to any performance based raised (merit pay). R.I.S.E. leadership will create a nurturing, collegial and academically challenging culture in an open and trustful environment. Through the Professional Learning Communities and other avenues, staff members will have a voice in and be able to participate in School operations.

DEVELOPMENT: R.I.S.E. believes that life-long learning enhances self-growth. The School also believes that academic achievement requires the highest levels of instruction. These two tenets are evidenced in the School’s professional development program. R.I.S.E. will design a data-driven program of professional development based on the needs of the learners and the staff. Student achievement data will be analyzed in the Professional Learning Community meetings where teachers and administration will determine and set academic goals to develop the professional development plan. This plan will be reviewed monthly at the Professional Learning Community meetings and revised when necessary. A final year-end analysis will set the stage for planning next year’s professional development.

At the close of the academic year, a review of the teachers’ Professional Growth Plans (PGP) will be conducted with each teacher. At this time student data will be reviewed and so will the teachers’ participation in professional development activities and their implementation. Based on these reviews, the effectiveness of the professional development plan will be analyzed as areas for continued growth are examined.

Attachments

Section 11: Management and Staffing

11.1	Attachment M - Organizational Chart	SanMiguel, Leicha R, 2/12/18 8:41 PM	PDF / 578.354 KB
11.2	Attachment Q	Shamsheer, Ahmed, 2/2/18 12:07 AM	PDF / 917.257 KB
11.3	Attachment P	Shamsheer, Ahmed, 2/2/18 12:06 AM	PDF / 648.54 KB
11.4	Attachment O	Shamsheer, Ahmed, 2/2/18 12:06 AM	PDF / 512.99 KB
11.5	Attachment M	Shamsheer, Ahmed, 2/1/18 10:56 PM	PDF / 444.46 KB

12. Human Resources and Employment

Section Evaluation

– No Final Rating –

Partially Meets the Standard Khandia Pinkney, 2/5/18

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

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

The relationship between the school and its employees is a voluntary employment-at-will in accordance with §1002.33(16) (c)(3), Florida Statutes. It is mutually agreed between employee and the school that the employer has the right to terminate employment at will, with or without cause or advance notice. However, the school may use progressive discipline at its discretion. Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. In certain situation, one or more steps may be bypassed.

Teacher Contracts—Instructional personnel will receive either a probationary contract or an annual contract. Once the probationary contract ends, teachers may or may not be awarded an annual contract from the Governing Board pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

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 principal hired by the Governing Board, will be responsible for day to day school operations within the operating policy and budgetary approval of the Governing Board. The Board will hire talented educators who have knowledge and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

The Governing Board will be interviewing those who have a background in an educational leadership and the following experience: extensive administrative and teaching experience; certification in Educational Leadership; knowledge of working with school or advisory educational Boards; strong managerial capabilities; understanding of the needs of student population; positive evaluations from previous administrative position(s); letters of recommendation; excellent communication skills; and a capacity to meet and or exceed the Florida Principal Leadership Standards.

In accordance with s. 1012.34, F.S., R.I.S.E. will implement a system of performance evaluations for all instructional personnel and the school's administrator. Teachers and administrators will be formally evaluated at least once a year (at least twice annually for new teacher hires). The principal will be evaluated by the Governing Board or its designee (e.g., consultant services); teachers will be evaluated by the principal.

The school will use the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and Other Instructional Personnel and the FCPCS Evaluation System for School-Based Administrators. These systems were developed and copyrighted by FCPCS and

are approved by the state for use by public charter schools and comply with section 1012.34, F.S. The evaluation systems meet all criteria and include the following:

- Support effective instruction and student learning growth
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators
- Include a mechanism to examine performance data from multiple sources
- Identify teaching fields that require special evaluation procedures and criteria
- Differentiate among four levels of performance as follows: highly effective; effective; needs improvement, or for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory
- Provide training to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures

The results of the evaluation and informal evaluations will be used to inform the school wide professional development plan as well as individual staff members' Professional Growth Plans.

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?

R.I.S.E. will implement a performance salary schedule pursuant to 1012.22(1)(c)(1)(d), F.S., Annual adjustments will be given for teachers rated as highly effective and effective. We will use the Broward County Public Schools salary schedule as our guide. For budgeting purposes, we used \$39,500 as an average of the predicted range of teachers we will have. We will give additional pay to team leaders and are also compensate them through the School Recognition program and the Best and Brightest. R.I.S.E. will pay \$4,100 towards health insurance.

Knowing that teacher attrition is a significant concern in Florida as well as nationally, we appreciate the importance of attracting and retaining high quality teachers. Research shows the quality of administrative support as a key factor in decisions to leave a school. Teachers also cite the importance of school culture, collegial relationships, time for collaboration, and decision-making input as critical to job satisfaction. At R.I.S.E., staff retention efforts go beyond compensation. As described elsewhere in this application, the daily school wide planning period supports collegial collaboration and communication among staff. Project based learning has been demonstrated to motivate and excite teachers as well as students. Lastly, retention also will be fostered by the level of staff involvement in the school under the direction of the principal (e.g., teacher input and participation in program planning, data analysis, problem solving).

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

Prior to being hired, R.I.S.E. applicants must complete all required forms; the information provided must be verified by Human Resources and approved by the Administrator. Applicants must submit three business references, including the most recent direct supervisor. All employees must be fingerprinted and cleared by Broward County Public Schools per 1012.465 and 10012.56, F.S., before the hiring process can be completed. All fingerprinting and background screening appointments are made via the district website.

Some of the most common circumstances for employment termination are:

- Resignation – Voluntary employment termination initiated by an employee
- Discharge – Involuntary employment termination initiated by the organization
- Layoff – Involuntary employment termination initiated by the organization for non-disciplinary reasons
- Retirement – Voluntary employment termination initiated by employee

R.I.S.E. will generally schedule an exit interview to be conducted by the principal. The exit interview allows for discussion of employee benefits, conversion privileges, repayment of any outstanding debt, or return property. It also allows the opportunity to voice any suggestions, complaints, and questions.

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.

R.I.S.E. is in the process of developing personnel policies and procedures and is waiting until the principal is hired for final decision to be made. The following details the timeline for final development and approval by Governing Board.

Action	Person Responsible	Timeline
Principal hired	Governing Board	Spring/Summer 2018
Policies and procedures developed and revised.	Principal	September 2018
Policies and procedures incorporated into policy manual.	Principal	December 2018
Final revisions are made to policy manual.	Principal	January 2019
Policy manual is presented to Governing Board for discussion and approval.	Principal/Governing Board	February 2019
Workshop is held for the Board on the policy manual.	Principal/Governing Board	March 2019
Board vote is held to approve policy manual.	Governing Board	April 2019

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

R.I.S.E. uses progressive discipline to deal with job-related behavior that does not meet expected performance standards. The primary purpose of progressive discipline is to primarily assist employees to realize and understand that there is a problem with their performance. Secondly, it is to help the employee understand that there is an opportunity for remediation and improvement. Thirdly, it is to assist the employee with improvement strategies. Progressive discipline has at its core good leadership and fair supervision. Disciplinary actions must be fair, prompt and impartial for all involved so that the problem can be corrected, recurrence may be prevented, and the employee is prepared for future success.

Disciplinary action may take the following forms:

- Verbal warning
- Written warning
- Suspension with pay
- Suspension without pay
- Termination of employment

Actions will begin with a verbal warning and follow progressively if the problem persists. Continued offenses could lead to termination of employment.

