

2017 Model Florida Charter School Application

New Charter Application #000288

SunEd High School of Broward

Submitted To:

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

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Submitted By:

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GENERAL

A. School Information

Open Date: August 1, 2019
Proposed Name: SunEd High School of Broward
School Type: High
Grade Levels: [9, 10, 11, 12]
School District: Broward County Public Schools
Neighborhood / Community: South Central Broward
Organization Type: Non-profit Corporation
Sponsoring Entity: Non-profit Organization
Address: null
Phone: 786-255-0894
Fax: 954-379-2722
Web Site: www.sunedhigh.com
Calendar Type: Standard - 180 instructional days
Educational Service Provider: (None)

B. Primary Contact Person

Name: Tammy Lara
Mailing Address:
Mobile Phone: 786-255-0894
Alternate Phone: 786-255-0894
Email: sunedadmin@sunedhigh.com
Current Employer: Sunshine Charter Academy of Broward, Inc.

C. Attendance Projections

Grade Level	2019-20 Enrollment		2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		At Capacity 2023-24	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
9	14	15	14	15	14	15	15	20	15	20	15	20
10	14	15	20	25	25	30	32	35	34	35	30	35
11	70	75	75	80	80	85	85	95	120	125	120	125
12	140	145	150	155	165	170	195	200	215	220	215	220
Total	238	250	259	275	284	300	327	350	384	400	380	400

D. Board Members

Name	Title	Contact Information	Current Employer
Bloodgood, Lynn	Board Treasurer	P: M: 239-272-7074	On Site Maintenance

		E: lynn.bloodgood@gmail.com	
Casacci, Joseph R.	Board Chairperson	P: M: 954-474-7447 E: jcasacci@casaccilaw.com	Casacci Law
Cooper, Steven J	Board Member	P: M: 239-398-3637 E: steven@sjfinance.com	SJ Finance Company
Daniell, Avis Marie	Board Member	P: M: 239-628-5050 E: tedaniell@aol.com	Retired Educator

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Casacci, Joseph R.	Authorized Representative	P: M: 954-474-7447 E: jcasacci@casaccilaw.com	Casacci Law
Espinosa, Raquel M.	Consultant	P: M: 305-793-3375 E: raquelespinosa410@gmail.com	Impact Learning Strategies, LLC
Lara, Tammy S.	Academic / Curriculum Development	P: M: 786-255-0894 E: tlara@sunedhigh.com	SunEd High Schools

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

– *No Final Rating* –

- Complete Jill Young, 3/1/18
- Complete Jody Perry, 3/6/18
- Complete Rhonda Stephanik, 3/7/18
- Complete Allisyn Axelrod, 3/8/18
- Complete Celina Chavez, 3/8/18
- Complete Terri Coyle, 3/8/18
- Complete Kim Punzi-Elabiary, 3/8/18
- Complete Laurie Steinberg, 3/8/18
- Complete Detra Adams, 3/8/18
- Complete Lourdes Panizo, 3/8/18
- Complete Leyda Sotolongo, 3/8/18
- Complete Reynaldo Tunnermann, 3/8/18
- Complete Brenda Santiago, 3/9/18

A student who does not fit the traditional classroom mold, or who falls behind for some reason, is likely to lose motivation when it comes to high school studies and may decide to drop out. The ramifications of dropping out--for students, communities, and the nation--are staggering. Students who give up on school and drop out are more likely to be living in poverty, in poor health, on public assistance, incarcerated, or will become single parents (*The Silent Epidemic*, 2006). There is an enormous need for personalized, flexible, and innovative high school programs that will motivate and engage students so that they will meet the requirements to graduate. Moreover, schools that offer students opportunities and guidance in selecting career paths will help open doors for students to post-secondary opportunities. To meet the needs of students who have not experienced success in the traditional school setting, or who have already dropped out of school, SunEd High School will provide an alternate pathway to high school graduation that offers students an opportunity to complete their studies while preparing for a post-graduation career or future profession. The school's founders have developed a mission and vision statement that captures the beliefs of the Governing Board and will serve as a guide for all stakeholders.

The mission of SunEd High of Broward is to provide our students with an innovative, individualized, self-paced learning program that will help all students achieve their personal, academic, and career-related goals. We believe that by working with families and the community, all students can achieve success and meet their individual goals. We are committed to working together to provide each student with the best possible education while instilling in every student the belief that they can succeed and become responsible, contributing members of society.

The vision of SunEd High of Broward is to ensure that students are prepared both socially and academically for their post high school career or educational pathway through the educational, mentoring, counseling, and career-related opportunities provided by the school. We envision that our students will become productive members of the community by acquiring a strong academic foundation combined with a set of values and principles that will guide their lives in a positive and meaningful way.

To achieve its mission and vision, SunEd High School will offer students a small high school setting where they can work at their own pace to fulfill the coursework and testing requirements necessary to earn a standard high school diploma. Together with staff and parents, students will develop and follow an individualized plan that includes post-secondary education and career goals. Through the "blended learning" approach offered at SunEd High, students will engage in a combination of computer-assisted and teacher-directed instruction. Students will be able to attend a morning or afternoon session, or they may attend both sessions if they want to accelerate their learning. Each student will have access to the latest technology and an individual computer station in a lab setting equipped with high-speed connections. To complement computer-assisted instruction, students will be scheduled for direct instruction in classrooms equipped with state-of-the-art technology. Certified teachers will utilize research-based materials and instructional techniques to motivate and engage students in their learning, and to give them the personalized attention they need in order to succeed. A guidance counselor/career coordinator will provide opportunities for career and job-search explorations, interviewing techniques as well as track employment and hours where applicable. He or she will also conduct employer outreach on behalf of the students, and coordinate job and career fairs. Each student will be assigned a mentor who will meet with mentees on a weekly basis to offer academic and emotional support, conduct data chats, and ensure that students stay on track for graduation. The school's focus will be on the "whole student," rather than just the academic aspects or the student's education.

A key component of the educational program at SunEd High is the opportunity for students to choose a career track from among several options. During the initial year of the charter term, students will have an opportunity to enroll in the Teacher Academy or the Information Technology Academy. Students who enroll in the Teacher Academy will be able to join a national network of students seeking to become teachers through a program called *Educators Rising*. This program will serve as a vehicle for "growing our own highly-skilled teachers" from a community of culturally diverse students. A formal partnership with Broward College has been established that creates a pathway for students at SunEd High to pursue a career in teaching through completion of the teacher program at Broward College. Students who enroll in the Information Technology Academy will complete courses related to technical careers such as video game development and coding.

At SunEd High of Broward, the school leadership will foster a culture consistent with the school's mission and vision. There will be an emphasis on continuous improvement and high expectations among students and staff. The school leaders will implement a character education curriculum that emphasizes a clear set of values and beliefs in order to establish and maintain a school climate which is nurturing and success-oriented. The belief that "every student can succeed" will be a key aspect of the school's culture. Community partnerships with local businesses, career technical schools, colleges and universities, and social service agencies will support student retention in school and support increased graduation rates and post-secondary readiness for students.

As stated in the school's mission statement, SunEd believes that the student's family and the community play a pivotal role in the educational process. Outreach activities will be implemented in order to engage parents and community members in the educational program at SunEd High School. In addition to the partnership already established with Broward College, the school will pursue additional community partnerships that include, but are not limited to, Keiser College, Florida Atlantic University, NOVA University, Florida Career College, Urban League of Broward, and the U.S. Armed Services. The founding members of SunEd High have already experienced great success in graduating at-risk students at the current SunEd schools--SunEd High School and SunEd High of North Broward. The first school opened in 2012 and the second school opened in 2014. The schools have significantly improved student achievement and graduation rates since opening their doors. During the 2016-2017 school year, both schools earned a "Commendable" School Improvement Rating (SIR). Among schools with a "Commendable" rating in Broward County, SunEd High of North Broward was rated #1 for student learning gains in English Language Arts and Mathematics and was rated in the top 5% in the State of Florida for student learning gains. The success experienced by the students at the SunEd Schools has provided a pathway to graduation and post-secondary careers and/or studies. The success rate experienced at the existing schools will be replicated at the new school, thereby serving the needs of a special population of students in the Broward community.

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 Rhonda Stephanik, 3/7/18
- Meets the Standard Terri Coyle, 3/8/18
- Meets the Standard Reynaldo Tunnermann, 3/8/18
- Meets the Standard Brenda Santiago, 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 SunEd High of Broward is to provide our students with an innovative, individualized, self-paced learning program that will help all students achieve their personal, academic, and career-related goals. We believe that by working with families and the community, all students can achieve success and meet their individual goals. We are committed to working together to provide each student with the best possible education while instilling in every student the belief that they can succeed and become responsible, contributing members of society.

The vision of SunEd High of Broward is to ensure that students are prepared both socially and academically for their post high school career or educational pathway through the educational, mentoring, counseling, and career-related opportunities provided by the school. We envision that our students will become productive members of the community by acquiring a strong academic foundation combined with a set of values and principles that will guide their lives in a positive and meaningful way.

To achieve the mission and vision, SunEd High of Broward (also referred to as “SunEd High” or “the School”) will offer students an individualized, self-paced high school program that meets state standards and grade level expectations, as well as testing and graduation requirements. Students will work on individualized coursework requirements to earn their high school diploma. Together with staff and parents, students will develop and follow an individualized plan with post-secondary education and career goals. SunEd High will provide a structured, yet nurturing environment where students' accomplishments are recognized, thus encouraging continuous improvement and success for both students and teachers. Through the "blended learning" approach offered at SunEd High, students will learn from a combination of technologically-based and teacher-directed instruction. Each student will have a designated computer for self-paced, individualized learning, and students will also be scheduled for teacher-directed lessons in a separate setting that is

equipped with state-of-the-art technology. Highly skilled, certified teachers will utilize research-based materials and instructional techniques to motivate and engage students in their learning, and to give them the personalized attention they need to succeed. The School's educational program will utilize a variety of innovative learning methods and provide exceptional services to address students' academic and psycho-social needs. In other words, the School will focus on the "whole student" through a comprehensive program that includes key components that are designed to meet the individual needs of a specific population of students.

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

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

-Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 12 (Section 3)

-Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 24 (Section 3)

-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. PAGE(S) 51 (Section 5)

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

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

-Improve student learning and academic achievement. PAGE(S) 23-43, 49, 50 (Sections 3, 4, and 5)

-Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 9, 12-16, 26, 28, 30-36 Sections 2, 3, and 4)

-Encourage the use of innovative learning methods. PAGE(S) 10, 11, 17, 27 (Sections 2, 3, and 4)

-Require the measurement of learning outcomes. PAGE(S) 12, 14, 15, 42-48 Sections 2, 3, and 5)

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

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

-Create innovative measurement tools. PAGES(S) N/A

-Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 10-12 (Sections 2 and 3)

-Expand the capacity of the public school system. PAGE(S) 10-12 (Sections 2 and 3)

-Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A

-Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) N/A

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

Meets the Standard Marion Williams, 3/9/18

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

SunEd High will open its doors to students in grades 9-12 and enroll up to 250 students for the 2019-2020 school year, expanding to a maximum of 400 students during the term of the charter. In support of its mission and vision, the School will target those students who have dropped out of the traditional school setting, or those students who are not on track to graduate with their cohort. The anticipated student population will include students who have failed to earn sufficient credits for their age, so that they will be able to make up lost credits. Highly motivated students can accelerate their learning to graduate early from high school. Because SunEd High will offer flexible attendance sessions, one in the morning and one in the afternoon, coupled with a self-paced program, students who desire may be able to work full time and go to school full time. Students at SunEd High will be offered opportunities to enter college and career tracks. During the initial year of operation, the School will offer a career academy for students interested in pursuing a career in the information technology field (video game development and coding) and a career academy for students interested in going into the teaching profession. Through a partnership with Broward College, students who participate in this track will be placed on a path to complete their studies for a teaching career at Broward College. The School will target students interested in participating in these and other career tracks that will be offered at the School in subsequent years. The proposed

career academies for Years 2 and 3 include an entrepreneurship academy and a hospitality & tourism academy. Providing at risk students with an opportunity to enroll in career academies expands the capacity of the public school system. Additionally, it provides competition for both alternative and traditional schools to expand course offerings and career preparation opportunities for all students. in a variety of high-demand careers.

Any student, ages 15-21, that resides in the State of Florida and has met the requirements to attend high school is eligible to attend SunEd High. SunEd High’s student population will be reflective of the county, mirroring similar percentages of race, ethnicity, national origin, gender, disability, gifted status, linguistic needs, and socio-economic status. Admission will not be denied by SunEd High to eligible applicants based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. SunEd High will be open to students regardless of their academic level, as well as to students who qualify for ESE and ELL programs. As clearly defined in the school's mission statement, SunEd High will work with all students to ensure that they reach their maximum potential.

In accordance with S.1002.33 (10) (d), F.S., SunEd High will give admission preference to students who are the children of a member of the Governing Board of the charter school or who are the children of an employee of the charter school. Furthermore, preference will be given to siblings of a student enrolled at SunEd High and to other students as specified in section 1003.33(10)(d), F.S. SunEd High shall comply with Class Size Reduction and will not exceed the 1:25, teacher-student ratio. The enrollment forecasts, tables and budgets included with this application are all consistent with class size requirements found in the Constitutional Amendment regarding Class Size Reduction.

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

Currently, the school intends to serve the needs of students in the south-central area of Broward County.

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					

2					
3					
4					
5					
6					
7					
8					
9	15	15	15	20	20
10	15	25	30	35	35
11	75	80	85	95	125
12	145	155	170	200	220
TOTAL	250	275	300	350	400

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

The student population projections were developed by following models with similar demographics and student populations that are located in Broward County. According to the Broward County Public Schools Student Enrollment Counts, there has been an increase in the number of high school (grades 9-12) students in Broward County during the past five years. From 2013-2014 to 2017-2018, high school student enrollment in Broward County increased from 68,496 students to 70,686 students, an increase of 2,190 students. According to FLDOE's 2015-2016 High School Graduation Rates report for Broward County, the percentage of high school students who graduated with their cohort was 78.7%. Although Broward County offers numerous programs for students within the target population, SunEd High expects to recruit enough students to meet its

enrollment projections based on its unique program offerings that include flexible learning sessions, a self-paced blended curriculum, an adult mentor for each student and weekly mentoring sessions, career counseling, and career academies in high demand areas.

To determine a projected number of students for the School, the enrollment at the two existing SunEd schools was examined. During the 2017-2018 school year, there were approximately 286 students at mid year enrolled at SunEd High School (Oakland Park) and 258 students enrolled at SunEd High of North Broward (Margate). The majority of students enrolled were in the upper grades. A review of the enrollment at other alternative charter schools in Broward shows that SunEd High's enrollment is one of the highest for these types of programs. The goal of the Governing Board of SunEd High is to open the School in a location that has the greatest need; the area currently being considered is the south-central area of Broward County.

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.

An examination of the enrollment trends at the other two SunEd High schools in Broward County form the basis for the growth plan illustrated above. The enrollment by grade level shows that the majority of students are clustered at the upper grades. SunEd High plans to open the school serving students in grades 9-12. The goal is to offer students at all levels an opportunity to work at their own pace in order to complete their studies and graduate. The School will serve students between the ages of 15-21 who are likely credit deficient and not a part of their cohort.

Attachments

Section 2: Target Population and Student Body

– No Attachments –

3. Educational Program Design

Section Evaluation

– No Final Rating –

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

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

Meets the Standard Matt Schroeder, 3/9/18

Partially Meets the Standard Hanne Rega, 3/10/18

Meets the Standard LoriAyn Stickler, 3/10/18

Partially Meets the Standard Louise Ball, 3/12/18

Meets the Standard Brian King, 3/12/18

Meets the Standard Merilyn Johnson, 3/12/18

Partially Meets the Standard Ann-Marie Evans, 3/14/18

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

SunEd High will provide an alternate pathway to graduation as a school of choice--an option for students and parents to consider over a traditional educational setting. The School's mission, innovative program design, flexible schedule, research-based curriculum and programs, technology-assisted instruction, direct instruction, personalized graduation plan, career academies, community partnerships, mentorship program, emphasis on social and emotional well-being of students, and its highly dedicated staff, are the components that make SunEd an innovative and effective program for reaching at risk students who have dropped out or who are in danger of dropping out of school. The School is also a viable option for students who wish to move through their high school years at a faster pace. SunEd High is a school of choice that will put students on a path to earning a standard high school diploma while acquiring career-related skills that will lead them to success after graduating.

SunEd High's individualized and differentiated curriculum and instructional strategies will be provided with the intent of inspiring students to take ownership in the learning process. Learning style and rate of learning differs for each student and teachers will utilize a blended approach to meet the individual needs of each student. Personalized learning, small group, and whole group standards-based instruction, combined with research-based digital instruction, are recipes for academic success. Specific Learning Levels have been designed to serve students at their competency level upon enrollment. Within each Learning Level, students will participate in lessons and activities that will strengthen their potential for academic success and allow them to demonstrate growth in learning to meet the requirements for each course.

SunEd High's unique model will primarily serve students, ages 15-21, who are over-aged, credit-deficient, and have the desire to earn a standard high school diploma. The school day consists of two separate sessions to accommodate the schedules of students who work or who may be parents. Students may choose which session is most convenient to attend, or they may attend both sessions (space permitting) if they want to accelerate their studies. Session one is held from 7:00 a.m. to 12:00 p.m. and session two is held from 12:00-5:00 p.m. For the model to be effective, capable and dedicated teachers will be hired to ensure that students receive the best possible education. Teachers include core content, special education, reading, ESOL, and teachers qualified to teach elective or career-related courses offered. Additional staff members to be hired include teacher assistants, a guidance counselor, and a career coordinator.

Measuring academic progress alone may not capture the richness of what some alternative schools offer and the changes that can occur for youth who attend. In addition to the required accountability measures as defined by state and federal law, SunEd High has developed additional levels of accountability that will be used to assess student achievement, ongoing student progress, trends in curriculum and instructional practices, attendance, graduation rates, credit accrual, employment and post-secondary plans.

The School's educational program will utilize a variety of innovative learning methods and provide exceptional services to address students' academic, emotional, and social needs. SunEd High will focus on the "whole student" through a comprehensive program that is comprised of five key components:

1. Blended Model of Instruction
2. Social And Emotional Well-Being of Students

3. Academic Interventions and Special Needs Services
4. Graduation Pathway and College/Career Preparation
5. Partnerships with Families and Community Stakeholders.

BLENDING MODEL OF INSTRUCTION

Blended learning instruction will consist of lessons that are both teacher-directed and technology driven at an individualized pace to ensure mastery at every level. Online learning laboratories will provide one computer for each student with direct Internet access to all learning and communication resources required as part of the online program. Teacher-directed instruction will take place in traditional classrooms equipped with state-of-the-art technology. The curriculum will emphasize core academic subjects and electives necessary to meet graduation requirements and teachers will use research-based programs and instructional strategies designed to allow students to meet state standards. Coursework will range from remediation to honors, each personalized to meet the academic needs of students.

Research-Based Digital Curriculum

- **Apex Learning** - SunEd High of Broward will utilize the research-based Apex Learning digital curriculum. Apex Learning will offer a comprehensive digital curriculum to meet high school graduation requirements in math, science, English, social studies, world languages, and selected electives. The curriculum is designed to support academic success for all students, from those not prepared for grade-level academic challenges to those capable of accelerating their learning. Because students come to high school at varying levels of readiness, Apex Learning has designed its digital curriculum with multiple course pathways, each designed to meet specific needs of students as they progress toward graduation. The Apex Learning general studies curriculum features several course pathways to prepare all high school graduates for college and work. The courses in these pathways share a common scope and sequence and cover the same rigorous, standards-based content.

- *Core*

Core courses meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

- *Prescriptive*

Prescriptive courses are the courses most often needed for credit recovery. These courses include pretests that generate individualized learning plans designed to help students recover credits more efficiently and at an accelerated pace.

- *Honors*

Honors courses meet the needs of motivated students seeking to accelerate their learning and deepen conceptual understanding. With many opportunities to apply, extend, and synthesize knowledge, Honors courses are ideally suited to prepare students for the rigors of AP courses. Each semester course offers 90-120 hours of interactive direct instruction, guided practice, and robust enrichment, with integrated formative, summative, and diagnostic assessment.

- *Advanced Placement*

Advanced Placement programs offer students the opportunity to study college-level curricula and earn college credits if they achieve high score on AP exams.

- **Reading Plus** – SunEd High will use *Reading Plus*® as a supplementary program to assist all students in improving their reading skills. Teachers will be able to track student progress and current reading levels by analyzing the individual student reports generated by *Reading Plus*. All students at SunEd will be required to work on *Reading Plus* for 30 minutes at the beginning of each learning session (a.m. and p.m.). Teachers will be able to monitor how much time each student is spending on *Reading Plus* and whether students' reading levels are increasing.

Direct Instruction Using Research-Based Programs and Research-Based Instructional Practices

- Direct instruction sessions will be scheduled for all students who need to pass End-of-Course exams in Biology, U.S. History, Algebra 1 and Geometry.
- *Edge*, a research-based Reading/Language program will be used during Intensive Reading courses. Published by National Geographic School Publishing/Hampton-Brown, *Edge* is designed for high school students who have not mastered essential reading, writing, and language skills. The students for whom *Edge* is intended are typically reading two or more years below grade level.
- *Study Island*, an online research-based resource designed to support and monitor mastery of state standards in the subjects of reading, writing, math, science, and social studies will also be used. It allows teachers to individually assign interactive lessons and activities to allow students online practices, assessment, and games aligned to specific standards.
- Research-based instructional strategies and teaching models will be used in teacher-directed lessons to ensure that all students' needs are met. These include:
 - Data-driven, differentiated, and small group instruction provided to students based on individual needs
 - Whole group, direct instruction to introduce new skills to entire group that are aligned to state standards
 - Problem solving and hands-on lessons to actively engage students
 - Technology-enhanced instruction to engage students and expand their learning experiences through state-of-the-art technology and software programs
 - Gradual Release of Responsibility Model
 - Close Reading
 - Cooperative Learning
 - Inquiry-Based Learning
 - Standards-Based Learning
 - Reciprocal Teaching
 - Graphic Organizers (Story Maps, Venn Diagrams, Webbing)
 - Writing experiences in a variety of contexts
- Instructional strategies and techniques such as modeling, repetition, paraphrasing, modified language, increased practice, visuals, language dictionaries, group and peer learning, will be used to support the needs of ELL and ESE students.
- Online resources to be utilized by teachers during direct instruction will include Khan Academy, Read Works, Algebra Nation, Math Nation, ReadTheory.com, Google Suite, Vocabulary.com, NewsELA, GetFive.com, and Live.com.
- Ongoing assessments will be used to have students demonstrate mastery (quizzes, activities, tests, projects, research papers; summative exams, etc.);

SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS

Individual and Group Counseling

- The School will contract with Venture Design to provide individual counseling and speech/language for students needing these services.
- The School will employ a full-time guidance counselor who will provide both academic and social-emotional counseling.

Mentoring Program

- The School will implement a comprehensive Student Mentorship Program. Each student will have an assigned mentor who will meet with him or her on a weekly basis to offer academic and emotional support, and who will ensure that each student stays on track for graduation.

Character Education

- A set of guiding principles and character values will be promoted school-wide through monthly activities, bulletin boards, newsletters, and during weekly mentoring sessions to instill values and to promote respect, collegiality, and concern for the well-being of others. The specific character values that will be taught include the following: trustworthiness, respect, responsibility, fairness, empathy, and citizenship.

Community Leaders and Community Agencies

- Leadership experts within the community will be invited to speak to students through the School's Student Seminars Series. Speakers will cover topics that address academic skills, work-study skills, social-emotional well-being, and self-sufficiency skills.
- Partnerships with community organizations will be forged to provide psychological and social services to students and their families. Currently, SunEd schools work with organizations or agencies that include, but are not limited to, the following:
 - Broward 211
 - Harmony Homes
 - Henderson Behavioral Health
 - ChildNet
 - Covenant House
 - Lippman Youth Services

ACADEMIC INTERVENTIONS AND SPECIAL NEEDS SERVICES

Multi-Tiered System of Supports/Response to Intervention

- A Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) plan will be implemented to provide necessary interventions for both academic and behavioral issues for all students. Researched-based programs will be used to provide Tier 2 and Tier 3 interventions for students who require additional interventions as determined by the School's Collaborative Problem Solving Team.

Intensive Reading

- Intensive Reading teacher-directed courses will be provided for students who achieve a Level 1 or 2 on the FSA-ELA to prepare them to pass the exam.
- The School will use will use *Edge* during Intensive Reading which includes engaging, high-interest, multicultural literature selections, both fiction and nonfiction, presented in

thematic units organized around Essential Questions—big ideas that are relevant to high school students. The program employs scaffolding techniques such as using the text to teach the text, specialized in-book reading supports, showing rather than telling, unpacking the thinking process, and helping students set literacy goals. Strategies and skills are taught with focus and repetition across genres to promote transfer.

Intensive Mathematics

- Intensive Mathematics teacher-directed courses will be provided for students who achieve a Level 1 or 2 on the Algebra 1 EOC exam to prepare them to pass the Retake exam.
- The School will use supplementary materials offered through the *Apex Learning* mathematics courses, as well as *Study Island*, to reinforce mathematics basic skills and algebra 1 concepts.

Students with Disabilities, English Language Learners, and Struggling Students

- ESE-certified teachers will provide specialized services for students who meet the requirements for the Exceptional Student Education (ESE) program, in accordance with their IEP.
- ESOL-certified or endorsed teachers will provide appropriate services for English Language Learners (ELLs) to meet each student's needs in language learning and academic achievement.
- The School will contract with outside vendors to provide additional student support services that include the following: speech services, counseling services, OT/PT services (as needed).
- The School will provide test preparation for students during "Learning Laboratory" time to assist them in passing state tests using the following resources:
 - *Study Island* ACT/SAT Prep
 - *Scantron Achievement and Performance Series* (an online program that provides practice assessments on state standards)
 - FLDOE practice assessments for FSA and EOC tests
- Extracurricular activities and clubs will be organized in order to enhance students' educational experience, motivate them, and offer them an opportunity to engage in school activities and events in which all students can excel, regardless of their academic performance level.

GRADUATION PATHWAY AND COLLEGE & CAREER PREPARATION

Individual Graduation Plans

- The School will create an Individual Graduation Plan for each student upon enrollment. The plan will include an analysis of credits completed and credits required for graduation; GPA; cohort year; credit recovery needs; testing requirements met and not met; student obligations and community service hours completed.
- A virtual portal will be available online to students, parents, teachers, and administrators to track, monitor and measure individual student progress toward completion of the Individual Graduation Plan.

Career Counseling/Guidance

- The School will employ a full-time career coordinator who will provide opportunities for career and job-seeking explorations, review interviewing techniques, track employment and

hours where applicable, conduct employer outreach on behalf of the students, schedule guest speakers and college visits, provide online resources, and coordinate job and career fairs in support of student postsecondary goals.

- The School will have a Career Lab where students can research available job opportunities and post-secondary study programs through activities that include the following: creating resumes, seeking current job opportunities, searching for and applying for scholarships, researching state, national, and international colleges and their admission requirements, utilizing the resources provided by Floridashines.org, completing financial aid applications, applying for college, and more.

Career Tracks

- **Information Technology Academy:** The School will offer students interested in specific technology-related careers the opportunity to enroll in the Information Technology Academy. This career track offers career and technical courses that will lead to certification in technology-related fields. The program is designed to prepare students for employment opportunities and industry certification. Students will complete the necessary course work offered at the School using the curriculum developed by Goodheart-Willcox, a company that specializes in career and technical education.
- **Teacher Academy:** The School will offer students interested in pursuing a career as a teacher the opportunity to enroll in the Teacher Academy. The School will work with a national organization called "Educators Rising" and with Broward College to put students on a path to a career in teaching. Educators Rising is a national network of students and teacher leaders who are inspired and excited by the teaching profession. Educators Rising supports curricular programs which allow students to explore the teaching profession and gain hands-on teaching experience. Currently, there are only five high schools in the State of Florida participating in the Educators Rising Program. A certified teacher on the staff will be the facilitator for the Teacher Academy. Students will complete courses offered at the School using the Goodheart-Willcox curriculum.
- **Proposed Future Academies** (offered at the School using the Goodheart-Willcox curriculum):
 - Hospitality and Tourism Academy
 - Entrepreneurship Academy

PARTNERSHIPS WITH FAMILIES AND COMMUNITY STAKEHOLDERS

Parent Seminars and Community Events

- The School will organize a series of Parent Seminars which will provide parents with strategies for helping their children achieve academic success. The School will also offer Parent Seminars that are designed to improve parents' knowledge and skills in a variety of areas (i.e., filing taxes, financial planning).
- The School will organize events throughout the year that will allow parents to become an active participant in the education of their child (Open Houses, Talk & Tea events, Holiday Celebrations, Poetry Reading event, Talent Shows, Spelling Bees, Math Bowl, etc.)