The Governing Board supervises and evaluates the principal. The principal will be evaluated at least twice per year. The Board will conduct evaluations using the FCPS evaluation instrument for administrators. The principal will present to the Board data regarding goal accomplishment, academic performance and achievement on a school wide basis and for sub-groups every quarter.

The Board will identify strengths, areas needing improvement or unsatisfactory performance. Areas needing corrective action will be identified and a plan to rectify deficiencies will be put in place. After a set time, if the deficiencies still exist, the principal will be terminated by the Governing Board. In the event of a termination, or any other reason for a vacancy at the principal's position, the Board will name an acting principal until the vacancy can be filled using the process detailed in Section 11.

The principal will be responsible for the documentation and termination procedures of teachers or other staff members. These procedures will be specified in the R.I.S.E. Personnel Policies Manual. R.I.S.E. will curtail turnover by a proactive program of support with fair and prompt corrective actions. R.I.S.E. will employ Professional Intervention Plans for those not meeting expectations in a fair, uniform and equitable manner. It is in the best interest of students to maintain low turnover.

The principal will put together a marketing plan to attract high quality applicants and to keep a pool of these in the event of turnover. The principal will maintain relationships with local colleges and universities, participate in teacher job fairs, maintain the School's presence in community events and maintain employment and recruitment information on the website all year long.

Attachments

Section 12: Human Resources and Employment

– No Attachments –

13. Professional Development

Section Evaluation

Complete Denise Roberts, 3/9/18

– No Final Rating –

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

1. Identify the position who will be responsible for overseeing professional development activities:

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL PERSONNEL: As the instructional leader of R.I.S.E., the principal, or designee such as a lead teacher, instructional coach, or curriculum specialist will be instrumental in overseeing the planning and implementation of professional development opportunities consistent with the STEM orientation of this school. This professional development plan will serve as a framework to fulfill the school’s commitment to preparing students for a unique educational experience. R.I.S.E. will be an educational leader in the areas of Renewable Energy Production, Energy Utilization, and Energy Conservation as key components of sustainability by equipping teachers with the skills and strategies needed to implement this mission.

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

The Wilson Reading Program will be implemented for students who struggle with any of the five components of reading. This research-based program addresses all five areas, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The Reading Coach will receive specialized training in this program and become certified to deliver Wilson Instruction.

- Project Lead the Way Units include corresponding teacher training modules which support teachers with multiple ways of delivering instruction.
- Included in the purchase of SpringBoard Curriculum (grades 6-12 English Language Arts and Math) are comprehensive offerings that include multi-day, face-to-face workshops and events for SpringBoard teachers; special-focus workshops; targeted training for instructional coaches; on-site observation and feedback; and online professional learning options. Florida schools receive two of these training opportunities free of charge during the first year of implementation.
- Project-Based Learning will be used as a core strategy for student collaboration,

engagement and decision making. This allows teachers to connect with students on a much more meaningful level, while providing students with opportunities to demonstrate true mastery of content.

INTERNAL PROFESSIONAL DEVELOPMENT will be conducted by the principal and/or lead teachers who teach within specific content areas, instructional coaches, curriculum specialists or others who are highly regarded in their specialty areas.

- Exceptional Student Education: Classroom teachers must be able to deliver goals as set forth in IEPs and 504 Plans.
- Multi-Tiered System of Support (MTSS)
- English for Speakers of Other Languages (ELL) strategies
- Common School Culture and Positive Behavior
- Assessment Training (FSA, EOC, ACCESS for ELLs 2.0, FAIR)
- Differentiated Instruction
- Small Learning Community (SLC)
- Professional Learning Community (PLC)
- School Procedures which include electronic gradebook, opening of school procedures, safety.
- Teacher Evaluation
- Data Analysis and Evaluation
- Data Dashboard
- Test Coordinator Training (for the Testing Coordinator)
- Teacher Training on Progress Monitoring and Assessment Instruments
- Academic Coaches Training (area specific)
- Extended Day Planning for use during PLC times (teach, reteach, enrich)

EXTERNAL PROFESSIONAL DEVELOPMENT will be delivered by those companies who provide training as a component of the purchase package;

- Reading Plus*
- Project Lead The Way*
- SpringBoard *
- Advanced Placement (AP) *
- Wilson Reading*
- Just Words*
- Read 180*
- National Geographic Edge*
- CRISS Training: Initial training will be for core teachers and Train the Trainer Model will be utilized to train administrators and instructional personnel.

**Only those teachers involved with teaching content specifically offered at professional development trainings will be required to attend those trainings.*

The effectiveness of professional development will be evaluated through use of the Data Dashboard and progress monitoring of weekly formal and informal assessment of standards R.I.S.E. Learning Objectives.

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

Instructional personnel will be trained during the summer, prior to school. This will allow for the

curriculum specialists, principal or lead teachers to provide observation and feedback prior to the students' arriving on campus. This is essential in that teachers must have the skills necessary to deliver first rate instruction in advance of the arrival of students. Therefore, teachers will participate in professional development in these innovative programs:

- Reading Plus
- Wilson Reading Program
- Advanced Placement Training
- Project Lead The Way
- SpringBoard
- Project-Based Learning
- Just Words
- Read 180
- National Geographic Edge

Professional development for these programs will not only take place during summer prior to school opening, but the principal, lead teacher, and/or curriculum specialists will improve skill development by overseeing PD as a focus during weekly PLC meetings, monthly staff meetings and on an individual basis for those who struggle with specific areas within these research based programs and coursework.

INTERNAL PROFESSIONAL DEVELOPMENT will be conducted by the principal, lead teachers in specific content areas, instructional coaches, curriculum specialists or others who are highly regarded in their specialty areas. This professional development will be continuous and individualized based on specific teacher needs.

- Exceptional Student Education: Classroom teachers must be able to deliver goals and differentiated instruction and documentation as set forth in EPs, IEPs and 504 Plans
- Multi-Tiered System of Support (MTSS)
- English for Speakers of Other Languages (ELL) strategies and documentation
- Differentiated Instruction
- Small Learning Community (SLC)
- Professional Learning Community (PLC)
- School Procedures which include electronic gradebook, opening of school procedures, safety.
- Teacher Evaluation
- Data Analysis and Evaluation
- Data Dashboard
- Training related to specific course requirements

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

PRE-OPENING PROFESSIONAL DEVELOPMENT: It will be of critical importance that the entire faculty completely understands the unique program offered by R.I.S.E. It will be necessary to provide professional learning during a full week of training prior to the opening of school covering every topic below so that everyone understands and is prepared to implement the educational program. Professional learning for all staff will include:

- Project-Based Learning – Effective PBL requires more than an occasional classroom project. Participants will gain a deeper understanding about what is a project, essential elements of PBL, making connections across the curriculum, identifying the “big” ideas of

their subject area, planning PBL in the classroom, and changing the role of the teacher.

- Instructional Technology and Digital Tools – Participants will learn to use specific tools and applications to integrate technology into the classroom; develop blended learning lessons; and implement a flipped classroom. They will experience hands on ways technology can support teaching, learning, and professional collaboration.
- Differentiated Instruction – This training will demonstrate and reinforce ways to differentiate and individualize lessons and tutorials to increase student learning and maximize instructional time.
- MTSS/RtI – Training will focus on the practice of providing high-quality instruction and interventions matched to student needs using learning rate over time and level of performance to make instructional decisions. The four components of the problem-solving process will be covered. The principal, school counselors, and teachers will learn to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans to increase student achievement.
- Safety and Security – Safety and security training will instruct staff on daily safety procedures; protecting the school and students; and preventing and handling emergency situations as defined in the crisis plan.

ON-GOING PROFESSIONAL DEVELOPMENT: The topics listed above are critical to ensuring our teachers are prepared to implement the school’s innovative program beginning day one in a safe and secure environment. As needed, each of these topics will be revisited throughout the year and in subsequent years as new staff are hired. In addition, the following topics will be addressed through professional learning communities (PLCs) and regularly scheduled PD sessions throughout the school year:

- Universal designs for learning (UDL)
- Formative assessment
- Reading across the curriculum
- Implementation of student success chats as part of the early warning system
- ESE procedures and compliance; strategies and accommodations for students with disabilities; developing quality IEPs (ESE Specialist)
- Meeting the needs of English language learners

In addition to the training topics described here, administrative support staff will receive training in all processes and procedures necessary to ensure smooth operation of the school (e.g., registration process, data entry).

As described in Attachment B, all staff have common planning time at the start of each day. A minimum of one day per month is set aside for vertical collaboration during which professional learning communities (PLCs) will be implemented. One outcome of the PLCs is that subject area teachers will share best practices, work on incorporating effective strategies, and ensure there are common expectations across grade levels.

PROFESSIONAL DEVELOPMENT PLAN: We will follow the Broward County Public Schools calendar for professional days during the school year. All teachers will be required to complete a professional growth plan which will become part of the annual employee performance evaluation.

The school’s daily schedule was intentionally designed to support the educational program by providing for a 50-minute school wide planning period at the start of the school day. See Section 3.B and Attachment B for a description of the common planning and collaboration opportunities resulting from this model. Other aspects of the R.I.S.E. professional development plan include:

- Ten (10) hours minimum of professional development required each school year
- We will meet monthly by grade levels in professional learning communities in order to

develop projects, plan collaborations, and develop themes, and STEAM projects.

- Teachers will have opportunities to attend off-campus conferences and trainings and return to share their findings with the faculty.
- Professional learning activities will be held twice a month at least to help teachers improve instruction and student achievement.
- Teachers will participate in an evaluation survey after each professional learning event and participants will be asked to write reflections about their participation.
- Administrators will be encouraged to participate in the following professional development trainings and conferences:
- Florida Annual State Charter School Conference – Administrators will attend this state conference on an annual basis.
- Formal Observation Training – Training provided by the Florida Consortium of Public Charter Schools (FCPCS) that is aligned with the teacher evaluation system/process; FCPCS has online modules for administrators as well as procedural handbooks and detailed evaluation rubrics that have been approved by FLDOE.
- Classroom Walk-through Training – Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflections. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focusses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- Budget Training for Administrators and Board Members – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- Developing a School’s Improvement Plan – This will assist school administrators with developing a sound and effective school improvement plan - ensuring equity and high-quality. This process includes data analysis, goal setting, budget planning, and professional development planning and reflective practices.

Attachments

Section 13: Professional Development

– No Attachments –

14. Student Recruitment and Enrollment

Section Evaluation

Partially Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

– No Final Rating –

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.

R.I.S.E. will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. We will be open to any eligible students in the county, including ESE and ELL students.

The Governing Board recognizes the importance of marketing and recruiting parents and students of Broward County. To promote a neighborhood school environment, our marketing strategy starts in the immediate area and then broadens to the mass market. We will market to students in the “hard to reach” areas who would benefit from our program but may not be familiar with charter schools.

As stated in Section 2, R.I.S.E. will be open to all eligible students residing within Broward County and out-of-county students eligible through controlled open enrollment pursuant to section 1003.21, F.S., but we anticipate that most of its population will come from the surrounding area.

R.I.S.E.’s comprehensive advertising and promotional plan will include the use of print, broadcast, and online media to disseminate information about the school’s educational program and open enrollment period. The school will provide copies of its promotional materials in English, Spanish and Creole to local community organizations. The community will be made aware of the school’s high expectations for student achievement in school as well as after graduation due to the school’s personalized learning environment and career training. R.I.S.E. will conduct general information meetings that will be open to the public and announced through public service announcements. The school will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children.

Beginning approximately one year prior to school opening, or upon approval of this charter application, the school will begin the development of a website and social media account(s). Distribute throughout the community, including families in the surrounding neighborhoods of brochures and flyers about the unique educational program available at R.I.S.E. and conduct periodic press releases documenting progress (e.g., approval/awarding of a charter contract; ground breaking; completion of facility).

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 considered for admission without regard to ethnicity, national origin, or gender. Due to the diverse racial and ethnic make-up of Broward County, the school expects to achieve diversity reflective of the community it serves. Our marketing efforts will reach students throughout the county to support a reflective balance in the school. R.I.S.E. will use marketing strategies to cater to “hard to reach” populations. The promotional plan used to publicize the school will be designed to reach the local communities in languages other than English, such as Spanish and Haitian Creole and all racial/ethnic groups within it.

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.

Students will be accepted to R.I.S.E. in accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process.

An open admissions policy will be implemented and followed. The School will be open to any student, as described in F.S. §1002.33(10) as long as an application has been submitted before the posted deadline. If more applications are received than the capacity of the building, grade, class or program can accommodate, admission will be determined using a lottery process. This will provide all applicants an equal opportunity for admission. As openings occur throughout the school year, students on the waiting list will be offered an opportunity to enroll, according to order in which their names appear on the wait list. If the number of applications is less than the projected capacity of the school, the registration period may be extended for the purpose of filling available space.

ENROLLMENT PREFERENCES: In accordance with Fla. Stat. §1002.33(10) (d), the School will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school.
- Students who are the children of a member of the Governing Board of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are the children of an active-duty member of any branch of the United States Armed Forces.
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2)

ENROLLMENT LIMITATIONS: In accordance with Fla. Stat. §1002.33(10) (e), the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20) (c). Such 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;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

*1002.31 Controlled Open Enrollment— In accordance with 1002.31(2)(a), beginning by the 2017-2018 school year, the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's Governing Board will determine the school's capacity based upon its charter school contract and post current capacity determinations on the school's website. As part of its controlled open enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33. Students residing in the district will not be displaced by a student from another district seeking enrollment.

The timeline for recruitment of students and enrollment is as follows:

<u>Year 1</u>

January	<i>Open Enrollment</i>
February	<i>Application Verification</i>
April	<i>Notification of Lottery</i>
May	<i>Lottery</i>
May	<i>Admission / Waitlist Notice Sent</i>
June - ongoing	<i>Registration</i>
<u>Year 2</u>	
January	<i>Current Students Submit Recommit Letters</i>
February - March	<i>Open Enrollment</i>
March	<i>Application Verification</i>
April	<i>Notification of Lottery</i>
May	<i>Lottery</i>

All accepted applicants will be provided with written registration requirements that include a detailed list of the documentation required by BCPS in accordance with its Student Progression Plan. Once all students are registered and classes have been assigned, the need for subsequent marketing efforts will be determined. Applications will be accepted on an ongoing basis and maintained on a waiting list.

Attachments

Section 14: Student Recruitment and Enrollment

– No Attachments –

Notes

Jill Young, 3/1/18 6:37 PM:

Could not locate Student Enrollment Application.

15. Parent and Community Involvement

Section Evaluation

Complete Aneatra King, 3/5/18

– No Final Rating –

SECTION 15: PARENT AND COMMUNITY INVOLVEMENT

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

R.I.S.E. recognizes that parental/family involvement is a factor necessary to improve student achievement. Therefore, the school will create a collaborative environment in which parents and families of students are encouraged to be involved, and will encourage participation by parents to ensure a strong school-home partnership. Parents will have a number of opportunities for involvement in their students' education. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school-sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents of ninth graders will be invited to attend an orientation session with their students during which time opportunities, expectations, and requirements of the program are clearly explained. This will set the stage for the school's expectations for student progress and achievement. Parents will be invited to volunteer on the Pathways Board, assist with field trips and other projects throughout the school. The school will remain open during hours of operation to allow parents access to campus resources. R.I.S.E. will encourage parents use of the Media Center after school to assist their children with homework support, research for projects and look up college information.