Partnerships with Business Leaders and Professionals

- The School will invite successful business leaders and professionals to speak to students about different career pathways, entrepreneurship, professionalism, work ethic, etc.

Partnerships with Colleges, Vocational Centers, and Community Organizations

- The School will develop partnerships with local colleges, universities, and vocational schools

to support college-bound students, increase student retention, and increase graduation rate. Current partnerships established by sister schools include Broward College, Nova Southeastern University, Florida Atlantic University, Keiser College, Atlantic Technical, The Art Institute, and Universal Technical Institute, Sheridan Technical College, McFatter Technical College, JT's Cuts Academy, and Beauty Schools of America.

- The School will develop partnerships with community organizations to provide students with assistance in areas of need that include housing, social-emotional issues, substance abuse, behavioral issues, family conflicts, teenage pregnancy, suicide prevention, health and wellness, and sexual assault. Current partnerships established by sister schools include Lippman Youth, Covenant House, Susan B. Anthony Recovery Center, Banyan Health Systems, Crysalis House, BARC Recovery Center, Cove, The Starting Place, Jubilee Center, Children's Harbor, Children's Services Council, CHADD, Broward Health, Nancy J. Cotterman Center.

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

SunEd High will provide a learning environment that is aligned with its mission and vision. The School will offer students a flexible, self-paced, blended model of instruction that is designed to meet the needs of its student population and allow students to reach their maximum potential. The School will provide its targeted population of students an educational program that places each student on a path to graduation while also offering students college and career guidance and the chance to enroll in one of the School's Career Academies. During the first year of the charter, the School will offer students an opportunity to participate in the Information Technology Academy or the Teacher Academy. During subsequent years, the School will offer additional academies to meet students' interests. The learning environment at SunEd High will address key areas, as described above, that will ensure that every student feels that his/her needs are being met in a safe and nurturing learning environment where students are valued as individuals and challenged to perform their best. There will be policies and guidelines in effect that ensure that the environment at the School is optimal for learning.

The following characteristics describe the learning environment at SunEd High:

- Upon enrollment, each student will be assigned to the Transition Room (for approximately two weeks) in which students will be given diagnostic assessments that include the following: *Scantron Performance Series, Reading Plus Insight Assessment, and FAIR* (during open window periods). Results will be used to identify baseline levels in all core areas. The Transition Room will be equipped with desks, chairs, white boards, Mimeo Board, and a computer for each student.
- Students will be scheduled into three 90-minute periods plus a 30-minute individualized work period that allows students to complete assignments in areas where they need additional time, and to work with their assigned mentors. The School will follow a block schedule with students attending periods 1, 3, 5 on "A" days and periods 2, 4, 6 on "B" days. There will be three Learning Labs, two Reading Classrooms, and one Career Lab. The Learning Labs are subject specific. Lab 1 is the ELA lab; Lab 2 is the mathematics lab; and Lab 3 is the science/social studies lab. Each Learning Lab has an area designated for Direct Instruction (DI) and is equipped with a white board and a mimeo system to make lessons interactive for students.
- Each Computer Learning Lab will be equipped with 40-50 computer stations; Study carrels will be used for privacy. There will be a minimum of two certified teachers and an instructional assistant, depending on class size, assigned to each Computer Learning Lab to ensure that students are provided with assistance and support in completing computer-based lessons. Small group or individualized tutoring will occur in these Labs (a

small table and chairs will be available in the labs). Students will complete courses at their own pace through a research-based, online curriculum.

- Each student that achieved a level 1 or 2 on the ELA and/or Algebra 1 state assessment will be scheduled for Intensive Reading and/or Intensive Math which will be taught by a certified teacher in a Direct Instruction Classroom.
- Direct Instruction classes will consist of a maximum of 25 students.
- Each student will be scheduled to receive teacher-directed instruction in the appropriate Direct Instruction Classroom. Students will be required to receive direct instruction for courses that are tested through End of Course (EOC) exams.
- Direct Instruction Classrooms will be set up with tables and chairs that allow students to work in groups or individually. Each room will have white boards, bulletin boards, a computer for the teacher, a minimum of six student computers, and a MimioBoard.
- A Career Lab will be available to allow students to conduct research, create resumes, find job opportunities, search for and apply for scholarships, research-state, national and international colleges and admission requirements, complete financial aid applications, apply for college and more.

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

The power of the **blended learning model** lies in its ability to personalize education to meet individual students' needs. In his November 2010 report, *Transforming American Education Learning Powered by Technology: National Educational Technology Plan 2010*, Arne Duncan points out that "the last decade has seen the emergence of some radically redesigned schools, demonstrating the range of possibilities for structuring education. These include schools that organize around competence rather than seat time and others that enable more flexible scheduling that fits students' individual needs rather than traditional academic periods and lockstep curriculum pacing. In addition, schools are beginning to incorporate online learning with teacher-directed instruction, which affords the opportunity to extend the learning day, week, or year." This model of learning that the U.S. Government is calling for is a plan for engaging and empowering personalized learning experiences for learners of all ages. The model stipulates that we focus what and how we teach to match what people need to know and how they learn. It calls for using state-of-the-art technology and Universal Design for Learning (UDL) concepts to enable, motivate, and inspire all students to achieve, regardless of background, languages, or disabilities. It calls for leveraging the power of technology to support continuous and lifelong learning. In addition, it presents five goals of this program, each with 5 essential components. Those components of learning powered by technology include: (1) Learning, (2) Assessment, (3) Teaching, (4) Infrastructure, and (5) Productivity. Furthermore, it calls for a "grand challenge" for research based on initiatives to reform education through technology.

In recent years, an increasing number of online programs have focused on credit recovery and serving at-risk students. According to a 2008 report published by the North American Council for Online Learning (NACOL), titled *Using Online Learning for At-Risk Students and Credit Recovery*, online learning is proving to be an important--and sometimes transformational--tool in reaching at-risk students. Goals related to credit recovery and at-risk students include one or more of the following:

- Helping students make up credits to meet graduation requirements
- Meeting graduation deadlines
- Preparing students for state exams
- Getting drop out students back in school
- Providing educational equity for all students

The NACOL report concludes that "online learning offers the advantage of personalization, allowing individualized attention and support when students need it most. It provides the very best

educational opportunities to all students, regardless of their zip code, with highly qualified teachers delivering instruction using the Internet and a vast array of digital resources and content." SunEd High's educational program will help meet the needs of a diverse group of students by offering a broad range of courses and services for students who are seeking a different pathway for learning. The School will expand opportunities for students to receive a high-quality education.

In accordance with the government's 2010 report, SunEd High intends to empower students in their own learning by addressing the "whole child" and offering an array of supports to enhance each student's chance for success. Research indicates that **social and emotional learning programs** assist students in not only dealing with daily struggles but also with their academic skills. The School believes that students who have failed to reach their high school goals and have dropped out, and those that are at the most danger of dropping out, can and will "grow" with the school's approach to mentoring and community involvement. There is evidence that mentoring at the school needs to begin upon enrollment. An April 2002 research study, titled *Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review*, found that mentoring program effects are enhanced significantly when greater numbers of both theory-based and empirically-based "best practices" are utilized and when strong relationships are formed between mentors and youth. Youth from backgrounds of environmental risk and disadvantage appeared most likely to benefit from participation in **mentoring programs** when it began at the onset. To this end, SunEd will assign a mentor to all students upon enrollment who will meet with them on a weekly basis to offer academic and emotional support, and who will ensure that students stay on track for graduation. A set of guiding principles and ethics will be promoted school-wide through monthly activities, bulletin boards, newsletters, and during weekly mentoring sessions to instill values and to promote respect, collegiality, and concern for the well-being of others.

SunEd High will target a population of students who need a program that will motivate them and engage them in their learning. Today, most students' lives outside school are filled with technology that provide access to information and resources 24/7, enabling them to create multimedia content and share it with the world, as well as allowing them to participate in online social networks and communities where people from all over the world share ideas, collaborate, and learn new things. According to a national survey by the Kaiser Family Foundation, 8- to 18-year-olds today devote an average of seven hours and 38 minutes to using entertainment media in a typical day which translates to more than 53 hours a week (Kaiser Family Foundation, 2009). The opportunity to harness this interest and access in the service of learning is huge, but largely ignored in the past. Increasingly, schools and states are turning to this resource to provide education, and more schools are being opened that utilize this technology as a primary source for **academic interventions and special needs services**. A 2014 study conducted by Aderonke Bello examined the impact of technology interventions on student achievement in rural Nigerian schools. He explored the differences in student achievement in mathematics and English Language Arts between technology and nontechnology schools and established a relationship between teachers' level of technology implementation and student achievement. The sample comprised 2,369 examination scores in mathematics and English of Senior Secondary Level 2 (SS2) students and purposive sampling of 34 teachers who participated in an online survey. Data were analyzed using multivariate analysis of variance (MANOVA), the level of technology implementation (LoTi) framework, and Pearson's correlation coefficient test. The results showed significant differences in student achievement between technology and nontechnology schools. Thus, the mere presence of technology seemed to have more impact on student grades than the ways in which teachers use it. The results support the increase of technology integration with academic interventions to improve student performance, thereby leading to positive social change. The SunEd High program will leverage technology to create relevant learning experiences that mirror students' daily lives and the reality of their futures.

The dropout rate is one of the most important indicators for educators and policy-makers in their efforts to provide an appropriate and challenging education for all students. The personal, social,

and economic consequences of students not completing high school are enormous. The Center for Social Organization of Schools (CSOS) at Johns Hopkins University (2005) conducted one of the more recent comprehensive studies regarding the reasons for students dropping out of high school. The study concluded that the majority of high school dropouts are primarily due to four reasons: anonymity or social estrangement; apathy or lack of purpose; failure, especially in grades six through ninth; and personal problems such as economic, drugs, or pregnancy. SunEd High will address these areas through its comprehensive program that includes a focus on the **psycho-social needs of each student, individualized graduation pathways for students, and college/career preparation.**

The Bill and Melinda Gates Foundation report, *The Silent Epidemic; Perspectives on High School Dropouts* (2006) reports the following:

- 47 percent of dropouts said classes weren't interesting
- 43 percent had missed too many days of school and couldn't catch up
- 38 percent said they had too much freedom and not enough rules in life
- 35 percent said they quit because they were failing in school
- 32 percent said they had to get a job and make money

To reduce the number of dropouts, SunEd High's unique model is designed to **meet the individual needs of students** by building relationships with each student, encouraging and affirming individual achievement, providing opportunities for academic success and assisting with seeking resources to help students with personal issues. The teachers, guidance counselor, career coordinator, and support staff will work as a team to provide the student with the necessary tools for success. SunEd High believes that two of its best attributes in enabling those who have dropped out of school, and or are considering dropping out, are 1) the shortened onsite class day, and 2) the platform of online relevant and exciting course work. The shortened class day can be appealing to many for a variety of reasons. Many students must work, and their hours of employment often do not "match" with the schedules of traditional schools. Students may choose among two learning sessions to attend, or they can attend both sessions to accelerate course completion. SunEd High recognizes that much of the time spent in the traditional school "set-up" is time that is wasted and can be better utilized. In addition, students can work 24/7 on their studies, not at a pre-set and non-negotiable time. For many students, the traditional method just does not work for them, for a variety of reasons. SunEd High's model will appeal to a certain number of students, and allow them to become successful in their academic careers. The online platform for course work will appeal to and allow many students to achieve at a faster rate than the traditional school hours and platform allows. Most students will not actually transition through individual classes at the same rate with success. With the 24/7 online model, and the five-hour on site class day, students will **progress through their course work at their own speed** without a host of frustrations, but with mastery and success. More than ever, learning can no longer be confined to the years we spend in school or the hours we spend in the classroom: It must be lifelong, life-wide and available on demand (Bransford et al., 2006).

According to a study by Brand (2005), titled *Enhancing High School Reform: Lessons from Site Visits to Four Cities*, the following best practices are evident at successful schools:

- High expectations for students and teachers (matched with accountability standards and ongoing assessment);
- Emphasis on creating small and personalized learning communities;
- Reform that included sustained professional development for teachers and principals (with teaching and instruction a strong focus at the same time as structural changes are made);
- Established links between the School and the community;
- Flexibility over hiring, budgets etc. and the ability to change strategies; and
- Emphasis on finding ways to provide a differentiated education with learning options to meet

the varied needs of students.

SunEd High will implement "best practices" that will ensure that the learning environment and academic program allow students to achieve their maximum potential and receive the best possible education, as stated in its mission statement. A focus on **high expectations** for students and staff will be a key aspect of the school's program. The school leadership will have the autonomy to make instructional and personnel decisions that will benefit the school and achieve its mission and vision. In addition to the frequency of data collection and assessment, students will experience an authentic learning environment that includes a blended instructional approach of computer-based learning combined with individualized tutoring, small group instruction, and whole group instruction. The program is designed to provide individualized, self-paced, differentiated instruction that is teacher-directed and technology-driven. Teachers will be provided ongoing support, professional development, and the opportunity to share best practices through professional learning communities.

SunEd High also recognizes the importance of building a relationship of trust and respect among the staff, students, parents, and community stakeholders. Continuous communication with students and parents will foster a partnership which is conducive to positive learning outcomes. The guidance counselor and career coordinator will work with the community to forge partnerships with organizations, businesses, colleges, and individuals who will be able to provide support, resources, and guidance necessary to support the mission of the school. Numerous research studies note the advantages for developing school, family, and community partnerships.

Partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main reason to create such partnerships is to help students succeed in school and in later life. SunEd High believes that when parents, teachers, students, and others view one another as partners in education, a caring community forms around students and strengthens the learning program.

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)

SunEd High will follow the District's annual calendar which consist of 180 days for students. At SunEd High, there will be 2 instructional sessions: the morning session will begin at 7:00 a.m and end at 12:00 p.m and the afternoon session will begin at 12:00 p.m and end at 5:00 p.m. A sample daily schedule and annual calendar is included as 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.

SunEd High will provide a learning program for students that supports the attainment of the state-adopted standards. To master the Florida Standards and the Next Generation Sunshine State Standards, the School will ensure that the following takes place:

- Students will be provided with learning opportunities that allow them to think critically and apply their learning to real-life situations.
- The curriculum will be robust and aligned to state standards.
- Teachers will use teaching strategies and techniques that engage students and address their learning styles.
- The School will administer all state assessments that are designed to measure student mastery of state standards and use results to guide instruction.
- The School will administer baseline assessments to students to identify academic needs in core areas.

- The School will administer the Florida Assessment of Instruction in Reading (FAIR) three times per year to monitor student progress in reading.
- The School will administer an additional progress monitoring assessment, the *Scantron Performance Series*, to assess student learning progress in all core subject areas at any time during the year that is necessary to assess a student's level of mastery.
- The School leaders will provide training and support for teachers to guide them in how to work with the school's target group of students to meet the state standards.
- The School leaders will provide teachers with opportunities to engage in collaborative planning and review lesson plans on a weekly basis to ensure that lessons are designed to meet state standards.
- The School leaders will collaborate with teachers to analyze student performance data to help drive instruction and to evaluate the effectiveness of the curriculum and instructional practices.
- The School leaders will conduct daily classroom walk-throughs, as well as formal evaluations, to monitor the effectiveness of teachers in delivering engaging lessons that are designed to allow student mastery of state standards.
- The School's Collaborative Problem-Solving Team will implement the Rtl process with fidelity in order to meet the needs of students who are not making progress in mastering standards through Tier 1 instruction.
- The Governing Board will support the School in implementing its mission and vision by aligning resources and educational goals; the Board will designate funds to be used to purchase research-based programs to help students master state standards in the content areas.
- Mentors will meet with students monthly to conduct data chats and review the results of assessments that evaluate the student's level of mastery of state standards.

With the combination of technology-assisted instruction, curriculum that is aligned to state standards, research-based instructional programs, and effective instruction, students will be more successful at meeting the state standards. SunEd High's goal, with its blended learning model, is to give students direct experience and exposure to the many technology applications needed to conduct research, analyze data, and synthesize information. The goal is less emphasis on lecture/discussion/worksheet and more facilitation, more collaboration with other students and teachers, and a shift in attitude as teachers help and encourage students to take more responsibility for their own learning. Students will be able to access help during the onsite course times as they forge their way through a host of core and/or advanced courses in order to meet the state standards.

Attachments

Section 3: Educational Program Design

3.1	Attachment B1 - School Schedule	Lara, Tammy, 1/30/18 2:17 AM	PDF / 489.179 KB
3.2	Attachment B2 - School Calendar	Lara, Tammy, 1/30/18 2:16 AM	PDF / 93.309 KB

4. Curriculum and Instructional Design

Section Evaluation

– *No Final Rating* –

Partially Meets the Standard	Terri Coyle, 3/5/18
Partially Meets the Standard	Detra Adams, 3/5/18
Partially Meets the Standard	Wanda Robinson, 3/8/18
Does Not Meet the Standard	Louise Ball, 3/8/18
Meets the Standard	LoriAyn Stickler, 3/9/18
Meets the Standard	Ann-Marie Evans, 3/9/18
Meets the Standard	Matt Schroeder, 3/9/18
Partially Meets the Standard	Donna Haynes, 3/9/18
Partially Meets the Standard	Brian King, 3/12/18
Meets the Standard	Merilyn Johnson, 3/12/18

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

Achievement of Florida Standards Through the Core Academic Areas

SunEd High will provide each student with a first-rate, quality education aligned with the Florida Standards and the Next Generation Sunshine State Standards. The School will also provide the following:

- Counseling for students to address social issues that might be prohibiting that student from learning;
- Instruction and training on valuable life management skills;
- Preparation for higher education opportunities by teaching a student how to learn, by enhancing their technology skills, and by equipping that student with vital life management skills and career opportunities.

Teachers will utilize a blended-learning approach to fulfill the School's educational mission and meet state standards through the following:

- Technology-driven learning - A digital curriculum will be utilized that focuses on meeting academic goals to ensure self-paced, individual academic progress
- Teacher-directed instruction - Teachers will support, encourage and facilitate students' ongoing success by teaching core academics, social skills and problem-solving skills to help alleviate external circumstances that hinder learning. Flexible grouping such as small group, whole group, and individualized instruction, will allow optimum support.

Apex Learning digital curriculum will be used to deliver instruction to meet the standards and challenge each student. *Apex Learning* is accredited by AdvancED and will be used by the School to provide rigorous, standards-based comprehensive courses and tutorials to support student achievement. The comprehensive courses in math and English language arts cover the full breadth and depth of the newest college and career readiness standards. Courses are designed to ensure that the rigorous material required to meet the state standards is accessible to all students. *Apex Learning* has developed New Generation of Comprehensive Courses. The new courses increase student engagement and success. These courses feature the *Apex Learning* signature advantage, learn-by-doing, and integrate new elements that further support highly diverse populations.

Students come to school with varying levels of readiness. *Apex Learning* provides courses with varying levels of opt-in supports across multiple curricular pathways to meet students at their individual level of academic readiness. General Studies courses cover the standards across several pathways:

1. Core – courses assume readiness for grade-level academic challenges and include targeted scaffolding for students who benefit from additional learning support
2. Prescriptive – courses include pretests that generate individualized learning plans designed to help students recover credits more efficiently and at an accelerated pace.
3. Honors - Subject-area courses with opportunities to extend knowledge
4. Advanced Placement – courses offer students the opportunity to study college-level curricula and earn college credits if they achieve high scores on AP exams

To summarize, SunEd High will offer students a "blended" learning program that utilizes a digital curriculum as well as paper-based programs and materials. Students will participate in both online and teacher-directed instruction to acquire the necessary skills and standards in order to earn credits. Teachers will utilize research based instructional programs, combined with computer-based supplementary programs, to teach content area courses. The curriculum selected by SunEd High will meet the needs of all students--from high achieving to struggling students. Teachers will assess students on an ongoing basis to determine whether students are mastering standards. School leaders will work with teachers to analyze student performance data in order to provide differentiated instruction. Students who continue to struggle will be provided with additional small group or individualized instruction using tiered interventions. Research-based materials, appropriate methods and techniques, and additional time will be provided for students who demonstrate a lack of progress. The School's curriculum, instructional techniques, methods for providing differentiated instruction, and strategies for assisting students who are performing below grade level are described below.

ENGLISH LANGUAGE ARTS (ELA) - Curriculum and Instructional Strategies

The purpose of the English language arts program is to provide instruction for mastery of the Language Arts Florida Standards (LAFS) and to prepare students for graduation and post-secondary studies or careers. Four credits of English language arts are required for graduation. *Apex Learning* digital curriculum will provide students the following courses in English language arts:

- English 9 Common Core (CC), English 10 CC, English 11 CC, English 12 CC
- Introduction to Literature and Composition
- Critical Reading and Effective Writing
- Creative Writing
- Media Literacy
- Reading Skills and Strategies

- Writing Skills and Strategies

The *Apex Learning* signature active learning design incorporates highly interactive multimedia, challenging lessons, real-life scenarios, and guiding prompts. Students observe, inquire, create, connect, and confirm to deepen their understanding. To complement the digital curriculum and develop a deeper understanding of course content, SunEd High will provide students with small group or one-on-one instruction within the Computer Learning Lab. Certified teachers will continuously monitor student engagement in the digital lessons and provide instruction and clarifications as needed. Additionally, students will be scheduled to participate in direct instruction lessons in English language arts that are provided in classrooms by certified teachers. In providing high quality instruction, it is important to include the following on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional, procedural documents, etc.)
- opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts

SunEd High will diagnose specific reading deficiencies of students scoring at Level 1 and 2 on the ELA FSA. Upon a student's entry to SunEd High, the school will utilize the *Scantron Performance Series* to determine a baseline level. This assessment can be administered throughout the year to determine student progress. The school will also diagnose student's reading Lexile levels using the *Reading Plus Insight Assessment*. The Florida Assessment of Instruction in Reading (FAIR) will provide specific information about a student's reading deficiencies; it will be administered three times per year. Teacher assessments will provide information on student progress on a weekly or daily basis so that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. Each identified struggling reader will be provided with instruction that best fits his or her needs. Students will need to be sufficiently challenged but not frustrated in relating to text of varying complexity. Level 2 students who scored a Level 3 or above during previous years require instructional support that focuses on academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity.

READING - Curriculum and Instructional Strategies

At SunEd High, the primary focus of the instructional program will be reading. Students who score at Levels 1 or 2 on the FSA-ELA will be enrolled in a 90-minute Intensive Reading course. Additionally, the School will require ALL students to participate in a daily 30-minute block of reading instruction using the *Reading Plus* program. For those students who are enrolled in the Intensive Reading course, the 30 minutes of work on *Reading Plus* is included in the 90-minute Intensive Reading block. *Reading Plus* is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students. *Reading Plus* aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. *Reading Plus* is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. *Reading Plus* begins with an assessment that measures a student's reading capacity as well as his or her reading efficiency and motivation for reading. This allows for personalized and dynamically adjusted instruction that encourages independence, broadens interests, and builds knowledge. Teachers will monitor progress while using the integrated messaging tool to stay in dialogue with students as they experience the success of meeting individualized goals.

Students who score at a Level 1 or 2 on the FSA ELA will be enrolled in an Intensive Reading class. The core reading program will be the *Edge* (Hampton-Brown) program. *Edge* is a core reading/language arts program designed for high school students who have not mastered essential reading, writing, and language skills. The students for whom *Edge* is intended are typically reading two or more years below grade level. *Edge* is designed for both striving readers who are native English speakers as well as English language learners.

Students will also use *Study Island*, a computer-based program that provides proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas.

The goal of the Intensive Reading course is to provide instruction that enables students to develop and strengthen reading comprehension of complex grade level texts and develop independent cognitive endurance while reading. Other goals include a focus on understanding vocabulary in context, analysis of affix meanings in academic terminology, recognizing various rhetorical structures, identifying main idea, inferences, purpose, and tone within texts. SunEd High will monitor the progress of students throughout the year to appropriately plan for subsequent instruction and ensure student learning over time. This progress monitoring should include a baseline, midyear and end-of-year assessment.

In providing high quality instruction in the Intensive Reading classes, teachers will utilize a variety of models, methods and research-based and/or innovative strategies that include the following:

- Gradual Release model
- close reading strategies
- explicit vocabulary instruction
- choral reading
- partner reading
- teacher modeling of instructional practices
- guided student practice and application with feedback
- timed oral reading for fluency building
- flexible decoding strategies - examine letters and patterns in words
- teacher questioning on important parts of passages
- story maps, Venn diagrams, webbing, graphic organizers
- scaffolding
- cooperative learning
- reciprocal teaching
- visualization
- technology tools
- active learning (peer instruction, discussion groups, and collaborative problem solving)

Writing will be incorporated during reading instruction to monitor students' learning. Strategies and forms of writing will include:

- reader response logs
- two-column notes
- perspective journal entries
- authentic writing
- quick writes
- mapping
- summary maps
- essays
- opinions
- compare and contrast

- journal entries
- summarizing
- learning log entries
- writing peer responses
- creating summary poems

MATHEMATICS - Curriculum and Instructional Strategies

The purpose of the mathematics program is to provide instruction for mastery of the Mathematics Florida Standards (MAFS), and to prepare students for graduation and post-secondary studies or careers. Four credits of mathematics are required for graduation. *Apex Learning* digital curriculum will provide students the following courses in mathematics:

- Algebra I - A, Algebra I - B
- Geometry
- Algebra 1 Common Core (CC), Algebra II (CC)
- Precalculus
- Statistics
- Math for College Readiness
- Math for College Success
- Liberal Arts Math 1, Liberal Arts Math 2

The *Apex Learning* signature active learning design incorporates highly interactive multimedia, challenging lessons, real-life scenarios, and guiding prompts. Students observe, inquire, create, connect, and confirm to deepen their understanding. To complement the digital curriculum and develop a deeper understanding of course content, SunEd High will provide students with small group or one-on-one instruction within the Computer Learning Lab. Certified teachers will continuously monitor student engagement in the digital lessons and provide instruction and clarifications as needed. Additionally, students will be scheduled to participate in direct instruction math lessons that are provided in classrooms by certified math teachers

The School will provide quality instruction and focus on mastery of state standards. Teachers will infuse literature and technology into mathematics instruction in order to reinforce mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts. Math classes will have word walls, interactive white boards, and a mathematics software program. Students will be required to keep math journals for hypothesizing and/or subsequent reflection of mathematical conclusions. Struggling students will receive the additional time and supports needed in order to be successful. Teachers will use peer tutoring, cooperative groups, and one-to-one tutoring to help strengthen students' areas of weakness. Mastery of the MAFS will be monitored through ongoing formal and informal assessments.

Students who score a Level 1 or 2 on the Algebra 1 FSA EOC will attend an Intensive Math course every day as an additional component to the online course. A certified teacher will provide instruction to assist student in mastering skills and concepts necessary to pass the Algebra 1 EOC. The *Study Island* program, with independent standards-based practice and built-in feedback and automated remediation, will be used to provide teacher-directed instruction to students. Additionally, the teacher will use supplementary materials from *Apex Learning* to reinforce math basis skills and algebra. Instruction will be aligned to the Math Florida Standards (MAFS), providing comprehensive coverage of math concepts and applications. Students in grades 9-12 will have all the resources they need to succeed.

SCIENCE - Curriculum and Instructional Strategies

The purpose of the science program is to provide students with a broad knowledge of scientific

concepts and establish a solid foundation for students to pursue post-secondary education. The Next Generation Sunshine State Standards will be covered to prepare students for the required End-of-Course Exam. Students are required to complete a minimum of three credits of high school science for graduation. *Apex Learning* digital curriculum will provide students the following courses in science:

- Earth Science
- Physical Science
- Biology
- Chemistry
- Psychology
- Environmental Science

In addition to the *Apex Learning* digital curriculum, teachers will use *Apex Learning* Tutorials and Labs, science-related articles, and other printed materials to work with students on mastering the science standards. The *Apex Learning* courses in science incorporate highly interactive multimedia, challenging lessons, real-life scenarios, and guiding prompts. Students observe, inquire, create, connect, and confirm to deepen their understanding.