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 encourage parents to participate as business partners as well as mentorship opportunities. R.I.S.E. intends to work with local civic agencies, business and community partners to support the school in a variety of ways. Some examples of ways that R.I.S.E. intends to elicit and involve the community at the school is through guest speakers, volunteers, field trips, educational excursions, in-kind donations, or any other means by which the community can enhance the educational experience for the students at R.I.S.E.

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

Attachments

Section 15: Parent and Community Involvement

– No Attachments –

BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section Evaluation	
Meets the Standard Robert Hamberger, 3/9/18	– No Final Rating –

III – BUSINESS PLAN

SECTION 16: FACILITIES

If the site is acquired:

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

N/A

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.

Although the site is not yet acquired, the facility will be built by a developer and licensed G.C. with requisite experience in charter school construction and remodeling in Florida. The Governing Board will ensure the facilities are provided in accordance with 1002.33(18)(a)(b) F.S.; the Florida Building Code pursuant to chapter 553 exception of State Requirements for Educational Facilities, the exception of SREF; and, the Florida Fire Prevention Code, Section 633.208, F.S.

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

The school facility itself is planned to be outfitted with renewable and sustainable technologies such as extensive solar photovoltaic energy systems and battery storage, water recovery systems, and holistic energy-efficient building engineering. It will serve as a laboratory and a collaborative, explorative physical education plant that facilitates creativity, exploration and our academic and societal mission of encouraging the advancement of STEM-educated students ready to engage in the RISE. Taken in total, RISE Academy will not only serve students with its innovative program, but it will also provide a model for RISE-related, STEM-integrated education, housed in a physical plant that embodies sustainability, to lead design emulation and collaboration throughout the State of Florida and Nation.

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.

We anticipate and have attached the draft of a lease agreement that will provide for a turn-key facility from a well-qualified charter school builder and lessor. The school also has attached the LOI for the issuance of a tax-exempt bond, which may be a viable option for the school to acquire the property from the lessor. Given that, the builder has agreed within their lease to provide for a fully equipped school. A list of the charter schools developed by developer is also provided in the lease support.

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:

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

The proposed facility will be located in northwest Broward County. A developer has land under contact in several suitable sites and we have provided a representative site plan for the site. This representative site is contained on 34 acres and is a state-of-the-art facility that will provide for 51 regular classrooms (avg. 761 S.F each.; 7 labs (avg. 1,113 S.F. each); 4 collaborative research rooms; a gymnasium / cafeteria with 768 seat capacity for lunch service in (1.25 hours); canopied collaborative space for approximately 380 students; and full field and track. Site plans are included in Attachment V.

G. 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.

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

The governing board realizes that facility planning is essential to project success, and in preparation for this application the planned school has already been working to identify a qualified builder and suitable land. Our innovations will not succeed without a facility. We plan to continue working with the developer to manage applicable construction to the proposed location(s). We expect to have a plan in place by the time notice of approval goes before the district school board to negotiate a charter contract. We anticipate that construction will then begin in January 2019 and be completed by July 1, 2019, when we would proceed with facility set-up.

I. Describe the back-up facilities plan.

If the governing board determines that the plans for securing the facilities cannot be met in a reasonable timeline, we will notify the sponsor and request a one-year deferral. We would anticipate that the cut-off date would be included in the charter contract with the sponsor.

However, this would be a last resort, as the school will require its selected developer to provide an adequate timeline and regular progress reports through the construction cycle to ensure that the construction project is proceeding apace.

Attachments

Section 16: Facilities

16.1	U	Shamsheer, Ahmed, 2/1/18 11:08 PM	PDF / 198.076 KB
16.2	V	Shamsheer, Ahmed, 2/1/18 11:07 PM	PDF / 431.928 KB

Notes

Robert Hamberger, 3/9/18 7:44 PM:

This applicant has the proper approach to developing a charter school. The applicant is aware of and willing to comply with the governing Florida statutes for construction and life safety and the Hunt Corp. has substantial funding capability to successfully construct.

17. Transportation Service

Section Evaluation

Partially Meets the Standard	Harrison Knight, 2/5/18	<i>– No Final Rating –</i>
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Transportation of charter school students shall be provided by the school consistent with the requirements of chapter 1006 and s.1012.45. The Governing Board of the school will provide safe transportation through an agreement or contract with an approved private provider vendor. The school will use a district certified bus service provider when transporting students, including ESE students, to and from school, activities and fieldtrips. The school will follow all district, state and federal rule and regulations governing student transportation as stipulated in s. 1006.21 and 27, F.S. Insurance will cover any transportation liabilities as stated within s. 1002.33 (7) (a) 11, F.S.

The school will make arrangements to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, as provided in the Florida’s charter school statute. The school will use a two-mile minimum and a four-mile maximum radius as defining what a reasonable distance is to the school. This is comparable to the criteria implemented by the local school district. R.I.S.E. will provide transportation for all eligible students regardless of race, gender or national origin in accordance with the State of Florida and the Florida Department of Education (FLDOE) statutes and rules. Additionally, the school will provide specialized transportation for students with disabilities, based on their particular need, as specified in the child’s IEP. In order to be eligible for school bus transportation the student(s) must reside two (2) or more miles from the school, be a participant in a designated Exceptional Education

Program with an active Individual Education Plan (IEP) or a 504 Plan that so stipulates and all necessary arrangements will be made to ensure that transportation is not a barrier to equal access.

Constant communication is maintained between the school and the bus company to provide adequate transportation for special needs students, to provide feedback to logistics management to ensure that

efficiency and timeliness of the bus routes are properly monitored; to maintain accuracy of student addresses and corresponding bus stops; and to find solutions for any problems that result in the course of doing business.

The school will be responsible for all behavior and discipline issues, and will require students to sign a behavior contract. R.I.S.E.'s transportation plan will be pursuant to Florida's Charter School Legislation and consistent with the requirements in s. 1006, Part I-E, F.S. and s. 1012.45, F.S. The School will ensure that transportation

In addition to bus transportation, the current transportation plan also involves a combination of self-transportation, ride-sharing, and parent drop off.

Attachments

Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

Meets the Standard Ray Papa, 2/16/18

– No Final Rating –

SECTION 18: FOOD SERVICE

A. Describe the school's plan for food service, 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.

R.I.S.E. Charter School recognizes the importance of good nutrition for students' physical health and mental performance, and will provide for healthy meals at the school that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 (respectively, the National School Lunch Program and the School Breakfast Program), and USDA Dietary Guidelines of meal component and portion size requirements. If the school does not contract with the district for food services, the school expects in the first year that it will contract with a FDACS registered vendor to provide the food and its transportation with equipment necessary for holding the food at required

temperatures. The school will provide for all necessary food storage and serving equipment required for safe food handling. Meals will be served to students using a point of sale accountability procedure.

The Governing Board will adopt its lunch program budget once the school has processed all free or reduced lunch applications. The Board will participate in the National School Lunch and School Breakfast Programs, as administered by the Sponsor, and will provide free and reduced priced meals for children unable to pay the full price. Children from households with incomes less than or equal to the income criteria may be eligible for either free or reduced priced meals under this program. The School will provide copies of the application forms to parents at the time of enrollment. The applications will be available in English, Spanish, and Haitian Creole.