Students will receive direct instruction from certified science teachers within the Computer Learning Lab. All students who are taking Biology will be required to participate in direct instruction in order to become better prepared for the End-of-Course Exam. Students will be engaged in science inquiry, constructing an understanding of science concepts through investigations and analyses using laboratory equipment. Teachers will instruct students on the need for safety and use appropriate safety measures, protocols, precautions, and procedures when conducting experiments. Teachers will ask questions designed to stimulate higher-order thinking by students, and will promote discussion about increasingly complex concepts. Questions will also be asked that require students to take positions on issues or problems, support their conclusions, and look at issues from multiple perspectives. Students will evaluate sources, consider multiple points of view, and use scientific evidence to support a hypothesis. Students will be asked to make comparisons, draw analogies, apply knowledge to given data, and apply scientific analysis. Teachers will use *Study Island* to create assessments using the *Study Island Test Builder*. This will give teachers the ability to check for understanding of concepts in real-time in order to identify areas where students are excelling and where more instruction is needed.

SOCIAL STUDIES - Curriculum and Instructional Strategies

The purpose of the social studies program is to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation, and interdependent world. The program is also designed to promote civic competence and ensure that values that have shaped our democratic nation are instilled in students. Students will be required to complete three credits of social studies to fulfill graduation requirements. The social studies curriculum will be aligned to the Next Generation Sunshine State Standards. *Apex Learning* digital curriculum will provide students the following courses in social studies:

- Geography and World Cultures
- World History
- U.S. History
- U.S. Government and Politics
- U.S. and Global Economics
- Sociology

In addition to the *Apex Learning* curriculum, instruction will focus on having students read complex texts, answer text-specific complex questions, conduct extensive research, and engage in

different writing opportunities. Direct instruction teachers will develop a timeline for instruction to ensure that all state standards are addressed. Teachers will use instructional strategies that help students gain a deeper understanding of the material and allows them to retain and apply skills and knowledge. Teachers will emphasize important concepts, review case studies and current events, and apply learning to real-life situations. Teachers will engage students in inquiry and problem solving about significant human issues, and increase student decision-making and participation in school and in wider social, political, and economic affairs. Lessons will be designed to teach students to effectively analyze historical evidence, use resources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. A variety of instructional resources will be used to support student achievement that include, but are not limited to, *Apex Learning* tutorials, newspapers, articles, videos, and online resources. Assessments will be administered to evaluate students' progress in mastering standards and to guide instruction based on results. *Study Island* will be used to create these assessments and to provide students with automated remediation as needed.

Differentiated Instruction

Utilization of data to support student learning will be a high priority at SunEd High. Data-driven, differentiated instruction is critical to improved student achievement. SunEd High aims to make learning progress with its student population which is comprised primarily of Level 1 and 2 students, many of which may have been out of school for some time. At SunEd High, student performance data will be carefully analyzed to make instructional decisions. SunEd High will develop a system of gathering and disseminating student performance data throughout the year, to improve delivery of instruction and to meet each student's learning needs through differentiated instruction. The School will use a variety of assessments to analyze data, track academic performance, and drive instructional decisions. The School will administer state standardized tests that include the Florida Standards Assessments (FSA), End of Course (EOC) Exams, and ACCESS for ELLs 2.0 (WIDA). The School will also administer progress monitoring assessments that include the FAIR (three times per year) and the *Scantron Performance Series* (three times per year). These student assessments, along with data from *Reading Plus*, *Study Island*, *Apex Learning*, and teacher-made assessments, will generate a range of data about student learning and school effectiveness. The principal at SunEd High will ensure that instructional staff is trained in the analysis and interpretation of student performance data, and on using the data to develop differentiated lessons for groups of students. The principal will meet with teachers on a monthly basis to review student data and make curricular decisions. The principal will review lesson plans on a weekly basis to ensure that teachers are planning differentiated lessons for students based on needs, and will conduct daily classroom walkthroughs to monitor that instruction is differentiated for students based on their academic needs. Teachers will be required to plan lessons that include student-centered activities and tasks that address different levels of performance--whether they are performing on grade level, above grade level, or below grade level. Therefore, different activities and materials will be used to provide differentiated learning experiences for students during teacher-directed instruction in the content areas.

All students at SunEd High will be engaged in and benefit from the curriculum, including students who qualify for the Exceptional Student Education (ESE) program, English Language Learners (ELLs), and students who enter the school below grade level. It is anticipated that the vast majority of students who enroll at SunEd High will be performing below grade level in all content core areas. The results of the students' most recent standardized assessments in all content areas, as well as students' academic records, will be analyzed. Additionally, baseline scores in all core areas will be obtained by administering assessments, through the *Scantron Performance Series*, to all students upon entrance to the school. Additionally, the student's reading level will be determined through the *Reading Plus* diagnostic assessment. The School will use a myriad of data to determine the academic needs of students and provide instruction as needed. Parents will be notified of their child's academic levels at the time they arrive at SunEd High, and throughout

the year, to ensure they are providing support and guidance to the student in partnership with the School. Students who arrive at the School working below grade level will be able to proceed at the appropriate level through the proper placement, scaffolding, and support provided by the *Apex Learning* curriculum, the research-based core program (*Edge*) and the computer-based supplementary programs (*Reading Plus* and *Study Island*).

Multi-Tiered System of Supports

SunEd High will implement the Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) framework, a problem-solving approach that integrates instruction and intervention into the school day for those students in need of academic or behavioral growth and change. The MTSS/RtI process is evidence-based and tiered in intensity, as dictated by real-time data. SunEd High will form a Collaborative Problem Solving Team to monitor the implementation of the system. The goal of MTSS/RtI is to provide research-based instruction/intervention to any student who is struggling academically or who needs help developing appropriate behaviors. The intensity of the intervention is defined in tiers. SunEd High recognizes that MTSS/RtI is not a specific curriculum or program. Rather, it is a framework for promoting access to high-quality core instruction and providing increasingly intensive educational (or behavioral) interventions in a timely manner for students who struggle in core instruction, referred to as Tier 1 instruction. Tier 1 addresses the needs of most students and delivers high quality instruction that is culturally and linguistically responsive to the student population. For students who demonstrate the need for additional support, more intensive, targeted services will be provided (Tier 2 and Tier 3 interventions). The effectiveness of these additional supports will be monitored frequently by the Collaborative Problem Solving Team to determine whether (a) the intervention is working and is no longer needed, (b) the intervention is working and should be continued, or (c) the intervention is not working and, therefore, a different (and perhaps more intensive) intervention should be implemented. The School will use data to guide these decisions. SunEd High believes that it is important to consider the unique school culture and contextual factors and their influence on the development of a tiered intervention framework. The Collaborative Problem Solving Team will determine the scope and focus of the School's tiered intervention initiatives. The School may have a specific focus for MTSS/RtI: increasing student attendance, increasing literacy skills, and improving grades or test scores.

The development of a strong Tier 1 core program is of paramount importance at SunEd High. The School will emphasize alignment of instruction with state standards using the *Apex Learning* curriculum. Students requiring interventions will be required to complete *Apex Tutorials* in conjunction with the core curriculum. Students who have not passed the FSA ELA at SunEd High will be provided with support in increasing literacy skills through *Reading Plus*. All students scoring a Level 1 or 2 on the grade 10 FSA ELA will be required to complete an Intensive Reading course using *Edge* as the core reading program. It is expected that students at SunEd High make at least a year's growth by the end of one school year. It is anticipated that students will make even greater gains since they will likely be several grade levels behind when they arrive.

Students who are not making progress through Tier 1 core instruction in reading and/or math will be referred to the School's Collaborative Problem-Solving Team. The team will determine if Tier 2 strategies are recommended for supplemental instruction. At Tier 2, SunEd will use *Edge* and *Reading Plus* research-based program and strategies with students needing additional support in reading, at designated times within the student's schedule, to provide intensive, small-group instruction. In the area of math, the School will use *Study Island* to provide students with necessary interventions at designated times within the student's schedule. If progress monitoring does not show improvement over the designated time for the interventions, as stated in the student's plan, the Collaborative Problem-Solving Team will recommend Tier 3 interventions.

Tier 3 students will receive more intensive instruction in reading using additional resources from

the *Reading Plus* program as well as the *Phonics for Reading* program. In the area of math, Tier 3 students will receive instruction using the *Study Island* program as well as a variety of resources from the *Apex Learning* curriculum to address foundational math skills. All Tier 3 students will receive intensive instruction in groups of no more than 5 students, or one-on-one instruction, for a specific amount of time per week, for a designated number of weeks. Parents/guardians will be expected to participate in the process and to assist students in making progress.

B.

- **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.**

The School's curricular choices and rationale for each are described below. A sample course scope and sequence for each core subject is included as Attachment C.

Curricular Choices by Core Subject and Rationale

English Language Arts:

- ***Apex Learning Courses and Apex Tutorials***

Rationale:

Apex Learning digital curriculum for both [Comprehensive Courses](#) and [Tutorials](#) offers personalized learning paths for ALL students while addressing rigorous standards and assessment requirements. Embedded scaffolds and supports make rigorous content accessible so all students can succeed – regardless of their level of academic readiness. Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

Apex Courses in English language arts address students' individual learning preferences and needs as follows:

- Provide relevant points of access and real world examples.
- Break down complex material with guiding questions.
- Teach academic vocabulary unique to each content area.
- Provide literacy supports for struggling readers.

Apex Tutorials in English language arts offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. Students engage with the content in an interactive, feedback-rich environment as they progress through Florida Standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

Reading:

- ***Edge***

Rationale:

The program is designed to motivate adolescent readers by including engaging, high-interest, multicultural literature selections, both fiction and nonfiction, presented in thematic units organized around Essential Questions--big ideas that are relevant to high school students. The program presents a wide variety of classic and contemporary texts--literary, informational, persuasive, and functional. *Edge* employs scaffolding techniques such as using the text to teach the text, specialized in-book reading supports, showing rather than telling, unpacking the thinking process, and helping students set literary goals. Strategies and skills are taught with focus and repetition across genres to promote transfer.

- ***Reading Plus***

Rationale:

The program provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in *Reading Plus*, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.

- ***Apex Learning*** (courses: (1) Reading Skills and Strategies and (2) Florida Reading for College Success)

Rationale: The first course addresses grammar and language mechanics and the second course covers the nine components of effective reading comprehension (concepts of print, decoding, fluency, vocabulary, text comprehension, written expression, spelling, screening and continuous assessment, developing literacy horizons).

- ***Phonics for Reading***

Rationale: The program builds phonemic awareness, decoding skills and fluency to strengthen reading comprehension. It is systematic, explicit instruction that builds confidence and motivation and is specifically designed to appeal to older students.

Mathematics:

- ***Apex Learning Courses and Apex Tutorials***

Rationale:

Apex Learning digital curriculum for both [Comprehensive Courses](#) and [Tutorials](#) offers personalized learning paths for ALL students while addressing rigorous standards and assessment requirements. Embedded scaffolds and supports make rigorous content accessible so all students can succeed – regardless of their level of academic readiness. Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

Apex Courses in mathematics address students' individual learning preferences and needs as follows:

- Provide relevant points of access and real world examples.
- Break down complex material with guiding questions.
- Teach academic vocabulary unique to each content area.
- Provide literacy supports for struggling readers.

Apex Tutorials in mathematics offer targeted instruction, practice and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Students engage with the content in an interactive, feedback-rich environment as they progress through Florida Standards-aligned modules. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher order skills required to demonstrate their mastery when put to the test.

- ***Study Island***

Rationale:

Through different instructional strategies and methods to monitor student progress, Study Island includes research-based practices linked to the development of student math skills. The program exposes students to math content through online lessons that integrate the use of pictures, videos, animations, and text to support student comprehension. *Study Island* fosters motivation by focusing on assessment and student mastery of content and including symbolic rewards for progress (i.e., students receive a blue ribbon when they master a concept).

Science:

- ***Apex Learning Courses, Apex Tutorials, articles, online resources***

Rationale:

Apex Learning digital curriculum for both [Comprehensive Courses](#) and [Tutorials](#) offers personalized learning paths for ALL students while addressing rigorous standards and assessment requirements. Embedded scaffolds and supports make rigorous content accessible so all students can succeed – regardless of their level of academic readiness. Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

Apex Courses in science address students' individual learning preferences and needs as follows:

- Provide relevant points of access and real world examples.
- Break down complex material with guiding questions.
- Teach academic vocabulary unique to each content area.
- Provide literacy supports for struggling readers.

Apex Tutorials in science actively engage students in meaningful instruction, practice, review, and assessment to build the required knowledge and skills. Biology Tutorials offer targeted instruction, practice, and review designed to help students develop fluency, deepen conceptual understanding, and apply scientific thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules (NGSSS). By constantly honing their ability to explain and analyze biological scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

- ***Study Island***

Rationale:

Technology can serve as a positive aid in the science classroom. Research shows that computer feedback supports instruction and improves outcomes. Specifically, when students receive feedback or recommendations from a computer program, they score higher than students who do not receive such feedback. Computer feedback that is task-specific and provides correct answers positively influences achievement outcomes. Teachers also benefit from greater satisfaction with progress monitoring and a reduced amount of time on data collection and management. Taken together, the integration of computers into the science classroom serves as a positive feedback, assessment, and progress monitoring tool.

Social Studies:

- ***Apex Learning Courses, Apex Tutorials, articles, online resources***

Rationale:

Apex Learning digital curriculum for both [Comprehensive Courses](#) and [Tutorials](#) offers personalized learning paths for ALL students while addressing rigorous standards and assessment requirements. Embedded scaffolds and supports make rigorous content accessible so all students can succeed – regardless of their level of academic readiness. Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

Apex Courses in social studies address students' individual learning preferences and needs as follows:

- Provide relevant points of access and real world examples.
- Break down complex material with guiding questions.
- Teach academic vocabulary unique to each content area.
- Provide literacy supports for struggling readers.

Apex Tutorials in social studies engage students with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules (NGSSS). By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

- ***Study Island***

Rationale:

Validated by Marzano Research, *Study Island* has been proven to improve student achievement and confirms that when used consistently, just 30 minutes per week, per subject, Study Island produces significant growth outcomes for students. *Study Island* inspires students to drive their own learning journey with a personalized homepage that watches available assignments and tests, suggested topics for additional reinforcement, and progress toward standards proficiency.

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

be offered and provide evidence on how the curriculum will be aligned to Florida standards.

The curriculum for SunEd High has been developed and is described above.

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

The primary focus at SunEd High is reading. The school will follow the Broward County Comprehensive Research Based Reading Plan (CRRP) to ensure that all students are provided with instruction that meets their individual needs. The CRRP outlines in detail a comprehensive and systematic design for instruction to support reading/literacy learners who are below level, on level, and above level including recommended before, during, and post-reading instruction, strategies for differentiating reading instruction, and assessment. In adherence to the CRRP, SunEd High will provide reading instruction to students at the appropriate level. A brief summary of the reading program is included as Attachment D.

In addition to providing quality instruction through the use of research-based programs and effective strategies, the School will promote reading by developing a school-wide campaign that encourages reading. Bulletin boards will highlight novels that are appropriate for each month of the year. Direct instruction classrooms will have leveled, high interest reading materials on bookshelves for students, and there will be a print-rich environment in all classrooms and throughout the school.

As part of its efforts to increase students' reading skills, SunEd High will require all students to spend a minimum of 30 minutes per day on *Reading Plus*, a research-based, supplementary online reading program. Students will be required to complete a minimum number of lessons during the *Reading Plus* "dedicated time." During each learning session, the school will make the online curriculum inaccessible during the *Reading Plus* dedicated time in order to ensure that students are completing their minimum required lessons. Mentors will receive a report for each student on a weekly basis that shows how many lessons were completed by students and the results of assessments. This information will be used during student data chats and used by teachers to target students who need more assistance.

It is anticipated that the vast majority of students who enroll at SunEd High will arrive with state assessment reading scores of Level 1 or Level 2. Students who have Level 1 and Level 2 scores will be required to complete an Intensive Reading course (90-minute block daily). The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as students engage in reading increasingly complex text. The research-based program that will be used for teacher-directed instruction in the Intensive Reading course is the *Edge Program*.

Students who struggle to make progress in the Intensive Reading course will be referred to the School's Collaborative Problem-Solving Team. The Team will implement the District's Multi-Tiered System of Supports and Response to Intervention (MTSS/RtI) framework. The multi-tiered

approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tier levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

Tier 1 literacy instruction at the secondary level includes English language arts and literacy in social studies, science, and technical subjects. At SunEd High, Tier 1 instruction in English language arts will consist of a combination of digital and teacher-directed instruction. The digital curriculum will be the *Apex Learning* program as well as the *Reading Plus* supplementary reading program. All students will be required to complete a specified number of lessons per day on *Reading Plus* during a designated time of the day. At SunEd High, all students will be provided with teacher directed differentiated instruction to support student mastery of the Language Arts Florida Standards (LAFS).

Daily reading intervention (Tier 2 and Tier 3) for secondary students includes whole group explicit instruction from the Comprehension Intervention Reading Program (CIRP) and complex informational and non-fiction texts aligned with the complexity of text as identified for each grade level. It also includes small group differentiated instruction, independent reading practice monitored by the teacher, and instruction in the Language Arts Florida Standards. Students assigned to Tier 2 will receive additional small-group instruction, for a specified amount of time each week, using the *Reading Plus and Study Island* programs. Students assigned to Tier 3 will receive additional instruction, in smaller groups or one-on-one, for a specified amount of time that exceeds the amount provided for Tier 2 students, using the *Reading Plus, Study Island, and Phonics for Reading* programs.

Although it is expected that the majority of students at SunEd High will be required to enroll in the Intensive Reading course, there will be students who have achieved a Level 3 or higher on the state assessment or who have passed an alternate assessment. SunEd High will work with these students to ensure that they continue making progress in reading. Through the *Reading Plus* program, they will continue to make progress at their level each day. Teachers will monitor *Reading Plus* reports to ensure students are making continual progress. If appropriate, these students may be enrolled in Apex Honors courses. The Apex Honors courses are standards-based general studies courses that meet the needs of motivated students seeking to accelerate their personal learning experience and deepen conceptual understanding. Honors courses offer the opportunity to apply, extend and synthesize knowledge and are ideally suited to prepare students for the rigors of courses at the college level.

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.

SunEd High will focus on ensuring that students master the standards that are mandated by the State of Florida (the Florida Standards and the Next Generation Sunshine State Standards) in order to help the school's target population graduate from high school.

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

Extensive research was conducted in order to select programs and materials to be used by the school to address the needs of its target population--at risk students who have dropped out of school or are in danger of dropping out. The most well-established K–12 online learning programs

are now more than 10 years old. A great deal of learning has occurred during that time, and a growing body of knowledge and experience serves as the basis for continued evolution and innovation.

Apex Learning:

Promising Practices in Online Learning- Using Online Learning for At-Risk Students and Credit Recovery (Watson and Gemin, 2008), a series of white papers published by the nonprofit organization iNACOL, the International Association for K–12 Online Learning, explores some of the key trends and issues in online learning. The first paper, *Blended Learning: The Convergence of Online and Face-to-Face Education*, covers the increasing use of online courses in brick-and-mortar classrooms in a “blended” or “hybrid” model. Two of the programs featured rely on *Apex Learning* digital curriculum for their instruction--Cincinnati Virtual High School (part of Cincinnati Public Schools) and VOISE Academy (part of Chicago Public Schools). Two of the other schools profiled, Odyssey Charter School and Kentucky Virtual High School, also utilize *Apex Learning* digital curriculum in their programs. In *Using Online Learning for At-Risk Students and Credit Recovery*, the focus is on how online learning is being used to address one of the major issues facing high schools today: serving at-risk students and keeping them on track to graduate. Included in this paper is the profile of a district-wide implementation of *Apex Learning* digital curriculum in Volusia County Public Schools. In addition, Aldine Independent School District, Los Angeles Unified School District, and Salem-Keizer School District implement *Apex Learning* digital curriculum in programs they offer. The studies conducted in each of these schools and districts found the following key lessons were demonstrated by these programs:

- Motivating students who have failed in the traditional classroom setting is a key to success for a credit recovery program. The flexible and self-paced nature of online courses can motivate students.
- Online courses can be more engaging to some students than traditional face-to-face classes.
- Diagnostic testing that allows students to demonstrate mastery of the elements of a subject, and to move on to the parts of the course that they need to focus on, keeps students engaged.
- The self-paced aspect of online courses is particularly valuable to at-risk students, who may associate education with difficulties and stress, compounded by learning deadlines imposed by arbitrary calendars or school hours.
- The blended approach is important because it provides expanded student support and face-to-face contact.
- The online component provides 21st century skills to a group of students who often have less than average exposure to computers and technology.

SunEd High will be using the *Apex Learning* digital curriculum to provide online instruction for students in all content areas as well as electives. The *Apex Learning* online curriculum with continuous integrated assessment and instruction, coupled with supplementary print materials and paper-based materials, will extend and enrich student skills. *Apex* courses range from intensive remediation to advanced placement. Extensive guided practice in building academic skills is included in the *Apex* curriculum based on an analysis of requirements in national and state curriculum standards and tests backed up by an expert synthesis of recent cognitive research on reading.

While SunEd High will be using *Apex Learning*, which is one of the most extensively researched based online curricula available, the School will be using additional research-based programs and computer-based supplementary programs. All programs selected by the School are based on research and add a great deal to the core curriculum; they allow the School to meet the students' needs more fully and richly. These additional sources include, but are not limited to, the following:

Edge (reading), *Reading Plus* (reading) and *Study Island* (reading, mathematics, science, and social studies). Numerous research studies have been conducted on these programs and have yielded positive results.

Edge:

Hampton-Brown *Edge* is a core reading/language arts program designed for high school students who have not mastered essential reading, writing, and language skills. *Edge* will be used as the core program to provide instruction to students in the Intensive Reading course. The program was selected because it is designed to motivate adolescent readers by including engaging, multicultural literature selections, both fiction and nonfiction, presented in thematic units organized around Essential Questions (big ideas). A study of the effectiveness of *Edge* was conducted by SEG Research and published in a report titled, *Improving the reading language skills of high school striving readers and English language learners. A study of the effectiveness of Hampton-Brown Edge 2007-2008*. The goal of this study was to evaluate the effectiveness of *Edge* as a core intervention program for improving student reading and language skills. The study examined performance of both striving readers and English language learners and found that both populations of students using *Edge* made significant improvement during one school year's time as compared to students using other intervention programs.

Reading Plus:

During the 2011-2012 school year, Miami-Dade County Public Schools conducted an independent analysis of interventions used within their district. The analysis examined students in grades 3 through 10 at all levels of ability. The analysis was conducted to determine the effectiveness of programs in improving students' reading and/or math FCAT scores. The results showed that *Reading Plus* had a significant positive effect for students of all ability levels and at all grade levels. This report was also conducted for the 2010-2011 school year with nearly identical results leading M-DCPS to state that *Reading Plus* was found to have a consistent beneficial impact on the achievement of the students who used the program.

Study Island:

Marzano Research verifies that *Study Island* meets the criteria for what the U.S. Department of Education (2016) refers to as "moderate evidence" for effective classroom interventions. Meeting such standards, the research study concluded that students experienced significant growth or achievement gains in reading and math with *Study Island*. Students who were engaged in *Study Island* for 20 to 30 minutes each week had the highest growth.

The programs and materials that will be utilized by SunEd High will provide opportunities to fulfill the school's mission and offer students a blended approach to instruction. Educational curriculum, resources and lessons will be delivered through online sources as well as by teachers through a number of teaching methodologies, utilizing the one that may best meet the specific needs of that individual student. Instructional team members will provide student mentoring to further track each student's academic performance and progress toward meeting graduation requirements. SunEd High's main priority is to teach students to read on grade level.

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

Students that have earned a Level 1 or Level 2 on the FSA-ELA must take an Intensive Reading course (1000410).

Elective Courses (*Apex Learning*):

SunEd High will offer an extensive list of elective courses through the *Apex Learning* curriculum. Students will receive support in completing these courses from teachers that are certified in the particular courses.

- Orientation to Career Occupations
- Psychology
- French I
- French II
- Spanish I
- Spanish II
- Health and Physical Education
- Fitness and Nutrition
- Career Experiences
- Career Placement
- Reading Skills and Strategies
- Writing Skills and Strategies
- Music Appreciation
- Art Appreciation
- Sociology
- Geography and World Cultures

Elective Courses in Career and Technical Areas (*Apex Learning*):

SunEd High will offer Career and Technical Education (CTE) courses through *Apex Learning* to prepare students for careers in specialized areas. *Apex Learning* offers courses which are grouped into programs of study. Students progress through introductory, intermediate, and capstone courses. Initially, the following courses will be offered:

- Business Applications
- Introduction to Business and Marketing
- Intermediate Business Marketing
- Information Technology Applications
- Principles of Technology Applications
- Introduction to Health Science
- Intermediate Health Science
- Information Technology Applications
- Computer Applications
- Human Resources Principles
- Legal Environment of Business
- Principles of Business, Marketing and Finance

Elective Courses Offered through Career Academies

Career Academy	Courses	Textbooks	Length of Courses	State Exams	Certificates Earned
Teacher Academy	Introduction to the Teaching	Teaching ©2016 &	1 year	N/A	N/A -Transfer to Broward College

	Profession	Teaching Video Series			Education Pathway
Teacher Academy	Human Growth and Development	Teaching ©2016 & Teaching Video Series	1 year	N/A	N/A-Transfer to Broward College Education Pathway
Teacher Academy	Principles of Teaching Internship	Teaching ©2016 & Teaching Video Series	1 year	N/A	N/A-Transfer to Broward College Education Pathway
Information Technology Academy	Computer Service and Repair	Computer Service and Repair ©2015	1 year	CAPE	CompTIA A+
Information Technology Academy	Networking Fundamentals	Networking Fundamentals ©2012	1 year	CAPE	CompTIA Network
Information Technology Academy	Principles of Information Technology	Principles of Information Technology ©2017	1 year	CAPE	IC3 – Computing Fundamentals, IC3 Key Applications, and IC3 Living Online
Information Technology Academy	Gaming Fundamentals	Gaming Fundamentals ©2017	1 year	CAPE	Adobe Certified Associate
				Certiport	Adobe Certified Expert Microsoft Office Specialist
Information Technology	Introduction to Microsoft Office	Introduction to Microsoft Office	1 year	N/A	IC3 Key Applications

Academy		2016 ©2019			
Hospitality and Tourism Academy*	The Culinary Professional	The Culinary Professional ©2017	1 year	N/A	Foodservice Management Professional
Entrepreneurship Academy*	Entrepreneurship	Entrepreneurship ©2018	1 year	N/A	(Under Review)

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

The student population at SunEd High will consist primarily of students at risk of not meeting academic requirements or of dropping out. The School's mission is to provide a safe and nurturing learning environment where students will be able to reach their maximum potential. Many of the students in the at-risk, target population have personal challenges in their lives that have prohibited them from succeeding in the traditional school setting. SunEd High's flexible schedule and self-paced online program, combined with individualized attention by staff members, provides at risk students with the best possible opportunity for completing their high school studies. The School will focus on students' academic needs as well as on their psycho-social needs. The School will employ personnel that will work closely with students to meet their unique, personal needs. The leadership will recruit staff members that are not only qualified in their subject areas, but that are dedicated and committed to working with the School's at-risk student population. Based on the School's research on working with this target group, the following systems and structures will be put in place:

- **Mentorship Program** - Each student will be assigned a mentor who will meet with the student on a weekly basis. The mentor will provide support and guidance in academic areas, serve as a role model, offer guidance regarding future endeavors, and assist the student with psychological and/or social needs through proper referrals.
- **Student Graduation Plan** - Each student will have a graduation plan that is developed jointly by the guidance counselor and the student on the first day of school. The plan will be monitored by the counselor and the student's mentor.
- **Group or Individual Counseling** - Each student will be provided with counseling services, either in a group or individually, as needed.
- **Career Guidance** - Every student will receive support and guidance from the Career Coordinator during scheduled sessions.
- **Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI)** - The School will provide support to all students through the implementation of the MTSS/RtI plan. The Collaborative Problem Solving Team will meet regularly to address the needs of students who are not making progress through the core instructional program.
- **Community Partnerships** - The School will establish partnerships with colleges, community organizations, and businesses in order to provide support and guidance to students both academically and emotionally.
- **Parental Engagement** - The School will initiate programs designed to encourage parental participation in their children's academic plan. Classes will be offered to parents in a variety of areas (e.g., completing taxes).

Attachments

Section 4: Curriculum and Instructional Design

4.1	Attachment D- Reading Curriculum	Lara, Tammy, 1/31/18 6:43 PM	PDF / 536.298 KB
4.2	Attachment C17 - Sample Scope and Sequence US Government and Politics	Lara, Tammy, 1/31/18 6:42 PM	PDF / 470.838 KB
4.3	Attachment C16 - Sample Scope and Sequence Florida Economics with Financial Literacy	Lara, Tammy, 1/31/18 6:41 PM	PDF / 484.776 KB
4.4	Attachment C15 - Sample Scope and Sequence US History	Lara, Tammy, 1/31/18 6:41 PM	PDF / 778.297 KB
4.5	Attachment C14 - Sample Scope and Sequence World History	Lara, Tammy, 1/31/18 6:34 PM	PDF / 1,006.566 KB
4.6	Attachment C13 - Sample Scope and Sequence Physical Science	Lara, Tammy, 1/31/18 6:33 PM	PDF / 457.681 KB
4.7	Attachment C12 - Sample Scope and Sequence Earth Science	Lara, Tammy, 1/31/18 6:32 PM	PDF / 518.873 KB
4.8	Attachment C11 - Sample Scope and Sequence Biology	Lara, Tammy, 1/31/18 6:32 PM	PDF / 626.107 KB
4.9	Attachment C10 - Sample Scope and Sequence Environmental Science	Lara, Tammy, 1/31/18 6:31 PM	PDF / 855.279 KB
4.10	Attachment C9 - Sample Scope and Sequence Liberal Arts Math I	Lara, Tammy, 1/31/18 6:29 PM	PDF / 1.363 MB
4.11	Attachment C8 - Sample Scope and Sequence Florida Math for College Readiness	Lara, Tammy, 1/31/18 6:29 PM	PDF / 1.046 MB
4.12	Attachment C7 - Sample Scope and Sequence Geometry	Lara, Tammy, 1/31/18 6:28 PM	PDF / 688.406 KB
4.13	Attachment C6 - Sample Scope and Sequence Algebra II	Lara, Tammy, 1/31/18 6:21 PM	PDF / 1.021 MB
4.14	Attachment C5 - Sample Scope and Sequence Algebra I	Lara, Tammy, 1/31/18 6:21 PM	PDF / 801.727 KB
4.15	Attachment C4 - Sample Scope and Sequence English 12	Lara, Tammy, 1/31/18 6:20 PM	PDF / 721.428 KB

4.16	Attachment C3 - Sample Scope and Sequence English 11	Lara, Tammy, 1/31/18 6:20 PM	PDF / 849.131 KB
4.17	Attachment C2 - Sample Scope and Sequence English 10	Lara, Tammy, 1/31/18 6:19 PM	PDF / 541.473 KB
4.18	Attachment C1 - Sample Scope and Sequence English 9	Lara, Tammy, 1/31/18 6:05 PM	PDF / 757.715 KB

Notes

Donna Haynes, 3/14/18 3:58 PM:

Art Appreciation and music appreciation courses may not meet the performance art requirement required for graduation.

Brian King, 3/12/18 5:34 PM:

Elective Courses in CTE area shows and IT Academy. It appears the school has selected 5 individual courses, as opposed to a complete CTE program of student as outlined by the FLDOE Curriculum Frameworks. This would not allow students to become concentrates in a particular program and be eligible for Gold Seal Vocational Scholarship.

Hanne Rega, 3/10/18 1:04 AM:

According to the application, Spanish and French levels I and II will be offered. The application failed to mention the details about the time the students will meet, the curriculum and its alignment to the WL Standards.

LoriAyn Stickler, 3/9/18 2:19 AM:

The application states that the school will satisfy the high school graduation online course requirement through a blended learning approach. Florida Statute 1003.4282(4)(b) allows a student to satisfy the high school graduation online course requirement by completing a blended learning course. Apex Learning courses are listed.

Louise Ball, 3/8/18 8:54 PM:

High School has four specific courses that students must complete and pass in order to graduate: World History U.S. History U.S. Government Economics with Financial Literacy (this course was not listed) (Other courses such as Advanced Placement US History would meet the US History requirement).

Detra Adams, 3/8/18 8:03 PM:

This section was reviewed by Detra Adams (CSMSD), Terri Coyle (CSMSD), and David Shelley (Secondary Learning). The application fails to identify a state-approved intervention plan that provides standards-based instruction for LAFS and remediation for disfluent Level 1 and 2 students. The application identifies Study Island as a supplemental reading intervention program. This program is not state-approved for reading intervention. Question: How will the needs of Level 1 and 2 and/or most intensive students be met? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) 2) The application fails to provide a clear and coherent ELA framework that is aligned to LAFS and provides time for direct standards driven text-based writing instruction using an approved writing curriculum or supplemental resources. Question: What writing curriculum or supplemental resources will the school use to prepare students to achieve proficiency on the FSA-Writing? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan).

5. Student Performance

Section Evaluation

– *No Final Rating* –

Partially Meets the Standard Michael Jernigan, 2/28/18

Partially Meets the Standard Wanda Robinson, 3/8/18

Performance Goals

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

It is anticipated that the students who enroll at SunEd High will be primarily Level 1 and Level 2, at-risk students. In other words, they will most likely not have passed the state assessments required for graduation. The target students to be served by SunEd High are credit deficient, over aged, economically disadvantaged, and at risk of dropping out (or have dropped out already and are returning after a period of absence from school). Typically, these students have a low GPA, poor literacy skills, and a poor attendance record. Additionally, they may have experienced personal challenges that include single parenthood, lack of parental support, and incarceration. Consequently, the School will need to utilize a flexible and individualized program to engage students in the learning process and provide them with the motivation needed to achieve success and graduate from high school. The School will set realistic goals that meet the needs of this particular student population. These goals must be measurable and will be adjusted as needed based on the results of the baseline assessment and the academic records of incoming students. If incoming scores are higher than expected, the target goals will be revised to ensure goals are appropriate. Upon enrollment, students will be tested to establish baseline levels in core subject areas. The goals below have been established by the School and will be monitored each year.

English Language Arts

- After instruction in English language arts during Year 1, a minimum of thirty-five percent (35%) of 9th grade students will demonstrate learning gains on the FSA-ELA administered in the spring, when comparing their current score with their previous score. There will be an increase of five percentile points each year, thereafter, in the number of 9th grade students making learning gains.
- After instruction in English language arts during Year 1, a minimum of thirty-five percent (35%) of 10th grade students will demonstrate learning gains on the FSA-ELA administered in the spring, when comparing their current score with their previous score. There will be an increase of 5 percentile points each year, thereafter, in the number of 10th grade students making learning gains.
- There will be an increase of 5% each year in the percentage of 9th grade students achieving a Level 3 or above on the FSA-ELA when comparing test results from the baseline (Year 1) to Year 2, and a 5% increase each subsequent year during the term of the charter.

- There will be an increase of 5% in the percentage of 10th grade students achieving a Level 3 or above on the FSA-ELA when comparing test results from the baseline (Year 1) to Year 2, and a 3% increase each subsequent year during the term of the charter.
- Twenty percent (20%) of students in grade 9 who score at Level 1 on the FSA-ELA in Year 1, will increase to level 2 on the FSA-ELA in Year 2. The same criteria will be met during each year of the charter term.
- A minimum of ten percent (25%) of students who re-take the FSA-ELA will achieve Level 3 on one of the retake exams in Year 2. There will be an increase of 3% every year, thereafter, during the term of the charter.
- A minimum of twenty five percent (25%) of students who take an alternate ELA assessment (SAT or ACT) will achieve a concordant proficiency score during each administration of the exam during the term of the charter.

Mathematics

- After instruction in Algebra 1 during Year 1, a minimum of 10% of students tested in the Algebra 1 End of Course (EOC) exam will achieve Level 3 or above when taking the test for the first time. There will be an increase of 3% every year, thereafter, during the term of the charter.
- A minimum of 10 percent (25%) of students who score at Level 1 or 2 on the Algebra 1 EOC exam in Year 1, will increase to Level 3 on one of the retake exams in Year 2. There will be an increase of 3% every year, thereafter, during the term of the charter.
- A minimum of twenty five percent (25%) of students who take an alternate math assessment (i.e., PERT) will achieve a concordant proficiency score during each administration of the exam during the term of the charter.

Science

- After instruction in Biology during Year 1, a minimum of 10% of students tested on the Biology End of Course (EOC) exam will achieve Level 3 or above. There will be an increase of 3% every year, thereafter, during the term of the charter.

Social Studies

- After instruction in U.S. History during Year 1, a minimum of 10% of students tested on the U.S. History End of Course (EOC) exam will achieve Level 3 or above. There will be an increase of 3% every year, thereafter, during the term of the charter.

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.

In addition to the above-stated educational goals which are measured by state assessments, SunEd High will have the following additional goals:

Graduation Rate

At least 80% of eligible students (students whose graduation plan stipulates they will graduate during that year) will receive a standard high school diploma at the end of Year 1 of the charter term. There will be a 5% increase in the number of eligible students who receive standard high school diplomas during each subsequent year during the term of the charter. (Note: Graduation Rate will not be measured according to cohort since most students are expected to be out of cohort.)

Attendance

The average daily attendance (ADA) for all students who attend SunEd High for both FTE periods consecutively will be at least 60% during Year 1 of the charter term. There will be an increase of 5% in the ADA for students who meet this criteria during each subsequent year during the term of the charter.

College and Career Readiness

A minimum of sixty percent (60%) of students who respond to a survey given to graduates will meet their initial post-graduation goal, as stipulated in their Individualized Student Graduation Plan. Goals will include "admission and enrollment in college; admission and enrollment in vocational/trade school; admission in the military; or employment--full time or part-time."

(Note: A survey will be administered by the School to students who recently graduated each year during the term of the charter.)

School Climate-Parent Perceptions

The school will administer a survey to parents annually. A minimum of 80% of all parents who return the survey will report, each year, that they "Agree" or "Strongly Agree" that the school program is "effectively meeting the needs of its students."

Placement and Progression

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

SunEd High will follow the student grade level placement procedures described in the Broward County Student Progression Plan. Promotion standards for SunEd High are as follows:

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The number of credits required to progress from one grade to another in high school follows:
 - a. To be in grade 9, a student must be promoted from grade 8.
 - b. To be in grade ten, a student must have earned a minimum of five credits. To be promoted during the course of the year to grade 10, the student must have earned a minimum of 7.5 credits.
 - c. To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted during the course of the year to grade 11, a student must have earned a minimum of 13.5 credits.
 - d. To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted during the course of the year to grade 12, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.

SunEd High will follow the course placement procedures described below:

- Upon enrollment, the guidance counselor, or designated administrator, will complete a graduation plan based on the most current student transcript.
- The graduation plan identifies all successfully completed courses, as well as courses for which the student qualifies for credit recovery.
- Decisions on course placement are based on the graduation requirements for the school year in which the student entered grade 9.

- Courses are assigned as follows:
- Courses which qualify for credit recovery in core subjects are assigned.
- Courses are assigned in accordance with the lowest grade level where requirements have not been met.

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.

SunEd High will follow the Broward County Student Progression Plan (found at <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>).

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.

At SunEd High, the principal and guidance counselor will ensure that each student has satisfied the requirements specified in section 1003.28, F.S., and any additional requirements. At SunEd High, every student has an individualized Student Graduation Plan which is created upon enrollment and updated as credits are earned. The principal and the guidance counselor will track all credits earned and courses completed by each student using the district's student information system, TERMS. Also, the district provides access to reports that track student progression toward graduation. Students who attend SunEd High must successfully complete one of the following diploma options:

- 24-credit standard diploma (Scholar Diploma Designation or Merit Diploma Designation)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option

The diploma options for students who will be attending SunEd High are stated in the chart below:

<p>English – 4 credits</p> <ul style="list-style-type: none"> • Pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score in order to graduate with a standard diploma.
<p>Mathematics – 4 credits</p> <ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry. • A student who takes Algebra I must pass the Algebra I EOC assessment, or earn a comparative score, to earn a standard high school diploma. • A student who takes Geometry must take the Geometry EOC assessment. The EOC results constitute 30 percent of a student’s final course grade.
<p>Science – 3 credits</p>

- One of which must be Biology I, two of which must be equally rigorous science courses.
- A student who takes Biology I must take the Biology I EOC assessment. The EOC results constitute 30 percent of a student's final course grade.

Social Studies – 3 credits

- One credit in World History.
- One credit in U.S. History.
- A student who takes U.S. History must take the U.S. History EOC assessment. The EOC results constitute 30 percent of a student's final course grade.
- One-half credit in U.S. Government.
- One-half credit in Economics, which must include financial literacy.

Fine and Performing Arts, Speech/Debate, or Practical Arts – 1 credit

- Eligible courses are specified in the Florida Course Code Directory at <http://www.fldoe.org/policy/articulation/ccd>.

Physical Education – 1 credit

- To include the integration of health.

Electives – 8 credits

TOTAL = 24 credits

Additional Graduation Requirements

- Online Course within the 24 credits (Requires a full course to be completed) – Students who attend SunEd will meet this requirement automatically through the online curriculum
- Grade Point Average (Cumulative unweighted GPA of 2.0 on a 4.0 scale)
- Service Hours (40 required)
- State Assessments (Passing score on Grade 10 FSA ELA and Algebra 1 EOC)

ACCEL Program (18-credit option)

Students in pursuit of the 18-credit ACCEL option will complete three elective credits instead of

the eight required in the standard diploma option. Additionally, they will not be required to complete the physical education, service hours, or the online course. All graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a minimum of a 2.0 grade point average on a 4.0 scale and achieve passing scores state-mandated assessments, as adopted, in order to graduate with a standard diploma.

Graduation Requirements

Students must also pass the following statewide assessments in order to graduate:

- Grade 10 FSA ELA or earn a concordant score on the ACT or SAT
- Algebra 1 EOC or earn a concordant score on the Postsecondary Education Readiness Test (P.E.R.T.) or on whatever instrument is approved by the State.

Students must also participate in the following EOC assessments and the results will constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Biology
- Geometry
- U.S. History

Certificate of Completion

A student who has met all requirements for graduation except passing the graduation test(s) or earning the GPA required for graduation may be awarded a certificate of completion. A student may make further attempts to pass the graduation test(s) or earn the GPA required for graduation, and meet the requirements for a standard diploma. Any student interested may remain in senior high school until the end of the school year in which he or she reaches 21 years of age. The student will receive special instruction designed to remedy his/her identified deficiencies, including for the summer session between the 12th and 13th year. Students who receive a certificate of completion and subsequently pass the applicable graduation test will be awarded their diploma by the school.

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

SunEd High will communicate promotion and graduation criteria to parents upon student's enrollment through the Parent/Student handbook and through the School's website. The School will send home a copy of the student's current graduation plan twice a year so that parents are maintained abreast of their child's progress toward graduation. Parents also have the ability to log in to their child's *Apex* account to access student progress information. Additionally, parents will be invited to open houses, which will be held at the school each month, where they will be informed of promotion and graduation criteria.

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as

Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

In addition to the mandatory state assessments, SunEd High will administer baseline assessments and progress monitoring assessments that are aligned with the School's curriculum, performance goals, and state standards. A proposed assessment schedule is included as Attachment F. The assessments which will be administered include the following:

- **Scantron Performance Series and Scantron Achievement Series** - *Scantron's* computer-adaptive diagnostic testing solution provides teachers with instant results, personalized to each student, and ensures correct overall student placement. Administered over time, these tests provide a longitudinal view of student growth in core curriculum areas. Some of the benefits of this testing series include:
 - Personalized Testing - Tests automatically adjust to each student's proficiencies in multiple subjects, leading to less time testing and more time learning; results are valid and reliable "scaled scores" that can be used to measure academic growth over time.
 - Individualized Learning - Teachers can create an individualized learning plan for each student based on his or her particular needs; *Scantron's* "Suggested Learning Objectives" organize skills and concepts by ability level, according to the Performance Series Scaled Scores; *Scantron* is aligned with State, Common Core, and College & Career Readiness Standards.
 - Insightful Reports - *Performance Series* gives an accurate portrait of each student's instructional level over a wide breadth of knowledge; tracks individual student and school progress over time; compares performance scores through the Scaled Score, Standards Item Pool Score, National Percentile Ranking, and optional Lexile Reading Score; develops custom learning plans for each student.
 - Immediate Results - Reports can be viewed as soon as test is submitted online or form is scanned; teachers can aggregate and disaggregate data by selected criteria; teachers can access standards-based reports on an individual student, class, and school.
- **Florida Assessment for Instruction in Reading - Florida Standards (FAIR-FS)** - The revised FAIR was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This new assessment system provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. The assessment measures phonemic awareness, phonics, fluency, vocabulary, and comprehension. In grades 9-12, the assessments are computer-adaptive and delivered on Internet-connected computers. Among the many benefits are the following:
 - Results are immediately available to teachers and schools for targeting instruction through the Progress Monitoring and Reporting Network (PMRN)
 - Teachers may use results to group students for differentiated instruction through intervention
 - Three tests are at the core of the FAIR-FS for students in grades 9-12: the Broad Screen/Progress Monitoring Tool, the Maze Task, and the Word Analysis Task.
- **Reading Plus** - The *Reading Plus* assessment, *InSight*, is a computer-adaptive assessment that measures three dimensions essential to successful independent silent reading: capacity, efficiency, and motivation. *InSight* goes beyond the typical measures of comprehension and vocabulary (capacity) by also including measures of comprehension-based silent reading rate (efficiency) and motivation for reading. The initial administration of *InSight* groups students by instructional needs to determine which students:
 - are in need of comprehension, vocabulary, and/or silent reading rate development
 - are proficient readers who will benefit from building capacity with increasingly complex

texts

- may need a diagnostic assessment to determine if they have the foundational skills needed to begin Reading Plus.

The initial administration of *InSight* provides baseline performance measures while subsequent administrations (mid-term and end-of-term) gauge performance changes in:

- comprehension and vocabulary levels (grade level)
- comprehension-based silent reading rate
- various domains of motivation.

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?

SunEd High will implement a comprehensive system of analyzing and interpreting student performance data to evaluate and inform instruction. Throughout the year, teachers will consistently use three types of data to gauge student progress: real-time data, formative data and summative data. Teachers will also use high-interest, innovative methods to measure student progress. Such measurement tools include project-based learning, technology-based learning games, collaborative problem-solving projects, and peer-created questions and assessments.

The principal will be continually well informed on whether students are progressing in all areas of the curriculum. The principal and leadership team will be responsible for continually monitoring student data in order to take actions as needed. The principal and leadership team will conduct a Data Meeting with teachers, by department, on a monthly basis to analyze student performance data and make informed decisions regarding instruction. Prior to the meeting, teachers will receive data reports which they will maintain in their Data Binders. The team will analyze data by group, sub-groups, class, and individual student level. By collectively analyzing school, group, class, and individual trends, the teachers and principal will be able to create and implement appropriate action plans; the focus will be on creating ability-based groups based on the data results.

Additionally, the team will be able to determine the effectiveness of the curriculum as well as instructional practices. The principal will review lesson plans on a weekly basis to ensure teachers are providing targeted instruction to students based on the data. Staff will also review and discuss data during professional learning community (PLC) sessions and staff meetings.

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

At SunEd High, the principal will be responsible for providing teachers with training in the analysis, interpretation and use of student performance data to drive instruction and improve student learning during department meetings and faculty meetings. Additional training may be provided to staff by an educational consultant as well as through online professional development. Staff will be thoroughly trained on reading data reports that are generated by the School, District, or state. The representatives of the companies that develop the curriculum and assessments used by the School will provide appropriate training at the School site.

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 leadership and teachers will monitor student data to ensure that students are making

learning gains. The Governing Board will receive a report on student performance at every board meeting in order to monitor the quality of the educational program and the level of student performance. The reports that are reviewed will be disaggregated to show student performance by school, class, sub-group, and individual students. Appropriate action will be taken to address each of these areas as follows:

- If the School is performing below expected levels, as determined by an analysis of comparable student populations as well as a review of previous school results, the leadership team will meet with teachers at a faculty meeting, and by department, to discuss areas that need improvement, discuss potential reasons for low performance, identify strategies for improvement, and set goals. Additionally, the principal will facilitate PLCs to allow teachers to share best practices.
- If a particular class is performing below expected levels, as determined by progress monitoring assessments, as well as a comparison to other classes during the current and previous years, the principal will conduct several informal classroom observations and provide the teacher with feedback on instructional practices. The principal will review lesson plans with the teacher to ensure that effective strategies and methods are being used. The principal will continue monitoring student performance in the class and teacher performance through consistent classroom walk-throughs. If needed, the principal will assign a mentor to the teacher and provide appropriate professional development.
- If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, and there is a learning gap among subgroups, the school leadership will meet with appropriate faculty to review this information (i.e., ESE, ESOL Teachers). Teachers will be required to address the needs of these students through appropriate strategies. The principal will monitor implementation of strategies by reviewing lesson plans and visiting classrooms each week.
- If student achievement is below expectations and the student progress monitoring data reports indicate that a student is not making adequate progress, the school leadership will work with the Collaborative Problem Solving (CPS) Team to develop a plan for the student. The plan will include goals, strategies/activities, evidence of completion of strategies/activities with due dates, methods of assessing growth, persons responsible for implementing strategies and activities, and status of implementation at interval points throughout the implementation of the plan. Parents of students who are not making adequate progress will be contacted and involved in the process.

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

At SunEd High, students and parents will have an active role in the students' education by learning to monitor and evaluate their work. Each student will have an assigned mentor who will conduct student data chats with each student each month in order to review academic progress, test results, and to develop learning goals. Score reports for applicable state or District-mandated tests and Parent Reports received from the FLDOE will be sent to parents and students, and used in planning student's academic program and services for the school year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Assessments will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance and mastery of standards. Additionally, it will keep parents informed about student progress in meeting learning objectives.

Teachers will assess students' performance in the classroom, and students not making adequate progress towards mastering the Florida Standards and Next Generation Sunshine State Standards will be identified, and appropriate measures for improvement will be taken. Ongoing communication between the School and the parents will be maintained through on-line reporting

systems such as weekly *Apex* progress reports and quarterly report cards (with hand-written comments from each teacher), parent conferences, and other forms of written and oral communication that the parents may be comfortable utilizing. Specifically, the School will ensure communication with students/parents via the following:

- Report cards: The School will issue report cards at the end of each marking period.
- *Apex Progress Reports* will be sent on a weekly basis via parents' emails to allow parents to track student progress.
- Parental Notification: Students, ages 18 and under, who are in danger of not meeting graduation requirements shall have their parent or guardian notified that improved academic performance is necessary to ensure that high school graduation requirements are met.
- Annual assessment reports that show whether a student met a year's worth of learning that include state standardized assessments and other measures used such as *Reading Plus* (Lexile Levels), and *Scantron Performance Series* which provide parents with the student's reading level, will be sent to parents.

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

SunEd High will protect the privacy of all individual student records. The School will comply with all responsibilities of school personnel with regards to privacy of student records, as stipulated in the Broward County Public Schools Code Book for Student Conduct, Section VIII - Privacy of Student Records, which may be found at:

<http://www.browardschools.com/SiteMedia/Docs/Info/CodeBook/1718-Codebook.pdf>.

The principal will ensure that all employees are properly trained on protecting the privacy of students.

SunEd High's principal and registrar will ensure the security of student records by:

- Securing files in the student records fire proof file cabinets and limiting access to authorized personnel only
- Restricting access to electronic student records information to those needing it to perform essential job functions
- Employees granted access to student data must sign an agreement stating that they understand the statutes protecting the data and will uphold them
- Ensuring that a review is conducted by the principal each year to reauthorize those employees who should maintain their access to SunEd High's student data
- Locking spaces where records and student information are used and stored
- Limiting access to work spaces to authorized personnel
- Requiring everyone, including student workers, to sign confidentiality agreements
- Requiring students, and others as needed, to present a photo ID for identification purposes before releasing information
- Utilizing password-protected workstations to keep unauthorized personnel from logging on to staff computers after hours

Other SunEd High offices and departments will implement procedures as recommended or used by the office of the registrar to ensure security of student records campus-wide including:

- Using password protected databases
- Limiting access to passwords
- Locking file cabinets and drawers with student records
- Not releasing student information sent to a department on to other third parties (i.e. report

spreadsheets requested and approved for a specific department's use should not be released to others)

- Locking offices where records are used and stored
- Shredding appropriate documents as needed or required

Attachments

Section 5: Student Performance

5.1	Attachment F - Assessment Schedule	Lara, Tammy, 1/31/18 6:46 PM	PDF / 787.916 KB
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Notes

Adrienne Reynolds, 3/2/18 8:07 PM:

The application fails to provide evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program. F.S. 1008.31, 1008.345 and 1002.33(7)(a)4 Questions: Paragraph A-Typographical error for ELA and Math, A minimum of ten percent (25%) Paragraph H-Missing Information in Quotes: Who will be responsible for managing the data, interpreting it for classroom teachers, and "leading or coordinating professional development" to improve student achievement?

Michael Jernigan, 2/28/18 3:06 PM:

Paragraph A-Typographical error for ELA and Math, A minimum of ten percent (25%) Paragraph H-Missing Information in Quotes: Who will be responsible for managing the data, interpreting it for classroom teachers, and "leading or coordinating professional development" to improve student achievement?

6. Exceptional Students

Section Evaluation

<p>Partially Meets the Standard Allisyn Axelrod, 3/7/18</p> <p>Partially Meets the Standard Kim Punzi-Elabiary, 3/7/18</p> <p>Partially Meets the Standard Laurie Steinberg, 3/7/18</p>	<p>– No Final Rating –</p>
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A. Provide the school’s projected population of students with disabilities and describe how the projection was made.

The School has based its projections on the average ESE enrollment in Broward County, which currently estimates an average of 12.8% ESE student population. The data was derived from the 2017-18 Broward County Public Schools Demographics and Student Assignments report. Additionally, the percentage of ESE students at the two current SunEd High Schools in Broward County was reviewed. There are currently 42 ESE students at the Oakland Park campus, which

represents 15% of the total student population; there are 52 ESE students at the Margate campus, which represents 20% of the total student population. Thus, the School projects that approximately 17% of its student population will be ESE students. This represents approximately 42 students in Year 1, 47 students in Year 2, 51 students in Year 3, 59 students in Year 4, and 68 students in Year 5.

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.

SunEd High will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits an application shall be considered, unless the number of applications exceeds the maximum number of students stated in the School's contract and the capacity of the building. The School will be open to any student residing in Broward County as well as other counties in State of Florida. 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 contacted 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).

In compliance with IDEA, students at SunEd High will receive a free and appropriate education (FAPE) in the least restrictive environment. The School understands that all procedures must be followed with regard to identification and determination of eligibility and that the policies and procedures laid out for the provision of specially designed instruction and related services for exceptional students must be consistent with these requirements. The School will adhere to all federal, state, and local guidelines and the rules that have been put in place. The School will work with parent/guardian(s) and District personnel to determine the most appropriate placement, services and supports to educate students in the least restrictive environment (LRE) following the guiding principles in IDEA with regard to placement decisions.

SunEd High will work with the Sponsor to 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 to the maximum extent possible. The School will also collaborate with the Sponsor to ensure that appropriate personnel are trained in the development and implementation of an appropriate Individualized Education Plan (IEP). The IEP will ensure that the student has access to FAPE in accordance with the student's strengths, parent concerns, assessment results, and areas of need related to academics and/or behavior. When appropriate, functional behavioral assessments and behavioral intervention plans will be developed to explain and redirect the academic and social behaviors of students and to prevent the escalation of problem behaviors.

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 specific categories named in IDEA)
- [Annual measurable goals and objectives](#)
- Program placement
- Accommodations and level of participation in assessments
- Transition plan

Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, and curriculum, whether standard and/or modified, and assessment 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.