If the school does not enter into a contract with the school district for the provision of their breakfast and lunch program, the school will contract with an independent provider to prepare and serve meals at least in the first year. The school will contract with an approved Sponsor of the National School Lunch Program and therefore will be eligible for lunch reimbursements during its first year of operation. The school will provide meals as per the National School Lunch and Breakfast Program for all children. The school will provide the National School Lunch and Breakfast Program and free and reduced priced meals for children unable to pay the full price. To apply for free or reduced priced meals, parents of students must fill out an application and return it to the school. Application forms will also be sent to all homes with a letter to parents.

The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. When making an application for the National School Lunch Program (NSLP), vendors will be selected by an open and competitive bid process as prescribed by the U.S. Department of Agriculture and the Florida Department of Education. A Request for Proposal (RFP) announcement will be advertised in the local newspaper at least 30 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will have an equal period of time (not less than 30 days) to respond to the bid. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program. The evidence must include documentation that the vendor has not experienced any serious health violations as determined by Health Department Inspections for the six-month period prior to submitting a bid, and that any violations have been documented to have been cured in a manner that will ensure continued compliance.

Meals will begin on the day the application is approved at the School site and continue throughout the school year in which the application is approved, the summer, and approximately the first twenty days of the following school year. An organized area for meal services (i.e. cafeteria) that meets health regulations will be designated at the school site. The school will provide basic equipment for serving meals, and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The school will provide meals in accordance with dietary guidelines set forth by the National School Lunch and School Breakfast Programs.

The school will have the required annual inspections conducted to maintain a Food Sanitation Certificate from the Florida Department of Health. The school will adhere to all the reporting requirements and document the necessary paperwork to meet the specifications of the annual sanitation certification. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

The school will provide copies of the application forms to parents at any time they enroll in the school and at the beginning of the school year. Administrative staff will be available to answer any parent questions or concerns. After the application is processed, a response is forwarded to each

child and the child's parents in accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(C)). A confidential list is then compiled by the school and forwarded to the food service manager.

Students from households with incomes of less than or equal to the income criteria may be eligible for free or reduced priced meals. Students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a social security number on file at the school may be eligible for direct certification. Students approved by direct certification will be required to have an application on file.

Attachments

Section 18: Food Service

– No Attachments –

19. School Safety and Security

Section Evaluation

Meets the Standard Victoria Stanford, 3/1/18

– *No Final Rating* –

SECTION 19: SCHOOL SAFETY AND SECURITY

A. 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.

R.I.S.E. Academy will provide for a rigorous safety plan to protect our students, faculty and visitors from harm and our campus from damage. We will develop a detailed safety and crisis plan in accordance with 1006.07(4) F.S., that includes policies and procedures for emergency drills and actual emergencies. Our plan will include, but is not limited to, specific procedures and protocols for students/staff needing special assistance, bomb threats, shelter in place, lock-out procedures, severe weather situations, internal emergencies such as floods, electrical outages, suspected weapons concealment, hostage situation, and lock-downs, bus and traffic safety and missing students. Aspects of the plan will necessarily be confidential and not published, but will be available to the school district as required. The plan will be developed, shared with all staff members and practiced on a scheduled basis.

We will provide for visual security monitoring through a campus-wide video surveillance system that it accessible through monitors and secured connections. While a final decision has not yet been made, strong consideration is being given to VideoInsight, Campus Security by Panasonic, used by schools and campuses world-wide with over 25,000 installations. It provides for “full situational awareness and indisputable detail”. The developer will be required to install the campus-wide system into the facility.

R.I.S.E. plans to use the Raptor Technologies V-Soft program to track our visitors, students and staff to help improve our campus security. Staff and students will have an ID badge that they will be required to wear on campus. Staff badges will include scanning technology to open locked entryways. The school have a school radio system and each staff member will have a walkie-talkie assigned to them. The school will have controlled points of entry where all visitors are required to check in. Access to student areas will be controlled

through mag-lock doors. Windows in student areas will be readily blackened. The front entrance area will be readily sealable. The entire campus will be fenced, and the surveillance system will extend to the outside campus. Traffic flow will be designed for pick and drop off safety and busses will be segregated from cars. See the attached site plan in Attachment V.

R.I.S.E. will adhere to The Children’s Internet Protection Act (CIPA) by ensuring they adhere to the FCC guidelines by implementing internet policies that blocks or filters internet access to pictures that are: a) obscene; b) child pornography c) harmful to minors. The internet safety policy will also include monitoring the online activities of minors; and educate minors about appropriate online behavior, including interacting with other individuals on social networking, cyberbullying awareness and response.

Attachments

Section 19: School Safety and Security

– No Attachments –

20. Budget

Section Evaluation

Partially Meets the Standard Cassandra Vallianos,
3/2/18

– No Final Rating –

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.

Attachment X and W have been provided and the budgeted enrollment

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.

Attachment Y is provided.

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.

Sources of funding have been provided in 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.

R.I.S.E. Charter Schools has provided for multiple financially capable organizations that are providing their support and commitment to fund the start-up, working capital and capital expenditures, including facilities through rental a rent. The commitment of funds well exceeds the amount necessary for the R.I.S.E Charter Schools to successfully open its school. The letters of support, commitment and rent, with facility design have been provided in Attachments U, V, W and Z.

Revenue Assumptions:

- FEFP Revenue was calculated using the 2017-2018 (1st Calculation) charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the current charter school FEFP worksheet. FEFP revenue in years 2 to 5 assume the base funding will increase by 1% per year.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program. Students who do not qualify for FRL meals will pay the full price.
- The start-up year revenues are provided by \$200,000 of start funding for which multiple sources have committed funding as shown in Attachments U, V,W,and Z. Prior year balance comes from the start-up budget.
- We have assumed that capital outlay will begin at year 3, not at the rate anticipated by F.S. 7069, but to budget conservatively, we have assumed a rate per FTE of

Expense Assumptions:

A 1% to 2% inflation rate was used for years two through five, when applicable, and is described where utilized.

We have provided an extensive budget support section that corresponds to the budget and it substantially tied to planned expenditures and illustrates how the budget supports that schools mission and vision through its budget plan. The support schedules describe the plan and hundreds of line item justifications to provide a thorough review of our financial plan.

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.

We have provided a complete budget at 50% enrollment which produces a positive fund balance and validates that the school has prepared to meet this contingency.

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).

The clearest way to avoid a negative cash flow contingency is to carefully plan for the steps to be taken to avoid, and if required respond, with a well thought out plan. This requires constant monitoring of revenue to expenditures, understanding that the budget is dynamic, and planned expenditures must be timely curtailed, if required. We also note, that as a part of this planning, we have already made arrangements for substantial working capital and rents on an FTE basis. During the start-up, expenses will be carefully monitored and measured against a continuous level-setting of actual enrolment. Finally, the Board we meet frequently during this time to provide ongoing guidance during this important time.

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.

The attached start up budget provides the monthly cash flow analysis and is contained in Attachment Y.