SunEd High will ensure that the student's IEP is implemented as it was written. Parents will be provided with a copy of the IEP, as will teachers. Students' teachers will be provided with a copy of *IEP At A Glance*. Service providers will have access to the IEP through the EasyIEP system and know his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the student, in keeping with the IEP. SunEd High will ensure that the student's progress toward the annual goals is measured, as stated in the IEP. His or her 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. 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 reach an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. If parents are in disagreement with the IEP and placement, they may also file a complaint with the state education agency.

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 Individuals with Disabilities Education Act (IDEA) requires accountability for each IEP developed through an annual review process. 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. Because accountability measures determine whether the student is making progress, SunEd High will be careful to describe expectations for tasks and skills the student needs to learn in terms that can be evaluated. The expectation is that frequent assessments of the individual's performance will occur.

SunEd High will ensure appropriate programming and delivery of related services to exceptional students, especially with respect to the responsibilities that exist for providing FAPE to children with disabilities, as identified in the student's IEP with adherence and fidelity to Sponsor's policies. The School will work with the sponsor to ensure that the School is able to properly provide students with the services to which they are entitled. If the School's program is not able to meet the student's individual needs, per the IEP, the School will collaborate with the Sponsor to ensure the student is properly placed at a school that is able to meet the student's IEP.

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

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

Within the MTSS framework, SunEd High teachers will identify problems at the classroom level by utilizing performance data. When identifying a problem, teachers will look at the whole picture. This information will assist the teacher in determining if there is a universal problem (large group problem) that needs to be addressed using Tier 1 interventions and/or a small group/individual problem that will require Tier 2 and Tier 3 interventions. In defining a problem, the teacher will then request the assistance of the Collaborative Problem Solving (CPS) Team.

The CPS Team will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. The CPS Team will utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If a student is not meeting established benchmarks with Tier 1 core instruction/interventions, then the CPS Team will develop Tier 2 interventions for the identified student based on student data. Tier 2 interventions will include targeted small group instruction and supplementary remediation programs, which are designed to meet individual student needs. The CPS Team will review the progress monitoring data after three to five data points are collected to evaluate the student's response to Tier 2 interventions. In some cases, a student may require immediate intensive, individualized Tier 3 interventions, which may include one-to-one tutoring and alternate classroom assignments. In these cases, the CPS Team will utilize the problem-solving process to develop and implement appropriate intensive, individualized intervention(s). The CPS Team will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. The CPS Team will then meet to review Tier 3 progress monitoring data to determine if the student's response was positive, questionable or poor. If necessary, the CPS Team may refer a student for an appropriate evaluation.

Once a student has participated in the multi-tiered process of increasingly individualized and intensive interventions, the CPS Team may determine that a referral for a psycho-educational and/or a language evaluation is warranted. Parental consent will be obtained prior to any type of evaluation. Once parental consent is obtained, the School will work with the Sponsor to ensure that initial evaluations of students suspected of having a disability are completed within sixty (60) school days (cumulative) of which the student is in attendance. Referrals for evaluations of students suspected of being gifted will be treated like other initial evaluations, and every effort will be made to complete gifted evaluation within sixty (60) school days as well.

Evaluations will be conducted by qualified examiners, physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers as evidenced by a valid license or certificate to practice in Florida. Tests of intellectual functioning will be administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S. As part of an initial evaluation, the CPS Team and other qualified professionals, as appropriate, will take the following actions:

1. Review existing evaluation data on the student to include evaluations and information provided by the student's parents; current classroom-based and/or state assessments, classroom-based observations, and observations by teachers and related services providers.
2. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed.

The purpose of assessment in the referral process is to determine whether the student has a disability, whether special education is required, and what types of services are needed. Evaluations will be conducted by multidisciplinary teams made up of professionals who have expertise in each area of concern. Each member will help to evaluate the student's unique strengths and needs. For example, if language impairment is suspected, a Speech Language Pathologist is a member of the team. If there may be a hearing problem, an Audiologist

participates, and so on. Information can come from a broad range of sources, including the student's parents and family members. The professional who coordinates the identification process, the assessment team leader, is the school psychologist.

At this step, many different types of data will be used to inform the CPS Team about the student's abilities. Medical history, information about social interactions at school and at home, adaptive behavior in the community, educational performance, and other relevant factors are considered. Evaluations will include an array of assessment instruments and procedures. Information will be collected, perhaps from family members, about individuals' major life activities: performance at home, at school, in interpersonal relationships, and during leisure time. Formal tests—tests of intelligence, academic achievement, and acuity (e.g., vision and hearing)—will be part of the information used to make decisions about students and their potential special education status. Tests about a student's learning style will be included to help identify accommodations that may be effective to support the individual's successful access to the general education curriculum. Less formal assessments (school observations of social behavior, examples of academic assignments, direct measurements of academic performance, and portfolio samples of classroom performance) are also important pieces of evidence for this step in the process. One result of the evaluation process can be determination that the individual does not have a disability. For those individuals who do have disabilities, this phase of the process results in a baseline of performance that guides the development of the IEP and later will help evaluate the program's effectiveness.

A student with a physical or mental impairment that substantially limits life activities may be entitled to Section 504 accommodations. Any student who is experiencing difficulty in the classroom, or for whom a disability is suspected, is immediately referred to the Collaborative Problem Solving (CPS) Team so that proper procedures may take place to determine appropriate interventions and services. Possible sources for determining eligibility include teacher observation, information from parents or medical providers, test scores, grades, or other sources of information as necessary. Parents must be notified of and invited to attend all meetings regarding eligibility, as their input is crucial to the decision-making process. The parents, student, a school administrator, and school personnel working directly with the student should attend the meetings.

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.

SunEd High 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 School understands that it must provide educational services in the least restrictive environment as per FAPE guidelines. The School must educate students with disabilities with their nondisabled peers to the maximum extent appropriate. Special classes or instruction of the student outside the general education environment will only occur if the nature and severity of his or her disability is such that an appropriate education in regular classes cannot be achieved satisfactorily as stated in the student's IEP. The least restrictive environment will always be considered during the development of the student's IEP.

At SunEd High, the primary delivery of service will be through the consultation and/or collaboration model. This does not negate the school offering a continuum of services to students with disabilities. Within the general education classroom, 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) as

indicated in their IEP, 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. They are also part of a universal design to help ensure the success of a broader range of students.

In addition to adaptations, accommodations, and modifications, the student may also receive support from special education staff within the classroom environment. This may take the form of 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. With the advent of the Florida Standards, it is critical that students receive access to instruction that reflects the new standards and testing requirements. Additional support in the classroom will ensure greater success for students with disabilities. It is anticipated that there will be students who require a regular classroom and resource room combination. The School will ensure that students receive appropriate services to meet the needs of students requiring instruction in a resource room for up to 20% of the time, as delineated in the student's IEP. The School understands the need for specialized, intensive, research-based instruction for some students, provided by appropriately certified personnel, as delineated in their IEPs. The School will utilize research-based programs and strategies that address the skill level and needs of students with disabilities in the areas indicated on the student's IEP. Related services will also be provided to students including physical therapy, occupational therapy, speech services, behavior management services and others as indicated by the IEP. These services will be contracted through the Sponsor or through independent contractors.

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

The School will work with the Sponsor to determine appropriate placement for an ESE student whose IEP states the student requires a regular classroom and resource combination (40-80% of instruction to occur with non-disabled peers). It is the School's mission to place students in an environment where they can reach their highest potential. The School will collaborate with the Sponsor to ensure that all placement decisions are based on the IEP and to determine if students can be provided FAPE by the School. When a student's IEP specifies that the student requires more intensive services than the School is able to provide (as described above), the School will work with the Sponsor to discuss the student's needs and find an appropriate solution. These solutions will be recommended on a case-by-case basis.

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

The School will work with the Sponsor to determine appropriate placement for an ESE student whose IEP states the student requires a separate classroom (less than 40% of instruction to occur with non-disabled peers). It is the School's mission to place students in an environment where they can reach their highest potential. The School will collaborate with the Sponsor to ensure that all placement decisions are based on the IEP and to determine if students can be provided FAPE by the School. When a student's IEP specifies that the student requires more intensive services than the School is able to provide (as previously stated), the School will work with the Sponsor to discuss the student's needs and find an appropriate solution. These solutions will be recommended on a case-by-case basis.

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).

SunEd High will monitor and evaluate the progress of all students with disabilities as set forth in the student's IEP or 504 plan, including plans for promoting graduation for students with disabilities. The School will measure its effectiveness in meeting the needs of each student within its ESE population through alignment of learning gains and annual goals specified in the student's IEP with actual, measurable results. Additionally, at the conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the student's progress towards goals identified in the student's IEP as well as overall success with current courses. The ESE coordinator will meet with the student, general education and special education teachers, parents and school psychologist/speech language therapist/OT/PT (when applicable) to review results and informally discuss the student's progress towards goals indicated in IEP and the student's graduation plan.

The ESE teacher/coordinator will monitor the progress of ESE students on an ongoing basis through the following measures:

- a. Conducting informal meetings with each student to discuss achievements and where he or she has not reached individual goals; collectively developing a plan to help the student achieve goals.
- b. Conducting informal meetings with the teachers to discuss what the teachers perceive as the problem and why goals are not being met; identifying additional steps can be taken in order to help the student reach goals.
- c. Providing the student with additional individualized help to assist the student in achieving goals.
- d. Providing assistance via the school counselor who will ascertain if there are other matters within or outside the school that need to be addressed in order to help the student succeed.

Graduation for Students with Disabilities

Per Rule 6A-1.09963, "Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285 Florida Statutes (F.S.). Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with Section 1008.212 or 1008.22(10), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma. As delineated in s. 1003.4282(10)(a), beginning with students entering grade 9 in the 2014-2015 school year, a parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. [1003.5716](#), declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

Other options may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan. These options are specified in 1003.4282(10)(b)1-3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S. Students whose performance on standardized assessments are waived by the IEP team, as approved by the parent, require the development of a graduation portfolio of quantifiable evidence of achievement. Students with a disability who meet the standard high school diploma requirements may defer the receipt of a diploma and continue to receive services if the student meets the requirements found at s. 1003.4282(10)(c).

The School will closely monitor the progress of ESE students to ensure that they are making appropriate progress, along with their non-disabled peers, that includes meeting the necessary requirements for graduation as delineated in s. 1003.4282(1)-(10) F.S., s. 1002.3105(5), F.S. and Rule 6A-1.09963, which are located at:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Statute.cfm
)

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Statute.cfm

<https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09963>

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 to serve students with disabilities. Projections are based on the percentage of students currently attending the District schools that qualify for ESE services (12.8%), as well as the percentage of current students at the two SunEd High Schools in Broward County who qualify for ESE services. Currently, the School is projecting that one full time ESE teacher/coordinator will be hired initially. The School will adjust the number of staff based on actual student enrollment once the School is open. The ESE teacher/coordinator will ensure the implementation of all IEPs, EPs, and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE teacher/coordinator. The ESE teacher/coordinator will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. The ESE teacher/coordinator may co-teach a class in Reading/LA and/or math and meet the needs of those students as well consult with the General Education teachers on a weekly or monthly basis to ensure SWD students on consultation are making progress and accessing the curriculum. The ESE teacher/coordinator may also provide instruction to ESE students in a separate class, if the IEP determines there is a need for this service. If the need arises, the School will hire an additional ESE teacher in order to meet the needs of the population of students with disabilities.

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. The School will employ teacher(s) who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. Speech-language, occupational, and physical therapy services will be contracted services that the School will provide for students who qualify for those services. All personnel who provide related services to students (e.g. speech therapist, psychologist, social worker or mental professional, etc.) will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

The School's effectiveness in serving exceptional education students will be evaluated in several ways. First, the School will collect data on student achievement and overall performance. Student achievement data will be collected from a variety of sources that include state assessments, progress monitoring assessments, and classroom assessments. The School will analyze each student's assessment results, in addition to other performance measures, to assist in setting goals for the next school year. The standardized test scores for ESE students, as a group, will be compiled and evaluated to determine the effectiveness of the program(s) in which the students participated.

The School's effectiveness in serving special education students can also be determined by analyzing the extent to which students are meeting goals stated in their IEPs. The goals for each student will be reviewed by the ESE coordinator two times per quarter. Teachers will be asked to respond to a series of questions dealing with the level of achievement each student has reached based on his/her individual goals, and overall achievement attained in courses. Teachers will discuss what is working and what does not seem to be as effective.

The Sponsors' annual ESE compliance review process will further assist in measuring the School's effectiveness in educating its ESE population. The ESE coordinator will keep accurate and up-to-date files on all ESE students at all times. ESE files will be reviewed on a regular basis, and the ESE coordinator will ensure that students are receiving appropriate services. This will be determined through meetings held, discussion with ESE staff, and conferences with the parents of ESE students. The ESE coordinator will make quarterly reports to the principal on the progress of the students in the ESE program and communicate any concerns held by parents, students, ESE staff, or teachers.

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

SunEd High will comply with all federal and state laws, and county compliance regulations, related to the gifted program. The School will provide appropriate services, through a gifted endorsed teacher, for all eligible students. The gifted and talented program will focus on ensuring that gifted students are provided with problem solving, critical thinking, and creative thinking activities. At SunEd High, gifted students receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement. The teacher meets regularly with the gifted student, through the consultation model, to discuss his or her progress in meeting the goals set in the EP, and to set future goals, as needed. In addition, SunEd High will offer Honors courses across the curriculum that are open to all students who are recommended for advanced course work.

Teachers or parents may recommend a student for gifted and talented testing at any time, to the ESE coordinator. The referral process for gifted students, as per Broward County Public School's guidelines, states that the screening process begins when the student's teacher, parent or other qualified personnel observe outstanding academic, creative or other superior abilities when compared with other students of the same age group. Students may also be identified by their test scores on standardized tests. The reporting of these observations initiates the process of collecting necessary data to determine eligibility. Students tested and found to qualify will be provided with appropriate services, with parental approval.

The School will utilize the District's system to develop a gifted student's Educational Plan (EP) in accordance with state and district guidelines. The EP will include detailed information that is useful to school personnel and to the parents. The EP will provide a clear picture of the student, how the student is gifted, and the student's special needs related to the giftedness. Educational Plans are

valid for three years. Students identified as "gifted" are always gifted. SunEd High will review each gifted student's EP no less than every two years. A review will be conducted at the request of the parents and/or faculty.

The needs of gifted and talented students go beyond what is traditionally offered in a regular classroom. The nature of their abilities requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet the individual needs as outlined in their Educational Plan.

Attachments

Section 6: Exceptional Students

– No Attachments –

Notes

Allisyn Axelrod, 3/7/18 2:24 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 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, What is the school plan to ensure access to extracurricular activities and culture building activities for SWD? 3. This application failed to provide a clear plan to assure the participation in standardized testing with allowable accommodations for SWD. Section 1008.22, f.s., Rule 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? 4. 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? 5. This application fails to discuss progress monitoring supported by provided data to demonstrate progress of gifted students toward EP goals and state standards as Rule 6A-6.03028(3)(h)7, F.A.C. and Rule 6A-6.030191(4)(d), F.A.C., require. How does the school intend to evaluate the success of gifted students in reaching their EP goals and effectiveness of its Gifted and Talented program?

7. English Language Learners

Section Evaluation

– No Final Rating –

Meets the Standard Celina Chavez, 3/8/18

Meets the Standard Leyda Sotolongo, 3/8/18

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

SunEd High's mission is dedicated to ensuring the success of each and every student. As such, it is paramount that English Language Learners (ELLs) not only excel in all areas of the curriculum, but feel accepted and valued within the school community. SunEd High will comply with the requirements for identification, eligibility, and programmatic assessments of English Language Learners per F.S. 6A-6.0902. SunEd High will follow the District's program for English Language Learners and 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.

SunEd High will comply with the guidelines set forth by the Consent Decree, which is the State of Florida's framework for agreement with the following federal and state laws regarding the education of English Language Learners:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

The Consent Decree settlement terms focus on the following six criteria which are described below:

1. Identification and Assessment
2. Equal Access to Appropriate Programming
3. Equal access to appropriate categorical and other programming for English Language Learners (ELLs)
4. Personnel
5. Monitoring
6. Outcome Measures

Identification, Eligibility and Programmatic Assessments of English Language Learners

In accordance with Rule 6A-6.0902, F.A.C., upon registration at SunEd High, all students will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS is comprised of three questions regarding a student's language spoken at birth and within the home: (a) Is a language other than English used in the home? (b) Did the student have a first language other than English? (c) Does the student most frequently speak a language other than English? An affirmative response to any of the Home Language Survey questions will require the student to be assessed in listening and speaking by the ESOL coordinator using the IDEA

Language Proficiency Test II Form E (grades 6-12). Students will be placed in the ESOL program pending testing, as specified in Rule 6A-6.0902. Assessment of each student's aural and oral proficiency or listening and speaking should be completed as soon as possible after the student's initial enrollment but not later than twenty (20) school days from the date of the student's enrollment. Students scoring at a Fluent English Speaking (FES) level on the test are interviewed informally for further proficiency. Schools may request a Reading and Writing assessment from the District to determine if a student needs ESOL services using the *Request for Assessment Form*. According to Rule 6A-6.0902, the assessment in reading and writing shall be completed as soon as possible after initial enrollment, but not later than thirty (30) days after enrollment. The reading and writing assessment to be used is the Kaufman Test of Educational Achievement II Brief Form (administered to Fluent English Speakers, or FES). Any student who scores at or below 32nd percentile on reading comprehension and language usage subtests of the approved test or scores below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and be provided ESOL services.

For students with inconsistent test data, an ELL Committee is convened to determine if a student should enter the ESOL program. Parents are invited to attend this meeting. The ELL Committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two of the following criteria in addition to the results of the assessments used for placement:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results from tests other than District-approved oral/aural and reading and writing assessments.

ELL Committee decisions are documented in the ELL Plan under ELL Committee recommendations. The ELL Committee members must be present at the meeting and sign for documentation purposes.

Equal Access to Appropriate Programming

The primary goal of the ESOL program is to develop each child's English language proficiency and cognitive academic language proficiency as quickly as possible. Such programs also provide positive reinforcement of the self-image and self-esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities. The responsibility of SunEd High is to ensure that English Language Learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that non-ELL students are expected to meet. To achieve these expectations, only high-quality programs that have been proven to be successful for ELL students will be implemented. English Language Learners will be provided adequate instructional materials that address a comprehensive Language Arts/Reading/English for Speakers of Other Languages (ESOL) curriculum. All students classified as ELL will have an individual English Language Learner (ELL) Plan, which will be maintained in accordance with state and district mandates. The ELL Plan will be part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language); initial assessment and placement data; ESOL program and updated information program participation; amount of instructional time and/or schedule; exit information; post program review; ELL Committee information, and Progress Monitoring Plan, if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and

ELL committee meeting information. The ELL Plan available for all ELL students will contain all items required and indicated in Broward County's current ESOL procedures manual.

Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence, and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student's native language may be used
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts ESOL – Reading Units of Study
- WIDA Framework and Resources available at www.wida.us
- CPALMS

ELL students will be expected to meet the same standards as non-ELL students. ELL students will be assessed through state-mandated assessments and other assessments administered as part of the educational program at the school. ELL students will be offered state-approved accommodations on all state assessments. Teachers will use a variety of outcome measures to allow ELL students to demonstrate their knowledge.

Equal access to appropriate programming will include both access to intensive English language instruction and instruction in the basic subject areas of mathematics, science, social studies, and computer literacy which are:

- Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.
- Documented through the use of an ELL student plan with appropriate recommendations for the student's program of study.
- Comprehensible to the ELL student given his/her level of English language proficiency.

English Language Learners shall be entitled to equal access to programs and support services, other than ESOL, regardless of the funding sources.

Communicating with Families

From the time of students' registration at the School, every effort will be made to inform parents about the School and its programs in the parent's native language when feasible. Forms and documents will be sent home in English, Spanish, and Haitian-Creole.

In accordance with Rule 6A-6.0902, SunEd High shall provide notice to parents of an ELL identified for participation or participating in a language instruction educational program within thirty (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but were identified during the school year, within the first two weeks of the student being placed in a language instruction educational program. The notice shall provide parents with specific information about their child and the language instruction program as specified in Rule 6A-6.0902(2)(e)1-8.

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.

SunEd High will employ instructional programs, practices, and strategies to ensure academic

success of English Language Learners, as well as to ensure that these students have equitable access to core academic programs regardless of their level of performance. 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.

SunEd High will establish a school-based ELL Committee that will be composed of ESOL teacher(s), an administrator or designee, the student's parent(s), and other educators, as needed.

The role of the ELL Committee will be to:

- Determine if a student is eligible for the ESOL program.
- Determine if a student is ready to exit the ESOL program.
- Develop and review ELL Plans.
- Review progress of former ESOL students and identify students who are not making sufficient progress.

Instructional Strategies to Support ELLs

ESOL instructional strategies are crucial to the development of academic and oral language skills of the ELL students. Through the use of these strategies instruction is modified and made comprehensible, providing students with cognitive practice to improve processing and production of the content material. As is the case with subject matter, the acquisition of academic and oral skills again requires that the teacher of ELLs use a variety of symbolic and concrete referents to illustrate meaning. Moreover, the students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others are needed, not only to instruct the students, but also to assess and monitor their progress. As the students acquire more academic language, the learning activities should require "higher" cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of "academic language" is much more difficult than mastering "conversational language" and it takes much longer.

Apex Learning offers online courses with extensive scaffolding for students who are not proficient in English. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. The option to listen to instructional text read aloud in English (and in Spanish for math courses), rollover vocabulary supporting academic language proficiency, the use of media to provide multiple representations of concepts, and interactive self-assessments with immediate feedback provide critical assistance to ELL students. *Apex Learning* matches instruction to individual needs via multiple course pathways and makes it possible to provide the right level of instruction to meet the unique needs of each ELL student.

Through the mainstream/inclusion model, instruction provided to the student is made comprehensible by the use of ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress. In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught. At SunEd High, teachers will utilize a variety of instructional strategies to support the English language acquisition of identified students in their classrooms. These strategies include, but are not limited to, the following:

- Ask all students to speak in complete sentences.
- Speak slowly and enunciate clearly.

- Use nonverbal language such as facial expressions, gestures, and dramatization.
- Simplify the language of instruction, not the concept being taught.
- Use realia, props, visual clues, movement, and manipulatives to support oral language.
- Establish a classroom library of supplementary materials written in easy-to-read English.
- Provide outlines/graphic organizers that communicate the big ideas and concepts from the lesson.
- Label items on the classroom.
- Provide translation dictionaries in the students' native language with pronunciation keys, simple explanations, contextual clues, and visuals.
- Provide frequent opportunities for students to use English to communicate their thinking and to ask questions through partner discussions, learning buddies, and table discussions rather than relying solely on whole-group discussions.

Supporting the Academic Needs of All ELLs

Program goals, objectives, and content for the curriculum for ELLs will be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This will be accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student's native language
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks

SunEd High will modify instructional delivery, not content, to meet the needs of ELLs. Teachers of social studies, science, mathematics, and computer literacy will be trained in differentiated instruction to meet the individual learning needs of ELLs who perform at or above grade-level. Instructional strategies will be documented in lesson plans.

For ELLs who enter the school below grade-level, a review will be conducted by the ELL committee with parental participation to address the students' needs and develop an appropriate progress monitoring plan which may include: interventions, intensive reading remediation, and/or tutoring or additional instruction in the core subject areas. ESOL endorsed teachers will utilize appropriate strategies with ELL students during core content areas to facilitate learning for these students, particularly those who are working below grade level. Small-group or one-on-one direct instruction will be used to address students' needs. Each ELL student will be paired with another student who is performing at grade level and is proficient in English. ELL students will have access to bilingual dictionaries and will be provided appropriate testing accommodations. Collaborative learning, project based learning, and other methods and best practices will assist ELL students who are working below grade level.

ELL students not meeting district and/or state student performance levels in language, arts/reading/ESOL and/or mathematics will have a Progress-Monitoring Plan (PMP) developed. Reading proficiency of recently classified ELL students will be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the PMP process.

The school will also ensure that any exceptional student referred for placement into programs for English Language Learners shall have an individual educational plan (IEP) review prior to that placement. A staff representative of the ELL Committee shall be invited to participate in that review.

Promotion to the next grade level as established in the Student Progression Plan adopted by the sponsor will be followed. Retention recommendations for ELL students in the ESOL program will be supported by documentation that shows lack of progress (not performing on grade level) in reading, writing, and mathematics in English or the student's home language. This information will be documented within the individual English Language Learner Student Education Plan.

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

Monitoring and Evaluating ELL Progress

SunEd High will re-evaluate students annually to determine program options for continuation or exit. The school will use the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) exam to measure the progress towards proficiency in English in the areas of Listening, Speaking, Reading and Writing. ACCESS for ELLs 2.0 will provide information for placement decisions, and provide diagnostic information about individual students' strengths and weaknesses in English. SunEd High will also monitor the progress of all ELLs through report cards, test scores, classroom performance, FAIR-FS, Scantron Performance and Achievement Series, *Reading Plus*, *Study Island*, *Apex Learning* assessments, and standardized test scores in order to determine mastery of the LAFS/MAFS/NGSSS.

Exiting Students

Students may be exited from the ESOL program only if they meet the criteria specified for exit as outlined in the Broward County Plan for ELLs.

Students in grade 9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C. Students in grades 10-12 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S. Additionally, the ACCESS for ELLs 2.0 English language proficiency level requires of 4.0 overall or greater and at least 4.0 in the domain of Reading. Upon meeting criteria, students shall be exited no later than the last day of the school year. If scores are received after the end of the school year, students shall be exited within two weeks after the beginning of the next school year. If a student meets exit criteria in the middle of a grading period, an ELL Committee meeting will be convened to review test data and get input from teachers. Parents will be notified via the official exit letter.

In order to exit students, the ESOL Contact person, in coordination with the teachers, follows the following procedures:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Convenes an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. The ESOL Contact completes the ELL Meeting documentation located in the Meeting Center within the ELLevation platform with the assessment data used to determine English proficiency, dates, and signs document(s).
- Provides the school data processor with required exit data. The required information is entered into TERMS.

- Notifies the parents that the student is exiting the ESOL program via *Parent Notification of Student Exiting from the English for Speakers of Other Language (ESOL) Program* letter.
- Monitors the student for two years from the exit date at specific intervals within year 1 and year 2 in order to ensure success in the mainstreamed classroom. If student is not making sufficient progress during this time, an ELL Committee meeting will be convened to determine if a language barrier may be the cause of the problem and to identify strategies for helping the student succeed.

If there are discrepancies in a K-12 student's scores, the ELL Committee can determine if the student should remain in or exit from the ESOL program. An ELL Committee can also be convened at any time there is a concern about a student's placement. This decision is documented on the ELL Plan.

Any student being considered for exit by an ELL Committee shall be assessed on at least one District-approved assessment instrument, which shall be administered no earlier than 30 school days prior to the ELL Committee's determination regarding the exit. The assessment must cover all four domains, including listening, speaking, reading, and writing. The ELL Committee may recommend the following:

- Student remains in ESOL (student may also be recommended for placement in an additional program).
- Student exits ESOL (may also be recommended for placement in a categorical or a basic program).

When a student exits the ESOL program, parents are notified via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter.

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

SunEd High will ensure that ESOL certified/endorsed teachers are hired to serve the School's English Language Learner population. According to the 2017-2018 Broward County Public Schools Demographics and Student Assignments report, 12.5% of the district's total student population is classified as ELL. A review of the current student demographics at the two existing SunEd High schools show that there are 20 ELL students at the Oakland Park campus, which represents approximately 7% of the total student population, and there are 26 ELL students at the Margate campus, which represents approximately 10% of the total student population. Based on the percentage of ELL students at the District, as well as the SunEd High schools, the School anticipates having approximately 10% ELL students. When considering the maximum student enrollment projected by the School for Year 1 through Year 5, it is anticipated that there will be approximately 25 ELL students in Year 1, 27 students in Year 2, 30 students in Year 3, 35 students in Year 4, and 40 students in Year 5.

Staffing/Qualifications

Initially, one ESOL teacher/coordinator will be employed at the school. The ESOL teacher/coordinator will serve as the ESOL Contact person and will have the responsibility of overseeing and assisting staff in meeting the needs of the School's ELL population throughout the school year. All instructional staff members will be expected to:

- Have completed the ESOL training requirements or work toward completing the ESOL requirements within the timelines established by the Florida Consent Decree; Staff members that are in the process of completing the required ESOL courses, and have been assigned an ELL, must sign an out-of-field waiver in ESOL (SunEd High will ensure that all personnel

have the appropriate ESOL endorsement/required coursework in order to be able to serve the needs of ELLs. The principal will identify each teacher's training status or requirement. The School will inform staff of the sessions or courses available to meet the training requirements);

- Identify the students in their grade book and record the ESOL level next to each student's name
- Use appropriate lessons and reflect ESOL strategies/accommodations being used in lesson plans and
- Use appropriate grading guidelines and report card comments.

Additionally, in accordance with Rule 6A-6.0904 (4)(c), FAC., once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students. These teachers/paraprofessionals will assist ELL students as follows:

- working in small groups,
- translating information,
- interpreting test questions and homework assignments as appropriate, and helping students comprehend textbooks and other written materials.

Training Requirements

The META Agreement states that Florida teachers are required to participate in training when they have a Limited English Proficient (LEP) student assigned to their class. There are three categories of teachers (Category I, II, and III), each with its own training requirements. Administrators and school guidance counselors are also required to attend ESOL training (Category IV). Category I is for teachers responsible for teaching language instruction or reading, such as English language arts, reading and exceptional education. Category II is for teachers of math, social studies, science, or computer literacy. Category III is for teachers not listed in Category I or II, such as art, music, P.E., or media specialists. Those teachers who have not already met their ESOL training requirements upon being hired will be required to complete the necessary courses within the established timelines. The principal will monitor each teacher's training status on an annual basis to ensure that employees are complying with the training requirements within the prescribed timelines. Additionally, SunEd High will work with the Sponsor in informing staff of the sessions or web-based courses available to meet the training requirements for serving all identified English Language Learners. The School will also meet the District requirements concerning the hiring of additional personnel, if necessary. As per Section IV of the META Consent Decree, "ELLs in ESOL basic subject area classrooms shall have access to an aid or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language." Teachers will be required to meet periodically to discuss and plan lessons to meet the needs of all ELL students.

Attachments

Section 7: English Language Learners

– No Attachments –

Notes

Celina Chavez, 3/8/18 7:22 PM:

This section was reviewed by Leyda Sotolongo, Curriculum Supervisor and Celina Chavez, Education Specialist, ESOL. Clarifying questions: 1. Please clarify the following statement: "SunEd High will modify the instructional delivery for ELLs. 2. Elaborate on what supplemental materials will be implemented to address language acquisition.

8. School Culture and Discipline

Section Evaluation

Meets the Standard Debra Kearns, 3/9/18

– No Final Rating –

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 Governing Board and school leadership at SunEd High will promote a school culture that is characterized by mutual respect and high expectations for everyone. The school leadership and all staff members will serve as role models for students treating students, parents, and each other with respect. SunEd High's philosophy regarding student behavior ensures commitment to the school's mission which begins with the following statement: *The mission of SunEd High is to provide our students with an innovative, individualized, self-paced learning program that will help all students achieve their personal, academic, and career-related goals.* The School's goal is to ensure that it offers students an excellent academic program in an environment in which students feel safe and valued. SunEd believes that a safe, positive, and orderly school environment is of primary importance to creating an enjoyable and productive learning experience where students are able to thrive and reach their maximum potential. The educational purpose of the school is best accomplished in a climate of student behavior that is socially acceptable and conducive to the teaching and learning process. Student behavior that disrupts the learning process or that infringes upon the rights of other individuals will not be tolerated. Students at SunEd High will be required to abide by the Broward County Code of Student Conduct. Proper and appropriate student conduct will be recognized and rewarded, whereas unacceptable behaviors as delineated in the Code of Student Conduct will be handled according to the consequences stipulated in the Code of Student Conduct. Whenever necessary and appropriate, the Collaborative Problem Solving Team will be convened to create a plan of action for addressing a learner's behavioral challenges in order to provide the necessary assistance and interventions.

SunEd High expects parents to take an active role in supporting the School's behavioral plan. The School will ensure that parents and staff work together to ensure that students are provided with a safe, orderly, and engaging learning environment that prepares them for success. As stated in the School's mission statement, *We believe that by working with families and the community, all students can achieve success and meet their individual goals. We are committed to working together to provide each student with the best possible education while instilling in every student the belief that they can succeed and become responsible, contributing members of society.* In order to achieve the School's mission of helping students become "responsible and contributing

members of society," the School will promote positive character traits through a school-wide campaign that is spearheaded by the guidance counselor and overseen by the principal. SunEd High will adopt the District's eight core character traits that include the following: Responsibility, Citizenship, Empathy, Respect, Trustworthiness, and Fairness.

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.**

SunEd High intends to use the Broward County Public Schools Code Book for Student Conduct. The School will adopt the District's policies and expectations for students related to students' and parents' rights and responsibilities, inappropriate student discipline and disciplinary action, due process, and all other matters related to student conduct as delineated in the Code Book for Student Conduct. The code will include specific policies related to suspensions and expulsion, and the appeals process. All information contained in the Code Book for Student Conduct will be made available to parents and students upon registration and will be included in the SunEd High Parent-Student Handbook as well as the School's website. Parents and student will be required to read, discuss, and accept the policies, as verified through their signature (or the student's signature if he or she is an adult).

In order to promote a positive school environment, which includes meeting academic requirements, displaying appropriate behaviors, and attending school regularly, the School will implement the SunEd High Student Rewards and Recognition Program. The program will be included in the Parent-Student Handbook and posted in the school's front office and lobby area. As part of the program, students will receive rewards, such as certificates of recognition, school-wide recognition on the Faces of Excellence Board, treats, and gift cards.

In the event that the School must take disciplinary action with a student in accordance with the Broward County Code Book for Student Conduct, the appropriate action will be taken by the School's administration. The least extreme consequence that can resolve the problem will be applied to the student. Teachers and administrators will strive to use a variety of informal disciplinary measures or guidance/counseling strategies prior to formal disciplinary action. Teachers will monitor student behavior and consistently enforce the School's behavioral policies, utilizing a system of rewards and consequences to ensure a safe and orderly environment in each

classroom. The School will make parent contact for all violations requiring administrative action. Teachers will maintain ongoing communication with parents throughout the year to promote a positive school-home relationship and elicit parent assistance in working with students to maximize learning opportunities offered by the School. School leaders will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code Book for Student Conduct. Students who demonstrate consistent behavioral problems will also be provided with assistance by the Collaborative Problem Solving (CPS) Team, which will be comprised of key individuals who will work collaboratively to develop a plan for the student. The team will discuss possible causes for inappropriate behaviors and identify intervention strategies as needed. Some of the strategies to be used include group counseling, individual counseling, and behavioral contracts.

Out-of-School Suspensions/Recommendations for Expulsion

SunEd High will follow the Broward County Public Schools Administrative Discipline Matrix for Grades 9-12 to determine appropriate consequences for students who display severely disruptive behaviors that warrant out-of-school suspensions or recommendations for expulsion. The out-of-school suspension of a student, and the number of suspension days, is determined by the number of times the student has committed the same offense as stipulated in the District's matrix. The school principal has the discretion to deviate from the guidelines stated in the matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. The types of incidents that may warrant out-of-school suspensions include the following:

- Electronic Devices (offensive/unlawful use or publication) – 1st consequence
- Sexting – 1st consequence
- Defiance of Authority – Habitual – 1st consequence
- Profanity Directed Toward a Staff Member – 1st consequence
- Inciting a Disturbance – 2nd consequence
- Passing/Producing Counterfeit Money – 1st consequence
- Laser Device – Inappropriate Use – 1st consequence
- Gang Activity – 1st consequence
- Disruption on Campus – Minor
- Trespassing – 2nd consequence
- False Fire Alarm/911 Call – 1st consequence
- Over-the-Counter Medication - Sale/Attempted Sale/Transmittal – 2nd consequence
- Alcohol – Use/Possession/Under the Influence – 1st consequence
- Drug – Possession/Use/Under the Influence – 1st consequence
- Drug – Use/Possession of Unauthorized Substance – 1st consequence
- Drug – Under the Influence of Unauthorized Substance – 1st consequence
- Alcohol – Sale/Attempted Sale/Transmittal – 1st consequence
- Drug – Sale/Attempted Sale/Transmittal – 1st consequence
- Drug Paraphernalia – Use/Possession/Sale/Transmittal – 2nd consequence
- Bullying – 1st consequence
- Harrassment – 1st consequence
- Fighting – Major Mutul Combat – 1st consequence
- Fighting – Medium – 1st consequence
- Fighting – Minor Altercation – 2nd consequence
- Hazing – 1st consequence
- False Accusation Against School Staff – 1st consequence

- Sexual Conduct and/or Indecent Exposure – 1st consequence
- Sexual Harrassment – 2nd consequence
- Assault/Threat (Low Level - Non-Criminal) – 3rd consequence
- Assault/Threat (no harm or injury) – Medium Level – 1st consequence
- Assault/Threat – High – 1st consequence
- Assault/Threat – Serious – 1st consequence
- Sexual Assault – Threat – 1st consequence
- Battery – 1st consequence
- Physical Attack – 1st consequence
- Battery on School Employee/Law Enforcement – 1st consequence
- Battery – Serious – 1st consequence
- Theft – Petty < \$300 – 3rd consequence
- Theft – Grand \$300 – 1st consequence
- Theft/Motor Vehicle – 1st consequence
- Vandalism/Damage to Property < \$1000 – 1st consequence
- Vandalism/Damage to Property \$1000 – 1st consequence
- Technology – Illegal Use (computers or networks) – 1st consequence
- Arson – 1st consequence
- Fire – Starting a Fire on Campus – 1st consequence
- Burglary – Unlawful breaking/entering into a school facility or property – 1st consequence
- Other Serious Incident/Delinquent Act – 1st consequence
- Weapons – Class A (Possession/Use/Transmittal) – 1st consequence
- Weapons – Class B (Possession/Use/Transmittal) – 1st consequence
- Robbery or Attempted Robbery – 1st consequence
- Robbery (Armed) or Attempted Robbery – 1st consequence
- Sexual Battery/Rape (Actual or Attempted) – 1st consequence
- Kidnapping or Abduction – 1st consequence
- Homicide – 1st consequence
- Extortion – 1st consequence
- Bomb Threat (Placing) – 1st consequence
- Bomb Threat (False Reporting) – 1st consequence

The decision by the principal to recommend to the School Board the expulsion of a student is generally dependent on the number of times the student has exhibited the same offenses (from those stated above). Some behaviors warrant an automatic recommendation for expulsion. The behaviors that may lead to the recommendation for expulsion are stated below:

- Electronic Devices (offensive/unlawful use or publication) – 3rd consequence
- Laser Device – Inappropriate Use – 3rd consequence
- Gang Activity – 3rd consequence
- Alcohol – Use/Possession/Under the Influence – 2nd consequence
- Drug – Possession/Use/Under the Influence – 2nd consequence
- Alcohol – Sale/Attempted Sale/Transmittal – 1st consequence
- Drug – Sale/Attempted Sale/Transmittal – 1st consequence
- Drug Paraphernalia – Use/Possession/Sale/Transmittal – 5th consequence
- Hazing – 1st consequence

- Assault/Threat (no harm or injury) – Medium Level – 4th consequence
- Assault Threat – High – 1st consequence
- Assault Threat – Serious – 1st consequence
- Sexual Assault – 1st consequence
- Battery – 3rd consequence
- Physical Attack – 2nd consequence
- Battery on School Employee/Law Enforcement – 1st consequence
- Battery – Serious
- Theft – Grand \$300 – 2nd consequence
- Theft/Motor Vehicle – 1st consequence
- Vandalism/Damage to Property < \$1000 – 4th consequence
- Vandalism/Damage to Property \$1000 – 2nd consequence
- Technology – Illegal Use (computers or networks) – 3rd consequence
- Arson – 1st consequence
- Burglary – Unlawful breaking/entering into a school facility or property – 2nd consequence
- Other Serious Incident/Delinquent Act 2nd consequence
- Weapons – Class A (Possession/Use/Transmittal) – 1st consequence
- Weapons – Class B (Possession/Use/Transmittal) – 2nd consequence
- Robbery or Attempted Robbery – 1st consequence
- Robbery (Armed) or Attempted Robbery – 1st consequence
- Sexual Battery/Rape (Actual or Attempted) – 1st consequence
- Kidnapping or Abduction – 1st consequence
- Homicide – 1st consequence
- Extortion – 1st consequence
- Bomb Threat (Placing) – 1st consequence
- Bomb Threat (False Reporting) – 1st consequence

A student who is suspended from school for a disciplinary problem will be permitted to make up work missed for all absences, regardless of the number of absences. The Governing Board believes that any absence from any class, for any reason, negatively impacts student learning, progress, and achievement. Make-up work will be graded and included in student grades. Students who fail to make up missed work will be assigned a zero on daily grading for missed days.

Right to an Appeal

Parents or students who disagree with any disciplinary action are provided opportunity for due process. Most problems can be resolved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may request a conference with the next level of authority. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken (in accordance with the Broward County Public Schools Code Book for Student Conduct):

1. A written statement must be presented to the principal within five school days after the last conference. The statement must tell what happened, when it happened, who was involved,

and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The principal or the administrator with the most knowledge of the incident has five school days to respond in writing.

2. If the problem still has not been resolved within five school days from receipt of the school's written request, the student/parent(s) may request, in writing, an appointment with the Director of Education. The letter asking for the appointment must include a copy of the first written statement and the school's response, if one was received.
3. If the problem has not been resolved within five school days from the receipt of the school's written response, the student/parent(s) may request, in writing, a meeting with the Governing Board.

Students with Disabilities

For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). When conduct is a manifestation of the student's disability, a Functional Assessment of Behavior (FAB) must be conducted and a Behavior Intervention Plan (BIP) must be implemented. Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

Attachments

Section 8: School Culture and Discipline

– No Attachments –

9. Supplemental Programming

Section Evaluation

Provided LoriAyn Stickler, 3/9/18

– No Final Rating –

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.

It is anticipated that the student population at SunEd High will be comprised of overaged students, many of which are 18 and above, who will be primarily focused on completing their studies in order to graduate from high school. Consequently, there will not be extensive extra-curricular activities offered. However, SunEd High will provide students with opportunities to engage in the following activities and programs which are geared toward college and career readiness:

Educators Rising Program

SunEd High will encourage and assist students who have a passion for teaching to pursue their career goals. The school's career coordinator will recruit students to participate in a program designed to prepare students for teaching careers. Through the School's involvement with the

Educators Rising national program, students will have access to a number of resources and opportunities that are geared toward one goal: helping passionate young people develop the skills of great teachers. This includes the [EdRising Virtual Campus](#) which is a one-stop shop for all Educators Rising information and activities. In addition to being able to connect with other rising educators and teacher leaders, students can find:

- Videos of expert teachers in action;
- Original content — like engaging articles and videos — to help students develop their teaching craft and prepare for college;
- Google Hangouts with nationally renowned education leaders; and
- Information about the Educators Rising National Conference, national competitions, the Educators Rising Honor Society, and other opportunities to get involved.

The Teacher Academy liaison will meet with students enrolled in the Teacher Academy every two weeks to assign new activities (i.e. classroom observations, viewing of videos, development of lessons, summarizing articles, etc.) and review completed activities. The Educators Rising team (the Teacher Academy liaison and participating students) will conduct fund raisers in order to participate in conferences and other activities related to teaching.

Technology Club

A staff member will facilitate a club that allows all students, not just those enrolled in the Information Technology Academy, to develop their digital footprint. Students will create an online portfolio of projects, blogs, professional resumes and other computer-based learning activities. This club will create school newsletters, websites and blogs as well as maintain social media sites for effective communication with stakeholders and the community.

Men to Boys Club

Business men from the community will volunteer to provide mentoring for male students at the School. The club is designed to develop strong character attributes, decision-making skills, and leadership skills among young men at the school. Community volunteers will meet with club members two times a month (every other Friday) for an hour.

Ladies of Distinction Club

The club coordinator will meet monthly with female students to address issues related to their gender and to teach students proper etiquette, proper social interactions, and provide strategies for dealing with conflicts.

Chess Club

The teacher leader will meet with the chess club every two weeks for 30 minutes to develop skills and problem solving strategies through the game of chess.

Spelling Bee Committee

The Literacy Coach will organize an annual Spelling Bee to recognize outstanding spellers. Parents will be invited to attend and prizes will be given for 1st, 2nd, and 3rd place.

Math Bowl Committee

The lead math teacher will organize an annual Math Bowl to recognize outstanding

mathematicians. Parents will be invited to attend and prizes will be given for 1st, 2nd, and 3rd place.

Graduate Activity Committee – luncheon, graduation ceremony, grad night, pictures

The Graduate Activity Committee is comprised of selected seniors and the Guidance Counselor. The committee plans activities specifically for seniors.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation

– No Final Rating –

Meets the Standard Jody Perry, 3/6/18

Meets the Standard Brenda Santiago, 3/9/18

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

The School qualifies for Section 501(C) (3) status as a non-profit organization under 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**

The above-stated documents are included as Attachments H, I, J, and 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 governance structure at SunEd High is depicted in the school's organizational charts that are included as Attachment M. The roles, powers, and duties of the Governing Board are described below:

The SunEd High Governing Board is made up of individuals who have the requisite knowledge and availability to serve as contributing members. The ultimate decision-making body at SunEd High will be the Governing Board. The School's Governing Board has the responsibility for developing policies, managing financial affairs; overseeing the proper management of the School; providing continued oversight of the School’s operations; and ensuring that newly elected Board members agree to support the founding vision, in order to maintain continuity between these founders and any subsequent future Board members. Further, the Board is dedicated to promoting the mission of the School, ensuring the School provides a quality education, and is fully cognizant of its responsibility to provide effective and proper management of public funds.

The Board will recruit, hire, and evaluate the principal. The Board will hold the principal

responsible for the administration of its policies, the execution of Board decisions, the day-to-day operations of the School, the supervision of teachers and staff; the safety of students and staff; and for openly communicating with the Board regarding school operations, student achievement, financial expenses necessary to further the School's mission, and areas of need or concern. The Board will provide the principal with the autonomy necessary to implement academic programs at the School; enforce school policies and procedures; hire, supervise, and make decisions regarding reappointment or non-reappointment of school personnel; enforce the code of student conduct; and manage the day-to-day operations of the School. The Board will conduct a mid-year and end-of-year evaluation of the principal's job performance and make decisions related to reappointment or non-reappointment of the principal. The principal will attend all board meetings and present the "Principal's Report" at each meeting to maintain the Board abreast of all issues related to school operations, inform the Board of the School's financial needs in order to support the School's mission, inform the Board of any concerns expressed by School's stakeholders and possible solutions, and conduct a presentation on the current academic performance of students in all academic areas and status of compliance with the School Improvement Plan.

In addition to the principal, there will be other key members of the staff that will serve in leadership roles and report to the principal. The School will have an assistant principal, or a dean of students, to assist the principal with matters related to academics and discipline. Additional members of the leadership team include the guidance counselor, ESE coordinator, and ESOL coordinator. The principal will identify key personnel to serve as department heads or committee chairs. These staff members will serve as leaders within the school and will work with specific staff members in leadership/mentorship roles.

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

The Governing Board will establish its meeting schedule for the upcoming year during the first meeting of each fiscal year. The Board will meet no less than quarterly, but generally on a monthly basis. The Board will comply with Florida's Government in the Sunshine Law and the Florida Public Records Law (open meetings and records laws). The Governing Board will ensure that all meetings are open to the public. Reasonable notice of the Governing Board meetings will be provided (at least seven days in advance) by posting flyers in the School's main office and bulletin boards, sending home newsletters with students, and publishing notices and reminders on the School's website for parents and the community. Minutes will be taken at each Board meeting and promptly recorded. The Board will approve all meeting minutes which will then be made available for public inspection on the School's website and in the main office. The Florida Supreme Court has ruled that government agencies must provide access to public records unless the Legislature has specifically exempted them from disclosure.

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.

As per the Governing Board bylaws, the Governing Board will consist of "no less than three voting members and no more than seven." The entire Board shall determine the exact number of board members from time to time. With a minimum of three board members, there shall be a president, vice-president, and secretary/treasurer. If there are more than three board members, the secretary/treasurer position, at the discretion of a majority of the Board, may be divided amongst two separate board members. The Board will serve as representatives of the community it serves and work diligently to recruit the parent of a SunEd High student to serve on the Board. A member of the Board, or designee, will serve as the conflict resolution contact and will address the concerns of students and parents. Board members will be elected according to the policies delineated in the Governing Board bylaws (included as Attachment J). The Board will recruit board

members that have the capacity and qualifications in areas that will benefit the School. When selecting candidates for the Governing Board, the nomination committee will look for individuals who demonstrate the following characteristics:

- Support the School's educational mission and philosophy and has a desire to serve the broader community;
- Understand the role of governance to assure school operations is in compliance with the charter;
- Have expressed a commitment to providing encouragement and support to School employees (the principal, teachers and staff)
- Have the ability to serve with humility;
- Have the availability to meet quarterly and/or monthly as needed;
- Have expressed a commitment to support celebrations and important events at the School;
- Have the ability to understand and interpret the content of financial reports;
- Have expressed a willingness to serve a term of two years.

The members of the current Governing Board are experienced in serving in that role, and have knowledge and expertise in the following areas: legal issues, finance and accounting, business, and education.

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

The board members for SunEd High currently serve as board members for the other two SunEd High schools. In order to select new board members, a nominating committee will be established. The nominating committee will consist of three board members. The nominating committee shall accept and review all applications for the board positions. The committee will then forward those approved applications with recommendations and comments for a final vote before the full Board. The chairperson of the nominating committee shall serve for a term of one year. The Board shall establish any additional committees as needed. Any interested party shall submit nominations for the Governing Board to the nominating committee. The nominating committee shall first review all the applicants and then refer approved applicant with the committee's recommendations to the full Board for approval or denial. According to the bylaws, if the Board has less than three voting members, the Board will review all applicants and select by consensus only the number of applicants as board members needed to reach the minimum number for quorum (three). When electing board members, every reasonable effort shall be made to elect members who will represent the stakeholders of the School and the community. As per Board bylaws, board members shall be selected and elected at a duly organized meeting of the Governing Board. Notice of the Board's intentions to elect a board member shall be included in the agenda for that meeting and publicly announced. All vacancies occurring on the Board for any reason shall be filled by the majority of the members in office at any meeting of the Board. A member is elected to fill the unexpired term of the predecessor. A member elected to fill a vacancy will serve until a successor is elected. Newly elected board members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. All board members will work cooperatively to achieve a seamless transition from one board member to another. Board members will serve a term of two years in staggered terms or until a successor is elected. One half of the board members shall be elected each year at the annual meeting by majority vote of the members of the Board currently in office. Board members may serve unlimited terms, providing that they are duly re-elected for additional terms. The officers of the Board shall be elected annually by the Board, immediately following the election of board members at the regular annual meeting in September. Vacancies may be filled at any meeting of the Governing Board. With a minimum of three board members, there shall be a president, vice president, and a secretary/treasurer. If the Board consists of more than three board members, the position of secretary/treasurer may be divided amongst two board members, at the

discretion of the majority of the Board. The president shall serve for one year. He or she shall have general supervision of the affairs of the School. The president shall preside at all board meetings and shall have such other duties as prescribed by the Board. In the absence of the president, the vice president shall perform the duties of the president. The vice president shall have such other duties as prescribed by the Board. The secretary shall act as secretary of all board meetings and shall be responsible for the minutes of all such meetings. The secretary shall perform additional duties as prescribed by the Board. The treasurer shall be chairperson of the finance committee and will be responsible for accounting for all monies of the School, including depositing and investing the monies in accordance with the policy adopted by the Board. The treasurer shall perform additional duties as prescribed by the Board.

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

The SunEd High Governing Board is committed to ensuring the success of the School and possesses the knowledge and skills needed in order to provide appropriate oversight of the School. The Governing Board will be comprised of individuals who will adhere to the bylaws, promote academic success and financial efficiency, and perform the following duties to ensure that the School will be an academic, operational, and financial success.

- Require the principal to present a report at each board meeting that highlights academic performance of students in all areas, and is supported by student performance data reports
- Become familiar with the School Improvement Plan and require the principal to maintain the Board updated on progress made throughout the year on implementing strategies and meeting goals
- Conduct school site visits and attend school events
- Evaluate the principal's ability to comply with duties and obligations, and fulfill the mission and goals of the School
- Approve student handbooks, discipline plans, dress codes, parent handbooks, etc.
- Exercise continuing oversight over charter school operations
- Ensure submission of all required reports to the Sponsor on a timely basis
- Become aware of due dates for financial records, inspections, annual reports, and insurance requirements
- Ensure the facilities in use by the School are adequate for instruction of students, administrative functions, and, if the need arises, engage in planning for acquisition of future facilities
- Identify a representative of the Board, or designee, to facilitate parental involvement, provide access to information, assist parents and other with questions and concerns, and to resolve disputes (ensure the Board representative's contact information is posted on the School's website)
- Monitor the School's personnel issues, including salary and benefits for employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.
- Annually adopt and maintain an operating budget
- Monitor the financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt (as needed)
- Ensure that the School has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the Governing Board
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan, if needed, in order to ensure compliance

- Oversee operational policies, academic accountability, and financial accountability
- Maintain copies of bylaws and minutes
- Attend meetings regularly and adhere to the Sunshine Laws, Public Records Laws, and all applicable state statutes

Joe Casacci, Board Chair/President, is an attorney and will help the School discuss any legal questions with the school attorney. Mr. Casacci is also extremely active with community youth groups.

Lynn Bloodgood, Board Secretary/Treasurer, will help the School with overseeing and reviewing facilities. Ms. Bloodgood’s experience in working with a building maintenance company will be beneficial to the School.

Steve Cooper, Board Member, specializes in accounting. Mr. Cooper can review budgeting/financial matters with the school accountant. Mr. Cooper is also involved with a non-profit organization that helps distribute food to people that are in urgent need.

Avis Marie Daniell, Board Member, will help the School with her experience in education as a former teacher and a member of several charter school boards that govern alternative schools.

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
Joseph Casacci	Current	President	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Steven Cooper	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Lynn Bloodgood	Current	Secretary/Treasurer	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Avis Marie Daniell	Current	Vice President	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> 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.

One of the Governing Board's primary roles is to help select new board members. The Governing Board will appoint a nominating committee to recommend candidates to fill any vacancies on the Board, keeping in mind the need to have a balance of business and education expertise on the Board. All founding members will continue as members of the Governing Board until their respective terms expire. It has been the experience of the other SunEd schools that qualified individuals from the local community will sometimes come forward to request to be on the Board or to recommend someone to serve on the Board. Moreover, Governing Board members themselves, through their connections to the community, are able to identify qualified individuals who are willing and able to fill board vacancies as they become available. Additionally, the School will post board vacancies on its website to help recruit candidates. The Governing Board will not discriminate against any candidate on the basis of race, creed, color, gender, national origin, sexual orientation/preference, age, or disability in its recruitment and selection process.

Pursuant to Rule 6A-6.0784, all Governing Board members must participate in a state-approved four-hour initial governance training course within 90 days of appointment to the Board. Additionally, board members shall be required to participate in a two-hour refresher course every three years. Per Section 1002.33(9)(j)4, the training components for governance training include the following: government in the sunshine, conflicts of interest, ethics, and financial responsibility.

All Governing Board members will be provided with a Board Guide. The Board Guide will be a reference that helps to ensure efficient organization and ease of reference to important content matter. The Board Guide includes the following:

- Charter contract and other legal documents such as articles of incorporation, bylaws, etc.
- School mission, vision and school improvement or strategic plan
- The educational plan of the School, including educational philosophy, learning outcomes

for students, curriculum, instructional strategies, assessment methods, etc.

- Board structure and operations, including policies, description of board members' responsibilities
- Staffing structure, job description of school administrators, and administrator performance review procedures

Additional training for board members that will increase their capacity will include the following: attendance at the Florida Charter School Conference, participation in school site professional development programs, invitation to attend faculty meetings or committee meetings, participation in school advisory committee meetings.