Attachments

Section 20: Budget

20.1	Attachment Z	Shamsheer, Ahmed, 2/1/18 11:20 PM	PDF / 536.835 KB
20.2	Attachment W	Shamsheer, Ahmed, 2/1/18 10:28 PM	PDF / 1.195 MB
20.3	Attachment Y	Shamsheer, Ahmed, 2/1/18 10:27 PM	PDF / 489.928 KB
20.4	Attachment X	Shamsheer, Ahmed, 2/1/18 10:24 PM	PDF / 4.516 MB

21. Financial Management and Oversight

Section Evaluation

Meets the Standard	Lourdes Panizo, 3/8/18	– No Final Rating –
Meets the Standard	Reynaldo Tunnermann, 3/8/18	
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 has ultimate responsibility for the school's financial stability and integrity. The Governing Board has the responsibility to ensure: effective financial oversight; realistic budgeting and regular monitoring of expenditures compared to budgets; appropriate internal controls and procedures; the safeguarding assets and records; timely and accurate financial reporting; the maintenance of adequate financial resources to meet the school's mission, vision and obligations.

The Governing Board expects to contract with a qualified back-office services provider who will assist in the financial management, accounting and reporting of the school's financial matters. The Board will ensure that financial reporting conforms with Financial and Program Cost Accounting and Reporting for Florida Schools (the Red Book), F.S. Section 1002.33(9)(p), and Sponsor requirements, and that reports are filed with the sponsor in a timely fashion. The Board will prepare an annual calendar schedule of required reports by date, and it will require its school Principal and back-office services provider to prepare a monthly report to the Board that evidences compliance with ongoing reporting requirements. The school Principal will manage day-to-day operations and will approve expenditures within the authority delegated by the Governing Board, to whom the Principal will report. All expenditures must be in accordance with the Board-adopted budget, and the mechanisms will be put into effect that will ensure this, as covered in part B of this section, and further described in the Financial Policies and Procedures exhibit to this application.

The Board will ensure the maintenance of strong internal and external controls, the segregation of duties, and that payments issued will require dual signatures, whether they are through hard-copy or electronic payments. One of the signers will be the authorized school representative, and the other will be the Board Treasurer, with the approval by the governing board. The back-office financial services provider will not be an authorized signer, and the school will maintain its own bank accounts. Payments will be made with adequate back up of expense authorization (validation of budgeted line item, PO, proof of delivery of goods or services), and organized into a control batches for review and approval. The school will ensure significant controls, which are further described in the attached financial procedures manual. Copies of wire transfers into the school's banking account will be maintained along with the record of the journal entry into the general ledger. Internal revenue collection will be conducted by the assigned staff, with a chain of transfer receipts to the point of banking deposit. These will be reconciled monthly and reported along with the financial statements. Capital expenditures will be approved by the Principal and made in accordance with established processes and limits established by the board. Appropriate records of receipt and inventorying capital goods shall be maintained and updated monthly along with the financial reports. The school shall maintain a record of its inventory that is tied into the school's financial accounting system, and recorded as to funding source and location within the school. A physical inventory shall be conducted annually and reported to the board at the end of the school year, and before the beginning of the annual audit.

The Board will require that it receive a monthly set of financial statements and reports that includes: reconciled bank statements and bank-provided canceled check images; statement of revenue, expense and change in fund balance, with actual to budget and projections to year-end; statement of financial position and projected fund balance at year-end; detailed balance sheet; statement of cash flows with cash flow projections to year-end by month; a monthly forecast to year-end based upon actual-to-budget and trend analysis.

B. Explain the mechanisms the Governing Board will use to monitor the school's financial health and compliance.

The Governing Board will ensure that the school adheres to the Board-adopted financial policies and procedures that ensure sound internal controls, finance responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Governmental Accounting Standards Board (GASB) rules and regulations and the Florida Red Book for financial reporting. The Board will require that the school's selected purchase order and accounting system are integrated so that approved expenditures are organized by amount, account and fund, and are encumbered and reported in the actual-to-budget by line item. As the school is entrusted with funds granted by government agencies, private foundations, and individual contributors, it must adhere to the highest of standards of accounting and reporting of the use of these funds in accordance with their intended purpose. The Board expects the school to conduct its financial matters in accordance with approved financial policies and procedures. The auditor will be required to review the school's financial policies and procedures, and make any suggestions to the Board that it determines is necessary to ensure that sound financial practices are maintained. The Governing Board will require in its contract with the auditor that it provides a report on the school's adherence to them.

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

The Governing Board will have a finance/ audit committee who, pursuant to s. 218.391, F.S. will oversee the preparation of an RFP and the solicitation of financial audit proposals from State-licensed public auditors who have adequate charter school experience. An RFP will be issued prior to the beginning of the first school year, with the expectation that an auditor will be selected before the beginning of the school year. The selected auditor will be required to meet with the entire Board in a public meeting to review with the Board: 1) the school's financial policies and procedures, to comment on their adequacy or to make any recommendations for improvements, 2) the auditor's scheduled activities and information that will be required for the audit. The Governing Board will require that the school provide adequate information to the Board so that they are certain that the Board's responsibility to provide for a timely annual financial audit are met. Additionally, it will require the auditor to periodically monitor school conformance with records compliance and report to the finance committee as to its progress in the timely preparation of the annual audit, or to note any further actions required by the school to ensure that the audit is presented on time. These requirements will be established in the scope of work for the auditor.

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

The school's records maintenance policies will ensure that all financial records are safeguarded and protected from loss or unauthorized alteration. Physical records will be secured fire-proof file cabinets and electronic records will be backed up to a secure Internet-based file service, as well as an off-site file server to preserve them from loss and alteration. All records of purchases, receipts, payments, inventory will be electronically maintained, and used in the transfer of accounting data to a back-office services provider. The back-office service provider, will use and industry-standard accounting software system (approved by the Governing Board) that has an automated online back-up system whose records are always available to the school. Furthermore, the Treasurer will have an administrative-access password so that the Board can be certain that it can carry the accounting duties in the event of a decision to change the back-office services provider. Both physical and electronic financial records will be available for inspection by internal

and external auditors as required by the Sponsor, the charter contract and prevailing statutes. The school will maintain physical records of payments by check sequence. Voided checks will be included in this filing system.

The system's selected accounting program will capture all financial transactions, as defined by GASB 34 to be on a modified accrual basis, which requires the recording of all earned revenues and incurred expenses to the appropriate period. Because the school will receive revenues and incur expenses that are tied to certain programs, the accounting records must also account for those transactions to their associated programs by fund, which is the basis for the school's required Fund Financial accounting that will be designed accounting to the Florida Red Book. Faithfully recording transactions to the period earned and incurred necessitates the use of estimates and accruals that are recorded through journal entries. These obligations mean that there needs to be sufficient use of a detailed balance sheet with notes that describe that these entries. These journal entries require documentation, approval and monthly review. This is especially important when funds are received in periods that differ from their required expenditures. Therefore, the maintenance of accounting records requires a fund-financial budget based upon planned restricted and general activities; the regular review of the receipts of funds and expenditures tied to those activities; the maintenance of physical records on a systematic basis, and the tying of all transactions to an accounting software system that can accommodate accrual-based, fund financial accounting entries and reporting.

PROCESSING AND RECORDING ELECTRONIC FUNDS TRANSFERS

For receipts other than cash or checks (for example, electronic funds transfers (EFTs) including contract or grant payments), the Accountant prints out the online statement, codes it with the appropriate revenue code and records the EFT receipt to the general ledger. Bank Transfers between accounts must be authorized by an individual with check signing authority.

MAINTAINING CASH RECEIPTS DOCUMENTATION: Cash receipts, deposit records and remittance batches, with their batch cover sheet, are filed in chronological order by month. The school follows record retention policies satisfying local government and tax regulations.