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

All board members of SunEd High will be expected to uphold the highest standards of ethical, professional behavior. Upon taking the oath of office, board members will agree to commit themselves to carrying out the mission of the school in accordance with the Code of Ethics. The Code of Ethics is included as Attachment K.

The Board shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained for their personal benefit. The Board has the responsibility of administering the affairs of the non-profit corporation honestly and

prudently through an adopted conflicts of interest board policy. The areas of potential conflicts of interest that are listed in the Board's policies are not exhaustive or all inclusive. Conflicts might arise in other areas or through other relations. The Board is expected to be attentive and proactive in recognizing and disclosing any potential conflict of interest. It is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board to scrutinize transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures. The Governing Board Conflict of Interest Policy and signature page is included as Attachment K.

Addressing and identifying conflicts of interest include the procedures that follow. Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: 1) The conflicting interest is fully disclosed; 2) The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3) Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and the Board has determined that the transaction is in the best interest of the organization.

In order to avoid any conflicts of interests within the Board, each member of the Board must complete a full disclosure form for the Sponsor that provides detailed information needed to ensure the appointment of effective board members. Florida Statutes Section 1002.33(7)(a)(18) requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority.

Disclosure should be made to the Board President who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision-making process, then the Board can use its reasonable judgment and make a decision which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the school, the corporation, and the advancement of their purpose.

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 (SAC) that will be comprised of the principal, selected teachers, staff, parents, community partners and students. The SAC will meet on a quarterly basis throughout the school year to review programs, processes and procedures that target school improvement efforts. The SAC will focus on creating and maintaining an educational environment that promotes the School's mission and a positive school culture. The principal will chair the SAC and provide a report on the SAC's activities and recommendations to the Governing Board at each Board meeting.

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 following steps will be followed by parents/guardians and/or students with an objection to a

Board policy or decision, an administrative procedure, or a practice at the School:

1. Submit a written request to the principal outlining the nature of the grievance and desired resolution. The complaint should be written on a form developed by the School and should contain a statement of the facts and the specific outcome desired by the parent/guardian or other person making the Complaint ("Complainant").
2. The principal shall contact the Complainant within 48 hours of receiving the grievance form to obtain further details and possibly resolve the matter.
3. If necessary, the principal shall schedule a meeting with the Complainant and appropriate staff member or administrator involved with the issue at a convenient date and time. The meeting shall occur within 48 hours of speaking with the parent.
4. The principal will make a final determination as to the proper resolution to the matter at the meeting or contact the Complainant with the resolution within 24 hours of the meeting with the Complainant and staff members.
5. If the Complainant feels the issue was not satisfactorily resolved, the Complainant may appeal to the designated parent liaison (whose contact information will be prominently displayed on the School's website).
6. The designated parent liaison shall contact the Lead Principal/Director of Education for resolution. The Director of Education shall schedule a meeting with all involved parties within 48 hours of receiving the request from the designated parent liaison. A resolution will be made at the meeting or provided to the Complainant within 24 hours of the meeting.
7. If the Complainant is still not satisfied with the resolution, he/she may appeal the grievance to the Governing Board. The Complainant shall submit a written request to the designated parent liaison so that he/she can request a Governing Board hearing. The Governing Board shall review the grievance and proposed administrative resolution within 14 days of receiving the hearing request. The Board shall render a final decision on the matter by majority vote at the hearing.
8. The Complainant may have another adult of his/her choice attend any of the above sessions, with prior notification, which includes the person's identity and role, to assist them in articulating his/her grievance.

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

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

The school is not filing the application in conjunction with any other organization.

Attachments

Section 10: Governance

10.1	Attachment L - Board Member Information Form, Resume, and Statement of Assurances	Lara, Tammy, 1/31/18 6:51 PM	PDF / 5.004 MB
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10.2	Attachment K - Governing Board Code of Ethics and Conflict of Interest Policy	Lara, Tammy, 1/31/18 6:50 PM	PDF / 636.139 KB
10.3	Attachment J - Governing Board Bylaws	Lara, Tammy, 1/31/18 6:50 PM	PDF / 4.395 MB
10.4	Attachment I - 501(c)(3) Tax Exempt Status Determination Letter	Lara, Tammy, 1/31/18 6:49 PM	PDF / 1.568 MB
10.5	Attachment H - Articles of Incorporation	Lara, Tammy, 1/31/18 6:48 PM	PDF / 435.738 KB

11. Management and Staffing

Section Evaluation	
Partially Meets the Standard Maria Yen, 2/5/18	– No Final Rating –
Meets the Standard Rhonda Stephanik, 3/12/18	

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

- **The pre-operational year;**
- **The first year of school operations;**
- **At the end of the charter term; and**
- **When the school reaches full capacity, if in a year beyond the first charter term.**

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

Organizational charts requested above are included as 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?

SunEd High will recruit and hire the school leader in the spring prior to the opening of the School (April 2019). The School will advertise for the position in educator recruitment sites and other career recruitment sites, post the position on the School’s website, and utilize the services of a recruiter if needed. In addition to the key skills and competencies delineated in the principal’s job description, the principal will need to possess essential qualities in order for the School to be successful. Specifically, the principal will need to demonstrate the following qualities: be a supportive leader; be an excellent listener; be highly visible; possess strong problem-solving skills; believe in the empowerment of others; have a clear vision; maintain the ability to be fair and consistent; use discretion when dealing with sensitive issues; be highly dedicated; and hold high expectations for self and others.

A detailed description of the principal's qualifications, skills, and competencies is provided as Attachment O.

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

The Governing Board of the School is the ultimate policy-making body that establishes policies and procedures related to the educational program and operation of the School and that provides oversight to ensure proper management of funds. The Board will hire the School’s principal who will be responsible for executing the policies and procedures established by the Board. The principal will report to SunEd High’s Lead Principal/Director of Education who is also hired by the Governing Board. The Lead Principal/Director of Education will report directly to the Governing Board. The School’s principal will be responsible for all aspects of school operations within the scope of his or her job description including implementation of policies and procedures and budgetary functions as adopted and approved by the Governing Board, which are in alignment with state statutes. Members of the School’s leadership team, teachers, and support staff will all report directly to the principal. Job descriptions for each administrative or leadership position are included as Attachment P.

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.

The School's staffing plan for Year 1-5 is shown in the chart below. The proposed job descriptions and qualification requirements for the School’s teachers are included as Attachment Q.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1

Dean/Asst. Principal	0	1	1	1	1
Guidance Counselor	0	1	1	1	1
Registrar	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Community Liasion/Enrollment Specialist	1	1	1	1	1
Career Coordinator	1	1	1	1	1
English Teacher	1	1	1.5	2	2
Mathematics Teacher	1	1	1	2	2
Science Teacher	1	1	1	1	1
Social Science Teacher	1	1	1	1	1
Reading Teacher	1	1	2	2	2
ESE Teacher/Specialist	1	1	1.5	2	2
ESOL Teacher/Coordinator	1	1	1	1	1

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 - Advertisements in the local newspaper; advertisements at local universities; participation in teacher recruitment events (at local colleges and at the state-organized events); recruitment through Teachers-Teachers.com, Indeed.com, and other on-line recruitment services; referrals from the District; employee referrals; development of potential teachers that are current employees; and job fairs organized by the School.

Selection - Comprehensive interview process conducted by interview committee (comprised of principal, members of the leadership team; department chairs); Requirement for candidates to teach a lesson at the School; excellent references and qualifications required; appropriate certification(s) required; experience in working with target population preferred.

Development - Induction program for beginning teachers; assignment of mentors to beginning teachers; comprehensive professional development program that consists of on-site and off-site training; development of the Individual Professional Growth Plan for each teacher; online professional development opportunities; professional learning communities; classroom walk-throughs with immediate feedback; coaching and modeling of lessons by administrators and model teachers; staff development by consultants or representatives from curriculum companies; weekly faculty meetings.

Attachments

Section 11: Management and Staffing

11.1	Attachment Q - Job description Teacher	Lara, Tammy, 1/31/18 6:56 PM	PDF / 522.878 KB
11.2	Attachment P - Job descriptions for each administrative position	Lara, Tammy, 1/31/18 6:55 PM	PDF / 804.188 KB
11.3	Attachment O - Qualifications the School will look for in a Leader	Lara, Tammy, 1/31/18 6:54 PM	PDF / 514.683 KB
11.4	Attachment N - Job Description School Leader	Lara, Tammy, 1/31/18 6:53 PM	PDF / 514.669 KB
11.5	Attachment M - Organizational Charts	Lara, Tammy, 1/31/18 6:52 PM	PDF / 481.486 KB

12. Human Resources and Employment

Section Evaluation

– No Final Rating –

Meets the Standard Khandia Pinkney, 2/5/18

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

A. Explain the relationship that will exist between the school and its employees,

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

At SunEd High, the relationship between the Board and its employees will be one of mutual respect and transparency. The Board will hire the principal who will have the responsibility of recruiting and hiring qualified, committed, ethical, and responsible faculty and staff members. The relationship that will exist between the principal and the staff will be positive, professional, and supportive. The principal will promote a culture that consists of shared values and beliefs which include the following: high expectations for all students and staff and a genuine commitment to helping students succeed. Employment will be at will and the school will contract with ACH of America to provide services related to human resources and regulatory compliance issues and needs, as well as insurance, payroll, tax preparation, benefits, and claims administration, workers compensation, risk management and loss control. Employees will be contracted annually--from August 1st to July 31st--and will be expected to adhere to all provisions of the employment contract. Failure to comply with contractual obligations will result in non-renewal of contract at the end of the year. The employee contract will contain the following information:

- Compensation Plan (Salary and Benefits)
- Paid Time Off
- Work schedule
- Professional Development/Continuing Education
- Certification Requirements
- Performance Evaluation
- Employee Rights
- Conditions of Employment
- Security and Background Clearance
- Child Abuse and Neglect Reporting
- Conflict of Interest
- Propriety Information and Confidentiality
- Non-Competition Clause
- Non-Solicitation Clause
- Compliance with Federal and State Laws
- Termination of Agreement
- Governing Law
- Assignment of the Agreement
- Notification Due to In-operation of the School
- Agreement of the Contract
- Contract Acceptance

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.

SunEd High will conduct annual performance evaluations of all teachers and administrators utilizing instruments that comply with s. 1012.34, F.S. The School will utilize the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and Other Instructional Employees and the FCPCS Evaluation System for School-Based Administrators. These instruments have been approved by the state as well as the school District.

The FCPCS evaluation systems for instructional personnel and administrators include the required components and meet the statutory guidelines stated in the law, as summarized below:

- Performance evaluation must be conducted a minimum of once per year for each employee (except newly hired teachers must be evaluated twice in the first year); FCPCS recommends that all teachers and administrators be evaluated a minimum of twice per year.
- All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures.
- The evaluation must be based upon sound educational principles and contemporary research in effective instructional or leadership practices.
- Evaluation procedures must be designed to support effective instruction and student learning growth.
- The evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional and administrative personnel.
- Performance evaluation results must be used in identifying professional development.
- Evaluation systems must differentiate among four levels--highly effective, effective, needs improvement or developing (for teachers in their first three years of employments), and unsatisfactory
- At least one third of the performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects/grades not assessed by statewide assessments, by school district or local assessments; Student growth determination must be based upon the students assigned to the educator's classrooms or the administrator's school.
- At least one third of the performance evaluations is based on Instructional or Leadership Practice and Professional and Job Responsibilities.
- The remainder may include other indicators of performance. FCPCS bases the Annual Performance Rating as follows: 1/3 is based on student growth and 2/3 is based on professional practice (instructional or leadership) and other job responsibilities.
- Requires Commissioner of Education to approve formula to measure individual student learning growth on the statewide, standardized assessments in English Language Arts and mathematics; permits Commissioner to select other formulas to measure student performance for remainder of statewide standardized assessments; school districts may, but are not required to measure student learning growth using the formulas approved by the Commissioner.
- Classroom teachers' professional practice evaluation instrument consists of domains and indicators based on the Florida Educator Accomplished Practices (FEAPs).
- Non-classroom instructional personnel's professional practice evaluation instruments consist of domains and indicators that are based on the FEAPs, National Standards (if they exist), and job duties related to the position.
- School-based administrators' professional practice evaluation instrument consists of domains, standards, and indicators that are based on the Florida Principal Leadership Standards (FPLS).
- There is prioritization of domains/indicators in the professional practice instruments to support effective instruction and student learning growth; Professional practice instruments include a scoring and weighting system that apply to instructional practice criterion.
- There are specific procedures for conducting evaluations.
- There are specific processes for providing feedback to individuals being evaluated and to utilize results to determine individual professional development.
- There are rubrics for distinguishing among proficiency levels in the instructional practice indicators and the administrator practice indicators.

The principal will evaluate the performance of all school employees, including members of the leadership team. At SunEd High, employees will be evaluated two times per year. The first

evaluation will occur mid-year and the final evaluation will be conducted at the end of the year. The results of both formal and informal evaluations for instructional personnel will be used to guide performance and to identify professional development. A component of the FCPCS Evaluation System for Teachers and Other Instructional Employees is the Individual Professional Growth Plan (IPGP). This tool is used by the instructional employee's supervisor to identify professional development that is specific to the individual employee. Additionally, the evaluation system contains an informal Classroom Walk-Through Tool that is used to identify the teacher's adherence to the Florida Educators Accomplished Practices (FEAPs) and the observations must be followed up with meaningful feedback and support for the employee. The feedback and support provided is aligned with the results of the informal observations and include coaching, mentoring, training, and other types of professional development. An additional resource available for teachers is the FCPCS Professional Development (PD) System. FCPCS developed the PD system in response to s. 1012.34, F.S. which states that "the evaluation systems for instructional personnel and school administrators must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development." The FCPCS Professional Development System consists of a series of online PD courses that are aligned to the FCPCS evaluation systems.

The Governing Board will formally evaluate the performance of the principal annually. Professional development activities for administrators will be aligned to evaluation results. An important component of the FCPCS Evaluation System for School-Based Administrators is the School-Based Administrator Professional Growth Form. This form is completed by the principal in collaboration with the evaluator (Governing Board). It allows the principal to set target leadership practice goals based on previous evaluation results. The identified goals will assist the principal in making improvements in the school, as well as in achieving professional growth with the assistance and support of the evaluator. The Board will use evaluation results from year to year to identify target goals for the administrator and to recommend professional development that is aligned to results. Another component of the administrator evaluation system is the School Site Monitoring Tool. This informal tool is used by the Governing Board to monitor the administrator's adherence to the Florida Principal Leadership Standards (FPLS). School visits in which the tool is used must be followed up with meaningful feedback and support for the administrator. The feedback and support provided is aligned with the results of the informal school site visit and include coaching, mentoring, training, and other types of professional development. An additional resource available for administrators is the FCPCS Professional Development (PD) System which consists of a series of online PD courses that are aligned to the FCPCS evaluation systems.

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?

SunEd High recognizes that a significant contributor to student achievement and the success of the school is a highly qualified and stable instructional staff. In order to attract and maintain quality instructional staff, the Board has developed a compensation and retention plan that consists of the following:

- ***Competitive salaries***

Base Pay for teachers is \$38,000. Teachers receive an additional \$200 for every year of experience, an additional \$2,500 for a Master's degree, an additional \$1,500 for a specialist or higher degree (post graduate degree must be in the field of education or in educational leadership). Employees will receive a cost of living adjustment each year.

- **Health benefits**

Employees will be provided with health insurance. Employees will have the option to purchase additional benefits such as life, dental, vision, and ancillary benefits.

- **Additional Job Benefits**

Employees will receive nine days of paid leave, one bereavement day, three paid professional development days (related to current job and contingent upon the employee providing training to the appropriate staff upon return to the school), approved non-paid leave for medical or family crises.

- **Opportunities for growth within the schools**

The administration at the School will mentor staff members and encourage them to seek growth opportunities and continue their education. As positions become available, staff members will be notified of the position and considered for the position.

- **Staff development opportunities within the school and through the district**

Staff members will have opportunities to participate in trainings and workshops offered at the School and professional development offered through the District (as posted on "My Learning Plan").

- **Teacher Mentorship**

New teachers will be paired with qualified, experienced, and effective teachers who will provide guidance, direction, and support. Mentor teachers will be identified by the principal based on the teachers' performance on formal observations, success of their students on state and District assessments, and knowledge and expertise in their specific fields. The principal will also serve as a mentor to each new teacher.

- **Staff survey**

Mid-year survey will be used to gather feedback from new employees; the feedback provided by employees will be used to make positive changes for the school, staff, and students.

- **Reimbursement for course work**

Teachers will be reimbursed for courses taken to obtain reading endorsement or additional relevant certifications.

- **Stipends**

Instructional personnel who perform specific additional duties will receive stipends. Specifically, the Literacy Coach will receive an additional \$1,000; the Testing Coordinator will receive an additional \$1,000; the ESE Coordinator will receive an additional \$1,000; and the ESOL coordinator will receive an additional \$1,000.

- **Performance Pay**

Additional compensation will be provided for teachers who are rated as "highly effective" or "effective." Highly effective teachers will receive a bonus in the amount of 1.25% of their

annual salary and Effective teachers will receive a bonus in the amount of .75% of their annual salary.

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

SunEd High will follow specific procedures for hiring and dismissal of school personnel. In order to recruit quality employees, the School will implement a comprehensive recruitment process that includes advertisements in the local newspaper and at local universities; recruitment through Teachers-Teachers.com and other online recruitment services; employee referrals; and job fairs organized by the School.

The School is an equal opportunity employer and will not discriminate in the hiring process on the basis of sex, religion, race, color, age, disability or national origin. Complete records of this process will be kept and all job openings not filled from within the School will be placed as equal employment opportunity ads. The School will always endeavor to hire the best-qualified applicants.

Interested applicants will undergo an extensive interviewing/screening process. This comprehensive process will increase the probability that personnel hired will be successful at SunEd High. All applicants must undergo security background investigations as a condition of employment and continued employment which includes fingerprinting for state and national criminal history records checks and drug testing.

The process for employee termination, as delineated in SunEd High's Employee Handbook of Policy and Procedures, is described below:

Voluntary Termination: Hourly employees who resign before the end of the academic year are expected to give two weeks notice, in writing. Contracted/Salaried employees are expected to complete the academic year. Failure to give proper notice will become part of the employment record and will be noted in any reference requests.

Involuntary Termination: It is the policy of the School to retain the services of all employees who perform their duties efficiently and effectively. However, it may become necessary under certain conditions to terminate employment for the good of the School. The types of termination that exist are layoff, termination due to performance, or disciplinary termination.

The School retains the right to terminate, demote or suspend part-time, temporary or probationary employees at any time and for any reason.

1. Layoff or reduction-in-force (RIF) means termination of employment on the initiative of the School because of business necessity, normally lack of enrollment. Laid off employees are subject to recall, if business conditions improve.
2. Termination due to performance means termination of employment related to the quality of the employee's performance.
3. Disciplinary termination means termination of employment for reasons of misconduct or willful negligence in the performance of job duties; the employee will not be considered for re-employment.
4. Florida is an "at will" state. Employees may be terminated at the discretion of the employer, under Florida's at-will law.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by Governing Board.

The School will provide all employees with the SunEd High Employee Handbook which contains all personnel policies and procedures (see Attachment R).

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

Unsatisfactory Performance

The Governing Board expects all employees to perform their assigned duties at or above satisfactory levels, to follow accepted standards of workplace behavior and comply with all laws rules and regulations. All employees, including school leadership, are subject to disciplinary action if warranted. The purpose of disciplinary action is to correct problem situations, provide an atmosphere in which the employee can learn from past mistakes, and minimize the employee's loss of dignity and self-esteem. The School will not take disciplinary action with the intent to punish.

The sequence of disciplinary actions for employees, as outlined in the Employee Handbook, will be as follows:

1. Verbal Warning: The administrator will counsel the employee privately on an informal basis. The seriousness of the problem and the possible consequences, if not corrected, will be explained and the specific policies, which apply to the situation, will be reviewed with the employee.
2. Written Warning: For repeated or serious problems, either performance or conduct, the administrator will counsel the employee formally and issue a written warning, explaining the nature of the problem and what the employee must do to correct it. The session will be documented and the employee will be given a specific timetable for improvement. The warning will include a description of more serious forms of discipline, including suspension and termination, which may occur if the problem is not resolved.
3. Disciplinary Leave: If the employee does not respond to the first two steps in the progressive discipline policy, the employee may be suspended, depending on the seriousness of the situation. The suspension notice will include a final warning indicating that termination will be the next step in the process. In certain cases, the employee may be placed on disciplinary probation instead of being suspended. Probation is a final resolution attempt made to correct a marginal performance or conduct problem. Failure to achieve the specified results within the probation period will result in termination. When progress reviews are satisfactory, the employee will be removed from probation on or before the end of the probation period.
4. Termination: Employees who fail to respond to the first three steps in the progressive disciplinary process will be terminated. Note: Flagrant disregard for policies and practices such as gross insubordination, physical violence, dishonesty, drug or alcohol abuse, and falsifying personnel records may warrant immediate termination.

The Governing Board will monitor the performance of the principal through school site visits (using the FCPCS School Site Monitoring Form) and through the annual performance evaluation (using the FCPCS School-Based Administrator Evaluation System). The Board will provide immediate feedback to principals after each visit, and after the mid-year review. The Board will provide support as needed. The Board will review school performance data, district compliance review

reports, and annual parent and student surveys to further assess the performance of the principal. If the Board determines that the performance of the principal is not satisfactory at the end of the principal's annual contract, the principal will not be reappointed for the following year.

Leadership or Staff Turnover

Every effort will be made by the Board and the leadership to provide all employees with a positive, safe, and supportive work environment, professional growth opportunities, a forum for offering suggestions or expressing concerns, and a competitive salary and benefits package. Despite these efforts, the School anticipates there will always be turnover due to a variety of reasons. The School will conduct exit interviews with all employees who leave in order to determine if the School needs to improve its methods for staff retention. The School will administer annual surveys to all employees to identify areas of strength and areas for improvement. In the case of leadership or staff turnover, the School will have a comprehensive system in place for the recruitment of qualified employees to fill vacancies as expeditiously as possible. The School will encourage non-certified teacher assistants to complete their education and training in order to develop a pool of prospective teachers. Additionally, the School will provide leadership opportunities and training for key staff members to develop their leadership skills in order to develop a pool of individuals that could fill vacant leadership positions.

Attachments

Section 12: Human Resources and Employment

12.1	Attachment R - Personnel Policies	Lara, Tammy, 1/31/18 7:12 PM	PDF / 792.516 KB
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13. Professional Development

Section Evaluation

<p>Complete Denise Roberts, 3/9/18</p>	<p>– No Final Rating –</p>
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A. Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:

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

The principal will be responsible for overseeing professional development activities.

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.

In house professional development - Professional development at the school site will be offered throughout the school year. The School will follow a professional development calendar consisting of monthly trainings aligned to the annual goals of the School. Each training will be aligned with the activities planned or scheduled during that month (ie; assessment, data management, school improvement.) Trainings will be conducted by members of the administrative team, teachers with expertise in specific areas, representatives from companies of educational programs used by the School, or educational consultants (as needed). Therefore, all professional development offered will support effective implementation of the educational program.

District Professional Development – Teachers and staff will have access to professional development offered through the Sponsor. The School will encourage participation in growth opportunities offered that will strengthen the staff members’ skills in their area of assignment.

Professional growth activities – Teachers and staff will also be encouraged to seek out professional development activities through online resources, institutions of learning, and other educational organizations. Additionally, all teachers and other instructional personnel will be required to complete a Professional Growth Plan, in collaboration with the administrator.

Professional Learning Communities (PLC) – Professional learning communities will be established that address areas of student need. An evaluation of the baseline data will provide a basis for selecting areas of student need that can be remedied by teacher collaboration, engagement, and evaluation. Once the area of need is determined, teachers will meet weekly to plan, implement, evaluate and revise the effectiveness of the plan they have created and how it is impacting student achievement. Teachers will work collaboratively to discover solutions to many of the challenges faced by students and staff alike.

FCPCS Professional Development System – Administrators and teachers will be encouraged to participate in state-approved, self-paced online professional development online courses offered through FCPCS. Courses align with the FCPCS Evaluation Systems that will be used to evaluate administrators and teachers. Participants will be able to complete courses that address the specific domains and indicators from the evaluations that require improvement, based on the evaluator’s observations.

All professional development activities are evaluated for effectiveness through close monitoring by the administrative team. This is done through teacher surveys, training evaluation forms, classroom walkthroughs, review of PLC minutes, review of lesson plans, and analysis of student progress monitoring data to determine whether students are making progress as a result of professional development.

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

Prior to school opening, two weeks (ten days) are set aside for intensive training of school-wide policies, procedures and processes; review of expectations for employees; training on new software and programs being implemented; review of curriculum, standards, and instructional strategies; team building activities; collaborative planning; and setting up of classrooms. Staff members are provided with a wealth of information, documentation, and practice on all aspects of performing their jobs in an effective manner. Teachers and staff will be given all necessary manuals and handbooks which will be reviewed thoroughly to ensure clear understanding. Six full days will be dedicated to conducting trainings/workshops and four days will be devoted to team building activities, collaborative planning, and classroom set-up. Some of the topics that will be covered during the professional development sessions include the following:

Professional Development Days Prior to School Opening

Day 1

- Arrival/Dismissal Procedures and Assignments
- Implementation of Rotation
- Mission/Vision of the School
- Dress Code/Professionalism
- Red Carpet Service
- Ethics
- One Voice-One Mission
 - Identify Areas of Difficulty from Last Year
- Communication
 - Parent
 - Positive Culture
- ESE/ESOL
 - Documenting Services on Lesson Plans
 - Requirements for Compliance
- Delivery of Services
- Record Keeping
- Faculty/Staff Handbook
- Educator Competencies
- Safety and Emergency Procedures/Fire Drills
- Professional Growth Plans
- Certification/In-service Points
- Beginning Teacher Mentoring Programs
- Teacher Performance Evaluations
- Teacher Rewards and Recognition Program
- Staff Survey

Day 2

- Mentoring Program
- Parent Conferences (Form Provided)
- Committees (Committees – Sign Up)
- School Teams
 - Leadership Team
 - Literacy Team
 - Rtl Team
 - Student Study Team (Discipline/Behavior)
- Classroom Management
- LAN School Monitoring At All Times
- Accreditation
- Parent/Student Handbook
- Policies and Procedures Enforcement
- NCAA Requirements

Day 3

- Data Tools – Accessing Information
- Testing Students
- Boot Camp: Algebra I, ELA, Biology, U.S. History, Geometry
- District Expectations on Data Results

- How Do We Maintain and Move Forward
- School Improvement: Data-Driven Decisions
- Data – Data Chats Held Bi-weekly
- Using Data to Make Instructional Decisions
- School Improvement: MTSS/Rtl Results
- MTSS/Rtl Process

Day 4

- School Improvement: Direct Instruction
- Review of FCIM
- New Programs, Reading Plus, Scantron, Study Island
- Blended Curriculum Delivery and Grading Expectations
- Reading Plus Training

Day 5

- Apex Learning Training
- Professional Learning Teams/Subject Area Teams

Day 6

- Scantron Training
- Study Island Training
- Online Webinar Training
- Mimeo Board Usage Training
- All Other Program Refreshers
 - FAIR
 - Edge
 - Phonics for Reading
 - Ellevation In Class

Day 7 – Day 10

- Team Building
- Collaborative Planning
- Classroom Set-up and Prep for Opening

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.

Throughout the school year, professional development will be formally scheduled each month during teacher professional development workdays. The School will follow the District's calendar for teacher planning days. Approximately six professional development days, in addition to the ten days prior to the opening of school, will be dedicated to providing staff with professional development throughout the year. The number of hours that will be allocated to trainings during professional development days will depend on the topic(s) being covered. The principal will provide information and training for teachers during scheduled faculty meetings or department meetings. Additionally, the School will provide teachers with additional days to participate in District-offered professional development. Throughout the year, the principal will monitor teacher

effectiveness and student progress to determine need for further professional growth activities for individual teachers (i.e., coaching, modeling, peer observations, online courses) to address the deficiencies noted.