1. According to the provisions of GASB 34, and they will be recorded accordingly. This description is a summary of key components of revenue records verification and maintenance.
2. Purchases, accounts payable, and cash disbursements records will be maintained with all documentation of the purchase order, supporting purchase documents, receipt and service records, approval of disbursement and copy of the payment by physical check or electronic method attached together and filed sequentially by check or electronic disbursement number. These records will be kept on site in a fireproof storage files, and an electronic version will be also maintained with a regular back up to a secure Internet storage account.
3. Payroll and proof of attendance records will be maintained in order of payroll date and will also be kept on site in a fireproof storage files, and an electronic version will be also maintained with a regular back up to a secure Internet storage account.
4. General Ledger and Financial Statements will be provided to the governing board and the district in the presentation format required. The accounting file will be backed up daily through an automated process with a record being maintained to a secure Internet storage account.

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 school will operate pursuant to a longrange financial plan and will operate with an approved annual budget that is monitored monthly and adjusted when appropriate. Clear budgetary objectives and budget preparation procedures will include;

- An annual budget-preparation process that begins in April of the preceding year that includes the solicitation and collection of input from Board members, school administration and staff. A preliminary budget will presented by the finance committee to the Board by the May Board meeting with the adoption of the budget by the June Board meeting, prior to the start of the fiscal year in July. The budget process will include input into the budget by the School Advisory Committee, so that the budget plan aligns fiscal and academic outcomes and financial efficiency.
- The budget plan will include the Capital Outlay Plan, Categorical Expenditures Plan, updated leases, employee compensation and benefits, contracted services or estimates, comparison of expenditures to prior year, on an absolute and relative basis.

Budget Preparation

- The school will evaluate its staffing requirements based upon projected (or actual) FTE.
- Estimated FTE will be prepared by grade and class
- Instructional staffing will be aligned to the actual and projected FTE to ensure that staffing follows Class Size and exceptional / special needs requirements.
- The budget will further align supportive staffing to FTE and instructional staffing
- The school will determine capital expenditure and service requirements;
- Once determined the school will negotiate planned purchases, capital expenditures and service contracts
- Run-rates of recurring expenditures will be prepared and will include a vendor expenditure by month for the preceding year.
- Financing / lease requirements and options will be reviewed by the Governing Board as a part of the budget approval process.

The school's longrange fiscal plan is compared frequently to actual progress and adjusted to meet changing conditions; and actual-to-budget variances are analyzed in the monthly financial reports with material variances are discussed and addressed at the Board level including any necessary budget revisions. The monthly actual-to-budget reports will include a cash flow projection. The reports will forecast over the budget year, and will include a forecast over the following 4 years, so that the Board's responsibility for long-range fiscal planning is actionable on an ongoing basis.

The school will publish its first adopted annual budget and any revisions, the monthly financial statements, and the annual audit report on the school's website. The school's website will clearly identify the fiscal information so that it is easily found and downloaded by any interested parties.

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 school has utilized the information made available by the FDOE through their contract with the Florida Charter School Unit to review various levels of back-office services. It has not yet determined the level of support that it will contract with a services provider, but will establish a process to prepare an RFP. Examples of such services are provided in Attachment FF.

G. Describe how the school will store financial records.

As described in Section 21.D, the school will store physical finance records on-site in secured,

fire-proof storage cabinets, and it will create a digital copy of financial records that will be stored off-site on an Internet connected server, and also with an online records back-up service, such as Amazon and Dropbox. Procedures will be established to ensure that records retention includes all electronic records from the back-office services provider. The financial policies and procedures manual describe financial records storage in more detail and are included in Attachment. In addition to the financial records, the school will be diligent about ensuring all paperwork is completed and stored properly. The principal will assign a staff member (most likely the office manager) 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.

The school will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. R.I.S.E. will adhere to the requirement under s.119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use.

Student and employee records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and if they are checked out for review a method to ensure they are returned within the day they are checked out.

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 obtain insurance coverage for the school utilizing the services of a commercial insurance broker selected from an RFP process. The insurance broker must have sufficient charter-school experience in the placement of commercial insurance and can advise the Governing Board on the selection of adequate coverage, which at a minimum will conform with the Sponsor's insurance requirements. The school expects to obtain coverage from insurers who are authorized to issue coverage in Florida, and have an AM Best Rating of at least an "A-" and a financial category size of at least "IV". Evidence that the school has obtained coverage at the start of operations, and annually by July 1st will be provided to the Governing Board and the sponsor. The Sponsor will be named as additional insured, as required.

MINIMUM COVERAGE

- 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.
- Educators legal liability; School Leaders Errors and Omission Insurance - \$1M per claim/annual aggregate. / \$2 million aggregate. Maximum of \$25K deductible
- Employees Liability Insurance - \$1M per disease, accident and employee.
- Cyber security (amount to be determined)
- Student accident insurance (amount to be determined, and in connection with Commercial General Liability Insurance)

- Policy limits shall be amended to conform with charter requirements where limits exceed that provided in this schedule.

Attachments

Section 21: Financial Management and Oversight

– No Attachments –

22. Start-Up Plan

Section Evaluation

– No Final Rating –

Partially Meets the Standard Jody Perry, 3/7/18

Partially Meets the Standard Rhonda Stephanik,
3/14/18

A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:

- i. *Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)*
- ii. *Identifying and securing facility*
- iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*
- iv. *Staff training*
- v. *Finalizing curriculum and other instructional materials*
- vi. *Governing Board training*
- vii. *Policy adoption by Board (if necessary)*
- viii. *Recruiting students*
- ix. *Enrollment lottery, if necessary*
- x. *Establishing financial procedures*
- xi. *Securing contracted services*
- xii. *Fundraising, if applicable*
- xiii. *Finalizing transportation and food service plans*
- xiv. *Procuring furniture, fixtures and equipment*
- xv. *Procuring instructional materials*

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Action Item	Timeline
Applying for and Securing Appropriate Legal Status <ul style="list-style-type: none"> · File Articles of Incorporation · Apply for 501(c)(3) status 	<ul style="list-style-type: none"> · Done · March 30, 2018
Identifying and Securing Facility <ul style="list-style-type: none"> · Identify potential site(s) · Negotiate lease · Complete all necessary facilities contracts on property · Complete fire and health inspections · Obtain final CO · Move into facility 	<ul style="list-style-type: none"> · March 8, 2018 · February 15, 2018 · April 30, 2018 · June 15, 2019 · June 1, 2019 · July 1, 2019
Recruiting and Hiring Staff <ul style="list-style-type: none"> · Establish hiring policies · Formally post and begin recruitment for the principal position · Begin interviewing for the principal position · Hire principal · Hire business manager · Hire school secretary · Hire IT specialist · Hire assistant principal 	<ul style="list-style-type: none"> · April 1, 2018 · May 1, 2018 · June 15, 2018 · September 1, 2018 · January 2, 2019 · January 2, 2019 · April 1, 2019 · May 1, 2019

<ul style="list-style-type: none"> · Hire curriculum specialist · Develop employee manual · Post teaching positions · Interview for teaching positions · Have all teachers hired · Fingerprinting, drug testing and background checks completed 	<ul style="list-style-type: none"> · May 1, 2019 · October 1, 2018 · February 1, 2019 · April 30, 2019 · June 15, 2019 · July 15, 2019
<p>Staff Training</p> <ul style="list-style-type: none"> · Teachers report for orientation and professional development 	<ul style="list-style-type: none"> · July 31-Aug 8, 2019
<p>Finalizing Curriculum and Other Materials</p> <ul style="list-style-type: none"> · Research potential topics or prompts to support initial implementation of PBL · Finalize instructional materials decisions · Review program implementation for Q1; begin Q2 planning 	<ul style="list-style-type: none"> · March 1, 2019 · March 1, 2019 · March 1, 2019
<p>Governing Board Training</p> <ul style="list-style-type: none"> · Board members complete state-approved training and background checks · Board members attend statewide charter school conference 	<ul style="list-style-type: none"> · June 1, 2018 · Within 30 days of contract approval · November 2019
<p>Policy Adoption by Board</p> <ul style="list-style-type: none"> · Adopt segregation of financial duties policy · Adopt corporate and financial policy manual(s) 	<ul style="list-style-type: none"> • June 1, 2018 • June 1, 2018

<ul style="list-style-type: none"> · Adopt student enrollment policy · Adopt annual budget 	<ul style="list-style-type: none"> • July 1, 2018 • June 30, 2018
<p>Recruiting Students</p> <ul style="list-style-type: none"> • Host town hall meetings • Develop website and marketing materials 	<ul style="list-style-type: none"> · November 2018-July 2019 · June 30, 2018
<p>Enrollment Lottery, If Necessary</p> <ul style="list-style-type: none"> • Develop lottery policies and procedures • Develop enrollment packet • Notification of lottery (if necessary); conduct lottery • Admission/Waitlist notice sent 	<ul style="list-style-type: none"> · August 1, 2018 · 4/1/2019; 5/1/2019;6/1/2019 · 4/1/2019; 5/1/2019;6/1/2019
<p>Establishing Financial Procedures</p> <ul style="list-style-type: none"> • Release RFP for back-office service provider • Notification to vendor of award of contract • Governing Board adopts financial procedures • Develop procurement policies 	<ul style="list-style-type: none"> · February 1, 2019 · April 1, 2019 · June 1, 2018 · September 1, 2018
<p>Securing Contracted Services</p> <ul style="list-style-type: none"> • Release RFP for HR services • Select HR provider • Advertise for security, janitorial services, food services, transportation contracts, ESE support staff (OT, PT, SLP) • Interview potential vendors • Make decisions on contracted service providers 	<ul style="list-style-type: none"> • March 1, 2019 • April 1, 2019 • March 1, 2019 • April 1, 2019

	<ul style="list-style-type: none"> • May 1, 2019
<p>Finalizing Transportation and Food Services</p> <ul style="list-style-type: none"> • Negotiate with district/third party provider for transportation and food service • Develop plan with Food Service Provider for lunch location, times, etc. • Develop bus pick-up and drop off plan • Distribute Federal lunch program survey to all students 	<ul style="list-style-type: none"> • May 1, 2019 • June 1, 2019 • June 1, 2016 • As enrolled
<p>Procurement of Furniture, Fixtures, and Equipment</p> <ul style="list-style-type: none"> • Identify and plan for FF&E Needs • Obtain quotes for FF&E • Place orders for FF&E and establish procedures for receipt • Inventory completed for furniture, fixtures, and equipment 	<ul style="list-style-type: none"> • August 1, 2018 • September 1, 2018 • December 15, 2018 • July 15, 2019
<p>Procurement of Instructional Materials</p> <ul style="list-style-type: none"> • Place orders for instructional materials • Develop process for receiving instructional materials • Materials received and inventoried 	<ul style="list-style-type: none"> • April 1, 2019 • April 1, 2019 • July 15, 2019

Attachments

Section 22: Start-Up Plan

– No Attachments –

23. Addendum A: Replications

Section Evaluation

– No Final Rating –

Not Required Brenda Santiago, 3/8/18

Not Required Rhonda Stephanik, 3/14/18

Attachments

Section 23: Addendum A: Replications

– No Attachments –

24. Addendum A1: High Performing Replications

Section Evaluation

Not Required Brenda Santiago, 3/8/18

Not Required Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 24: Addendum A1: High Performing Replications

– No Attachments –

25. Addendum B: Education Service Providers

Section Evaluation

Not Required Brenda Santiago, 3/8/18

Not Required Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 25: Addendum B: Education Service Providers

– No Attachments –

26. Addendum - Consultant Information * District Request

Section Evaluation

Complete Rhonda Stephanik, 3/14/18

– No Final Rating –

*Addendum – Consultant Information

Please include as part of the application in the Business Plan and Addendums Section of Charter.Tools

1. Does any paid or volunteer consultant participating in the development of this application have prior experience in the development, operation or management of a charter school?
 - a. Daniel Rishavy
 - b. Palm Beach Maritime Academy ; Athenian Academy of Pasco
 - c. In what district is/was the charter school? Palm Beach / Pasco
2. Has any individual involved in the current charter application submission for a charter school in Broward County been associated* with a charter school that has closed? (*Participated in the development, submission or defense of a charter school application)
 - a. What is his/her name - No
 - b. In what capacity was the individual involved?
 - c. What was the name of the charter school?
 - d. In what district was the charter school?
3. If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability.
4. Are any of the individuals involved in this application associated with a current charter school in operation?
 - a. What is his/her name? Daniel Rishavy -
 - b. What is the name(s) of the charter school(s)? Palm Beach Maritime Academy ; Athenian Academy of Pasco

a. In what district is the charter school? Palm Beach and Pasco

1. Are any of the consultants (paid or volunteer) associated with this application part of a founding group, governing board, and/or management company for a charter school in academic or financial corrective action? NO
 - a. What is his/her name?
 - b. What is the name(s) of the school(s)?
 - c. In what district is the charter school?

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

Attachments

Section 26: Addendum - Consultant Information * District Request

– No Attachments –

27. Addendum - Review Extension Waiver * District Request

Section Evaluation

Complete Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

27.1 [Extension Letter](#)

SanMiguel, Leicha R, 2/12/18 3:35 PM

PDF / 58.114 KB

ATTACHMENT TEMPLATES

28. Application Cover Sheet

Section Evaluation

Complete Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 28: Application Cover Sheet

28.1	page 2	Shamsheer, Ahmed, 2/1/18 9:48 PM	PNG / 494.812 KB
28.2	page 1	Shamsheer, Ahmed, 2/1/18 9:47 PM	PNG / 489.727 KB

29. Statement of Assurances

Section Evaluation

Complete Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 29: Statement of Assurances

29.1	Statement of Assurances	Shamsheer, Ahmed, 2/1/18 9:50 PM	PNG / 84.28 KB
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30. Board Member Information Form

Section Evaluation

Complete Brenda Santiago, 3/8/18

Not Complete Rhonda Stephanik, 3/14/18

– No Final Rating –

Attachments

Section 30: Board Member Information Form

30.1	Attachment L - Board Member Information Forms REV	SanMiguel, Leicha R, 2/12/18 8:20 PM	PDF / 7.625 MB
30.2	Attachment L	Shamsheer, Ahmed, 2/1/18 11:25 PM	PDF / 6.974 MB

31. Applicant History Worksheet

Section Evaluation

– No Final Rating –

Required and Not Completed Brenda Santiago, 3/15/18

Required and Not Completed Reynaldo Tunnermann, 3/8/18

Required and Not Completed Rhonda Stephanik, 3/14/18

Not Applicable

Attachments

Section 31: Applicant History Worksheet

– No Attachments –

Notes

Reynaldo Tunnermann, 3/8/18 4:39 PM:

Michael Trimis was a Board Member of a Charter School in Pasco County; the school need to fill section 31 of the application.

Brenda Santiago, 3/8/18 3:04 PM:

Marvin Levin, page 20 of Board Member Information, Attachment L. It is not clear if he has been member of charter school governing board. Please provide clarification. If he was part of any charter school governing board, this form needed to be completed.

CHART OF ATTACHMENTS

1. Chart of Attachments

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Attachments

Section 1: Chart of Attachments

– No Attachments –