Attachments

Section 13: Professional Development

– No Attachments –

14. Student Recruitment and Enrollment

Section Evaluation

– *No Final Rating* –

Meets the Standard Jill Young, 3/1/18

Meets the Standard Marion Williams, 3/9/18

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

The School will employ a comprehensive plan for recruiting students in order to meet its projected enrollment. The following strategies and activities will be utilized in order to ensure that the School's targeted population will be informed of available options that will be offered:

- The School will hire a community liaison/enrollment specialist approximately three months prior to the opening of the School in an effort to reach the School's target population. Duties of the community liaison/enrollment specialist include the following:
 - establishing relationships with surrounding schools, businesses and organizations (i.e., churches, community health organizations, community centers, community assistance organizations, community businesses) to build awareness of the programs and services offered by the School designing a system for referral of students to the School
 - visiting surrounding schools to meet with counselors and administrators in order to develop awareness of the programs and services available for at risk students, students with disabilities, English language learners and students who are in danger of dropping out of school
 - distributing pamphlets throughout the community (ie. stores, schools, community centers, churches, etc.)
- The School will conduct student recruitment fairs in which the following will occur:
 - Parents and students will be provided with an overview of programs and services offered by the School.
 - Parents and students will be provided with the opportunity to meet key staff members.
 - School staff will conduct tours of the facility once it is acquired.
 - The School will display banners and signage outside the facility.

- The School will create brochures in three languages (English, Spanish, and Creole) and mail to surrounding communities.
- The School will advertise in the local newspaper and other media.
- The School will put the website address for the two currently operating SunEd High Schools (located in Broward) on all advertisements.

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.

In accordance with section 1002.33(7)(a)8., F.S., SunEd High will seek to achieve a racial/ethnic balance reflective of the community it serves or of other public schools in the District. The School will not discriminate against any student on the basis of race, ethnicity, national origin, gender, disability, or marital status. The School will accept students for enrollment on a first come first serve basis and expects to have a student population that mirrors the diversity of the community.

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.

Throughout the year, the School will enroll eligible students who submit a completed application. However, if the number of applicants exceeds the maximum projected student population or the building capacity, applicants shall have an equal chance of being admitted through a random selection process that complies with F.S. 1002.33(10)(b). The School will give enrollment preferences to the following students: eligible siblings of students enrolled in the school, children of school employees, children of members of the school's Governing Board, or to any other student as authorized by F.S. 1003.33(10)(d). The enrollment application for the School is included as Attachment S.

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S - Student Enrollment Application	Lara, Tammy, 1/31/18 7:13 PM	PDF / 1.012 MB
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15. Parent and Community Involvement

Section Evaluation

Complete Aneatra King, 3/5/18	– No Final Rating –
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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.

SunEd High will comply with Section 1002.33(9)(p)2, F.S., which states: "Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website. The Sponsor may not require governing board members to reside in the school district in which the charter school is located if the charter school complies with this subparagraph."

SunEd High recognizes the importance of parental involvement in the education of students and will strive to involve parents in their children's learning and to form an open line of communication between school and home. As stated above, the Governing Board will appoint a parent liaison who will be available to assist parents with questions or concerns. His/her contact information will be prominently displayed on School's website. The parent liaison will also provide parents with information, as requested, and promote parental involvement.

The following policies at SunEd will be implemented to increase parental involvement:

1. Communication with Parents - Communication regarding student progress will include interim progress reports, report cards, standardized test results with explanations, parent letters, parent notes, parent/teacher conferences, administrator/parent/student conferences, phone calls, emails. There will also be an automated parent communication system, Parent Link, that contacts parents to give them messages related to school events, activities, and school closures. Communication regarding school activities will include letters/notifications to parents and a monthly school newsletter.
2. Parent Workshops – The School will provide training for parents twice a year on accessing and interpreting student progress reports from *Apex Learning* so that they may stay abreast of how their children are progressing in their courses. Additionally, the School will host monthly parent meetings to provide parents with information on the School's educational programs, graduation requirements, state assessments, and strategies for supporting their children with regards to academics and careers.
3. Parent Involvement/Volunteer Opportunities - Parents will be invited to volunteer in the School on any given day of the week with prior notification and after meeting appropriate District requirements. Parents will also be invited to attend or volunteer at specific school events which include the following: College and Career Day; Open House; Family Literacy Nights, Apex Workshops. Parents will be provided with notifications of board meetings and School Advisory Committee meetings. Parents will have an opportunity to serve on the School Advisory Committee.

To ensure that parents and students are aware of all school policies and procedures, they will be provided with a Parent-Student Handbook each year. Students and parents will be asked to sign the Parent-Student Contract that is located in the handbook and return it to the School. In the contract, parents and students will acknowledge that they have read all policies and procedures delineated in the handbook and will abide by them. Additionally, parents and students will be asked to sign the Parent-Student-School Compact which states the responsibilities of each party in forming a partnership to strengthen student learning.

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.

SunEd High of Broward and North Broward have established relationships with community organizations and other educational institutions in Broward County. It is anticipated that the new SunEd High will continue working with these organizations to support its students in a variety of ways. The community resources and colleges that are currently working with SunEd High School and SunEd High of North Broward, and the scope of services provided, are listed below.

Organization/Institution	Purpose/Scope of Services
Broward College	Participates in college fairs to introduce programs and academic opportunities. Holds career fairs in which students can participate.
Keiser College	Participates in college fairs to introduce programs and academic opportunities. Holds career fairs in which students can participate. Provides opportunities for scholarships.
Nova University	Participates in college fairs to introduce programs and academic opportunities. Holds career fairs in which students can participate.
Florida Career College	Participates in college fairs to introduce programs and academic opportunities. Holds career fairs in which students can participate.
Art Institute of Ft. Lauderdale	Participates in college fairs to introduce programs and academic opportunities. Holds career fairs in which students can participate.
PROPEL Educational Leadership Program	Provides opportunities for future administrators to participate in the leadership preparation program upon acceptance based on meeting qualifications.
Covenant House	Provides shelter and services to homeless students.

Lippmann Youth Shelter	Provides shelter for students under 18 who are homeless.
Broward House	Provides services and shelter to students and families.
211 Programs	Provides a wealth of services to students and families.
Henderson Health	Provides mental and emotional services for students in crisis.
Department of Juvenile Justice	Works with Parole Officers and Case managers to ensure student success; school accepts student referrals made by DJJ.
Kids in Distress	Assists with services needed for individual students.
Broward Healthy Mothers Healthy Babies	Provides training programs, services and support to students who are parents.
Wells Fargo Bank	Provides financial planning training and attends college fairs to introduce programs and academic opportunities.
TD Bank	Provides training on financial planning and money management as well as attends college fairs to introduce programs and academic opportunities.
U.S. Armed Services	Assists students in making decisions regarding post secondary military enrollment. Gives students an opportunity to take the ASFAB at the school. Provides support through the process.
Child Net	Provides a wealth of services to students and families.
Work Force One	Helps students find work opportunities.
Banyan Behavioral Health Services	Provides mental and emotional services for students in crisis.

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).

SunEd High plans to reach out to community organizations, businesses, and leaders to establish formal partnerships to support the students academically, socially, and emotionally. SunEd High has secured a verbal commitment from the Dean of Academic Affairs and the Education Pathway Community from Broward College to work with the School's Teacher Academy to create a pathway for students to pursue a career in education (a draft Memorandum of Understanding from Broward College is included as Attachment T).

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T - Support from Intended Partners	Lara, Tammy, 1/31/18 7:15 PM	PDF / 490.01 KB
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BUSINESS PLAN AND ADDENDUMS

16. Facilities

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

If the site is acquired:

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

The site has not been acquired.

If the site is not yet acquired:

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

The exact location of SunEd High is not yet confirmed. Several prospective sites are being considered and evaluated within the south-central part of Broward County. If the Board is unable to locate a suitable facility in this area, it would search for an adequate facility in another part of Broward County. In determining the school site, the Governing Board will consider the best interests of the community, the District, and the students. The building is anticipated to include instructional areas that will accommodate as many as 400 students over a two-session day in grades 9-12. As per the site location for the proposed SunEd High, the Governing Board is planning to secure a building that is approximately 10,000 - 15,000 square feet, preferably a stand-alone property on one floor, with adequate parking for faculty, students, parents, and visitors, as well as access to public transportation.

The applicants have conducted a demographic study within targeted areas in Broward County.

The demographic report for these areas strongly suggest that they have a student population that would sustain the enrollment for SunEd High. Ideally the facility acquired will have access to public transportation, allowing all students to attend irrespective of the location of their domicile in Broward County or outside Broward County. Moreover, recreational facilities in the area would be a plus for SunEd High. These targeted neighborhoods will be areas in which the demographics match the School's mission.

SunEd High's curriculum is based on a blended learning approach which combines computer-based learning with teacher-directed instruction. Therefore, the Governing Board plans to equip the building with three large computer learning labs, two direct instruction reading classrooms, a career lab, and a minimum of five direct instruction areas. Additionally, there will be administrative offices, a reception area, teacher facilities, student bathrooms, and common areas.

Facility Needs

The Building will encompass the following:

- a. A safe location and environment conducive for students and staff.
- b. Easy access to school building
 - a. Availability to public transportation
 - b. Adequate parking for students, staff and visitors
 - c. Area for student drop off and pick up
- c. Building Requirements: Building will likely be located in the central part of Broward in or near the inner city population that will serve at risk students. The approximate size of the building will be 10,000 to 15,000 sq. ft. The school layout will include computer labs, a career lab, reading rooms, rooms or areas for direct instruction, several offices for administrative staff, student male and female bathrooms, separate staff bathrooms, server room, supply storage room and student records room.

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.

The approximate cost of build-out will be \$75K to \$150K. The School must review each potential location with construction crew to estimate each location before lease is signed. Specific itemized cost will be presented after school site has been chosen.

Funding Sources (Included as Attachment U):

1. Existing bank statements exhibiting sufficient funds to acquire for this project.
2. Memorandum of Understanding from Building Hope.

There is significant expertise within the members of the Governing Board, as well as the Educational Service Provider (ESP), relating to the ability to assess the costs of modifying existing facilities to accommodate individual student computer work stations in five to six learning labs. Based upon previous facility experiences, related costs approximating \$75K to \$150K have been anticipated in preliminary budgets.

Moreover, after an overall assessment of comparable buildings in various areas within the south-central part of Broward County that would meet the needs of the School's educational design, it is projected that the monthly cost for the appropriate type of facility would be approximately \$20,000 per month. After a review of the School's budgeted revenue for Year 1, the

School's enrollment would support the cost for an appropriate facility at \$20,000 per month. The School's budgeted revenue for Years 2-5 would support a facility with a cost within the parameters of \$21,000 and \$30,000 per month.

If needed, additional funding sources will be used for facility-related costs (Attachment U contains letter from Building Hope).

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

The following strategies will be employed to secure an adequate facility:

1. Upon District approval of new charter school, search for building location. SunEd High intends to locate to an existing facility or a facility requiring minimal renovation. The facility will be designed to meet the needs of the students, parents, staff and community.
2. Check with all local municipalities for charter school approval, regulations and compliance.
3. Select top three locations and review cost and time structure with construction crew.
4. After reviewing all construction bids and time table, start negotiation of lease with top three locations. Must have lease signed and approved by Governing Board and all construction costs bids approved by January 2019.
5. The Governing Board will enter into a long-term lease for the facility of which rent is set at or below market rates.

There are many steps involved in securing a proper location for the School. One of the items SunEd will concentrate on is placing the School in an inner city location with demographics with whom the two other SunEd schools have shown success. The area chosen will likely show that at least 70% of students come from low income homes. The area being considered has several district high schools with at least 2100 students enrolled at each school. SunEd High School has demonstrated that with a smaller student population, students have a greater possibility of graduating. SunEd High of Broward is targeting the south-central area of Broward County area as a possible location for opening the School. One area that is being considered is the Hollywood area. The south-central area of Broward County and the Hollywood area have adequate bus routes where students can arrive to school on time. Presently, there are available locations that have a rent scale within the School's anticipated startup budget. The School will be located an adequate distance from other alternative high schools as well as District schools. The School will confer with local municipalities at the time of choosing the exact location. The School will also check with local police departments for current crime statistics for immediate and surrounding areas of the potential school site to assist in the decision-making process.

Estimated timeline for a 2019 Opening:

February 2018 -Seek charter approval.

May 2018 - Begin due diligence on build-out of the facility.

December 2018-January 2019 - Finalize building configuration with owner; Begin build-out.

February 2019- April 2019 - Continue build-out and Equipment (FF&E) needs for July arrival.

May 2019-July 2019 - Building completed; Inspections completed.

SunEd High will secure a Type E Certificate of Occupancy before the building is occupied as an educational facility. If this is a change in occupancy from the previous use of any building intended to be used as an educational facility, the facility is considered a "new educational facility"

and subject to Florida Building Code pursuant to Chapter 553 and the Florida Fire Prevention Code, pursuant to chapter 633. SunEd High understands and will abide by this policy.

- SunEd High will have the building inspected for asbestos and a certificate will be presented to the charter school office prior to opening.
- SunEd High will have the building professionally tested for radon and lead.
- SunEd High will ensure that the building is ADA compliant.
- SunEd High will submit a traffic plan to Broward County Traffic Engineering for approval.
- SunEd High will ensure that the building complies with Health Department requirements regarding general health and sanitation such as standards for food service, drinking water, and sewer/sanitary facilities.

I. Describe the back-up facilities plan.

If for any reason the selected facility was no longer the site where the SunEd High student body could attend, the Governing Board would seek assistance from Building Hope, a similar agency, or financial institution. Building Hope offers a number of different services including guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of charter schools and alternative facilities options to present to the Board. The alternative facility would have to be suitable for school use as described above. SunEd High understands that backup educational facilities must comply with the same safety codes and standards and have the same CO as permanent educational facilities. Should the Governing Board determine that a realistic plan for securing a facility is not attainable for an opening of the School in 2019, the Board will then notify the Sponsor and request a one-year deferral for the opening of the School.

Attachments

Section 16: Facilities

16.1	Attachment U - Evidence of Facility Funding Sources	Lara, Tammy, 1/31/18 7:16 PM	PDF / 666.146 KB
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Notes

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

It appears that adequate funding will be sufficient if the \$500,000 can be secured as stated in the documents. The applicant has a clear vision to develop the facilities plan. The questions the panel had for the applicant were answered to the panel's satisfaction.

17. Transportation Service

Section Evaluation

Meets the Standard Harrison Knight, 2/5/18	– No Final Rating –
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Describe the school’s plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

SunEd High will not provide transportation for students. However, it will provide students with passes for public bus transportation.

Attachments

Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

Meets the Standard Ray Papa, 2/16/18

– No Final Rating –

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

SunEd High will not provide a lunch program due to the length of the school day. The School will have vending machines with healthy snacks and beverages.

Attachments

Section 18: Food Service

– No Attachments –

19. School Safety and Security

Section Evaluation

Meets the Standard Victoria Stanford, 3/1/18

– No Final Rating –

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

The safety of students and staff is of utmost importance for SunEd High. Therefore, the School has developed a comprehensive plan for ensuring the safety and security of staff and students. The **SunEd High Safety and Security Plan** delineates the School's policies and procedures related to emergency situations. The detailed plan is included as Addendum FF. The specific areas addressed in the plan include:

- Reporting Emergencies
- Evacuation Plan
- Bomb Threat
- Chemical Spills
- Fire/Explosion
- Weather
- Gun/Weapon on Campus
- Hostage
- Major Student Disruption/Demonstration
- Shooting/Stabbing
- Working with the Media
- Medical Emergency
- Emergency Student Pick-Up and Release
- Emergency Codes
- Safe Team Members

The following safety measures will be in place to ensure the security of students and staff, and to secure the facility and property.

Campus Safety

- There will be two entry/exit ways to the building--one for students and one for visitors.
- The School will contract a full-time security monitor who will be responsible for securing the building and monitoring the facility to ensure the safety of students and staff.
- The School's full-time security monitor will be posted at the entrance/exit doors for students during arrival and dismissal times for the morning and afternoon learning sessions. Each student will be "wanded" upon entry to the building by the security monitor or dean of discipline, and backpacks will not be permitted.
- The entrance for visitors will be locked. Each visitor must be "buzzed in" by the employee at the reception desk. Each visitor will be asked the purpose of the visit. Each visitor will be required to show ID and sign the visitor's log, and must wear a visitor sticker. The visitor will be escorted to the appropriate area in the building which he or she has a legitimate reason for visiting.
- The building will have lighted "EXIT" signs to indicate emergency exits.

Security of Facility and School Property

- Cameras - There will be security cameras posted in each classroom, in the hallways, and at the entrance and exit of the school building.
- Alarms - The School will be equipped with an alarm system to secure the facility and school property.

- Locks - The School will maintain all doors that lead into the building locked from the outside (with push-release levers on the doors to allow exit from inside the building). Any student or visitor that wishes to enter the building will need to be “buzzed” in by school staff. The door to all employee bathrooms, the employee lounge, and school closets will remain locked. Employees will have keys, as needed. File cabinets will be maintained locked and designated employees will have keys, as appropriate.

Attachments

Section 19: School Safety and Security

19.1	Attachment FF - Safety and Security Plan	Lara, Tammy, 1/31/18 7:43 PM	PDF / 614.852 KB
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20. Budget

Section Evaluation

Partially Meets the Standard Cassandra Vallianos, 3/2/18	<i>– No Final Rating –</i>
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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.

See Attachment X – 5 Year Operating Budget

See Attachment W – Revenue Estimate Worksheet - Student enrollment allocation will be based upon average proportions of student populations in similar alternative programs in the County.

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.

See attachment Y.

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

The budget is NOT contingent upon sources of funding beyond those typically provided by local, state, and federal governments. According to Florida Statute, the Governing Board may advance

funds to the new School from fund balances held by other similar schools operated by the same Board within the same County.

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.

A description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based is shown below.

Budget Assumptions: The operating budget was based upon the financial expertise of the Board, management company and accountant developed over the past five years. This group of professionals has operated five successful alternative charter high schools in Florida. Specific experience related to operations are based upon average expenditures at the five schools and particularly upon other schools operated in Broward County.

Using financial statements and cash flow experience from other schools, the following assumptions have been made in development of the 5 Year Operating Budget:

Revenues: Initial FEFP revenues are based upon Attachment W. The Charter School Revenue Estimate Worksheet for FY1718 was populated to agree with enrollment projections and program allocations based upon allocations from other similar alternative charter high schools. Total revenues from Year 1 were determined to approximate \$6,500 FEFP average revenue per student. This average was multiplied by total enrollment to obtain an estimate for Years 2-5.

In this way, we are conservatively estimating FEFP revenues. Most likely, there will be some capital outlay money coming to the school as well as contributions, donations and grant monies. All these sources of revenue have been omitted to provide a realistic budget.

During Start-UP, revenues will be provided in the form of "cash advances" from the fund balance of other schools operated by the same Governing Board within the same District. These monies will be repaid as the new School becomes more financially secure. It is anticipated that a total of \$225,000 will be provided in the Start-UP period and Year 1. Initially, \$175,000 will be provided for operations during Start-UP and an additional \$50,000 used to purchase computers and furniture will be provided at the start of Year 1. The \$50,000 will be repaid from operations during Year 1. The balance of \$175,000 will be repaid over Years 2-4. By the end of Year 5, the School's fund balance will exceed three months operating expenditures.

Expenditures – The estimated expenditures are based upon actual operations for the past two years of similar programs operated in Broward County.

Payroll & Benefits - Staffing is based upon the makeup of the student population enrolled each year. A detail of positions and related salaries is presented by year as part of Attachment X – 5 Year Operating Budgets. The students attend one of two sessions. Therefore, the student/teacher ratio of 25:1 is actually 50:1 for purposes of this school. The calculations relating to statutory class-size ratios is also included within Attachment X. Raises from year to year are estimated to be 1.5% annually.

Expenditures - Specific assumptions related to line items are included within Attachment X. A 2%-5% inflation factor has been included from year to year. Certain expenditures are directly related to enrollment. The particulars for a specific line item can be found on the schedule.

Facility requirements are expanded in Year 3 as enrollment increases.

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.

If anticipated revenues are not received or are lower than estimated, the School has several options. The School will first rely on cost-cutting measures such as adjustment of staffing or salaries, reductions in allocations for hardware and software purchases, reductions in allocations for contracted services, etc. The Board may use funds from the other entities it operates to meet any financial shortfalls that may arise. If needed, the Board will obtain funding from Building Hope or other financial institutions. If additional funding is needed to operate the School due to a much lower than anticipated enrollment, the Educational Service Provider will reduce the percentage charged for services from 15% to as low as 10%.

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).

See E. above. In order to ensure the School would be able to operate effectively in the event that it not meet revenue projections, it has created a budget at 50% and at 75% of the anticipated enrollment. These budgets, available upon request, include the necessary changes to ensure a balanced budget.

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.

Monthly Cash Flow Projections – See Attachment Y. The monthly cash flow statements begin with the Board providing all the cash required for the Start-UP period. Expenditures include obtaining a facility, professional expenses (attorneys, accountants), staffing of the principal and other staff prior to Year 1, etc.

Conclusion: This is a very conservative budget. It does not include any Capital Outlay funding and does not include any anticipated additional millage funding resulting from HB7069. The other schools operated by this Board were awarded CSP (Charter School Program) grants by the FLDOE. The new School will be applying for CSP grant funds upon approval of this application.

Attachments

Section 20: Budget

20.1	Attachment Y - Proposed Start-Up Budget	Lara, Tammy, 1/31/18 9:40 PM	PDF / 1.062 MB
20.2	Attachment X - Proposed Operating Budget	Lara, Tammy, 1/31/18 7:21 PM	PDF / 116.44 KB
20.3	Attachment W - Florida Charter School Revenue Estimating Worksheet	Lara, Tammy, 1/31/18 7:19 PM	PDF / 998.342 KB

Notes

Cassandra Vallianos, 3/22/18 7:52 PM:

The applicant was able to address all concerns during the capacity meeting.

Cassandra Vallianos, 3/2/18 2:11 PM:

Applicant failed to provide a balance sheet with start-up budget. (s. 1002.33(6)(a)(5)) Incorrect name is on start-up budget: "Sunshine Charter Academy of Broward". (s. 1002.33(6)(b)(2)) The application states the budget is conservative and does not include any Capital Outlay funding; however, year one includes revenue of \$60,000 for Estimated Capital Outlay Funds. When the \$60,000 for capital outlay is removed from the budget, the projected fund balance, after subtracting the \$120,000 start up, is reduced to (\$45,400.) (s. 1002.33(6)(b)(2)) Question: Which is correct: the budget with Capital Outlay included, or the statement claiming the budget does not include Capital Outlay?

21. Financial Management and Oversight

Section Evaluation

– No Final Rating –

Partially Meets the Standard Lourdes Panizo, 3/8/18

Partially 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.

Management of the School’s finances will be the primary responsibility of the contracted Educational Service Provider (ESP) in accordance with their management agreement. The ESP will have authority to make financial decisions and execute monetary transactions related to day-to-day operations in accordance with the budget approved by the Governing Board. The ESP will work closely with the School’s external accounting firm. The accountant will be responsible for preparation of monthly, quarterly and annual financial statements submitted to the District, maintenance of the general ledger, and completion of monthly bank account reconciliations. Monthly FEFP calculation statements issued by the District will be reviewed and analyzed by the accountant and the ESP. Separation of duties and oversight review procedures between the Board, the ESP and the accountant will ensure strong internal controls over financial management.

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

The Governing Board will monitor the School’s financial health and compliance as they review monthly FEFP calculation statements, financial statements, detailed reports of expenditures and monthly cash flows. Financial statements will provide a comparison to the approved budget for the current month and for year-to-date activity and will be provided to the Governing Board at the

same time as they are provided to the District. Disbursements not previously approved as part of the operating budget will require special approval from the Board; any expenditure in excess of \$10,000 requires signature/approval of two authorized signers. The Board will review actual v. budget results periodically so appropriate revisions to the annual budget resulting from enrollment and/or expenditure changes can be made.

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

The School will issue "Requests for Proposals" (RFP's) from independent accounting firms with expertise relative to charter school financial reporting and compliance as required by the FDOE and the Broward County School District. The School agrees to obtain an annual audit in compliance with the Governmental Accounting Standards Board (GASB), federal, state and school district regulations showing all revenues received, from all sources, and all expenditures for the period July 1 through June 30 of that year. The audit shall be conducted by an accountant certified under the laws of the State of Florida and paid for by the School. Each board member, as well as the Broward County School District and FDOE, will receive the current school year's ending June 30th financial statements with independent auditor's reports. The above procedures and protocol will ensure that SunEd High School is 100% compliant.

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

All accounting records will be maintained by the School's outside accountant. Electronic records including the general ledger, financial statements, support schedules, bank reconciliations, etc. will be maintained on the accountant's server with backup records maintained in the "cloud" (off-premise). Hard copies of reports will be distributed to the School's ESP. Supporting documentation for expenditures including original invoices, purchase orders, employee and/or contractor agreement, inventory records and the like will be maintained by the ESP.

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.

Financial transparency to the District authorizer and the public will be ensured by the adoption of an annual budget by the Governing Board at a regular meeting that is properly noticed and held in accordance with the Florida Sunshine Law. The budget for each year will be based upon prior experiences managing this school and others with similar programs. This budget will be presented to the Governing Board and must be approved. The Annual Budget will then be sent to the school District, posted on the School's website, on the FDOE website as part of the annual accountability report and is included in the District's annual audit report that is posted on the District website.

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.

Back-office services to be outsourced via contract include payroll and human resource management, and financial reporting. Selection of contracted back-office services will be via several RFP's. Non-academic day-to-day operations, including facility management, will be contracted to an educational service provider (ESP). The ESP contract, similar to other charter school management contracts, will provide for payment based upon a percentage of FEFP and other revenues. The budgets included in this application provide for a 15% management fee. Payroll services will be outsourced to a company that specializes in human resource reporting of

new hires, creating employee payroll checks, calculating withholding, making payroll tax deposits and preparing payroll tax reports. The ESP will be responsible for oversight of payroll as part of their contract and the payroll company fees are traditionally based on a "per employee fee." Fees can range from approximately \$200/year per employee to \$300/year per employee. Financial reporting services will be outsourced to an accounting firm. Generally, fees can range from \$40,000 or higher per year depending upon reporting requirements any given year. Non-recurring and recurring reporting related to specialized grants (CSP grant, Title I grants, E-Rate funding) can have an impact on fees. Independent auditors will be contracted. See "C" above for discussion of RFP process. At present, SunEd High School works with several vendors that specialize in working with Florida charter schools relative to staff payroll, financial reporting and auditing. These vendors have been working with current SunEd schools for many years and have a proven record. Fees can vary depending upon how many students are enrolled and how many staff members are employed.

G. Describe how the school will store financial records.

All hard copies of invoices, contracts and agreements will be maintained at the School and the ESP company office. Electronic financial systems will be maintained and backed up on the accountant's server. In addition, all electronic records will be backed up off site on the cloud.

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 current SunEd schools presently work with several different insurance carriers who have demonstrated their proficiency in acquiring the proper insurance coverage to ensure compliance. These insurance policies meet and or exceed district requirements (health, workers compensation, general liability, property insurance, directors' and officers' liability). All Certificates of Insurance will be sent annually to the District's Risk Management office. These policies will be reviewed each year by the School's ESP and RFP's will be sent out to ensure the School receives the proper insurance at a competitive rate.

Attachments

Section 21: Financial Management and Oversight

– No Attachments –

Notes

Reynaldo Tunnermann, 3/8/18 9:47 PM:

In letter (f) of this section the application states the accounting function will be outsourced; however the applicant fails to clarify how and who will coordinate the needed relation between the school and the outside service provider. In addition, the applicant did not detail how the internal controls will be in place within the planned financial function.

Lourdes Panizo, 3/8/18 4:34 PM:

There is no mention of specific Internal Controls.

22. Start-Up Plan

Section Evaluation

– No Final Rating –

Partially Meets the Standard Rhonda Stephanik, 3/7/18

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

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)

Start-Up Plan

Activity	Responsible Party	Date
Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)	ESP	Done
Identifying and securing facility	ESP	January 2019
Recruiting and hiring principal	Governing Board	April 2019
Recruiting and hiring staff (leaders, teachers, and other staff)	Lead Principal/School Principal	June 2019
Staff training	Lead Principal/School Principal	August 2019
Finalizing curriculum and other instructional materials	Lead Principal	June 2019
Governing Board training	ESP	All Board Members Have Completed Training
Policy adoption by Board (if necessary)	ESP/Lead Principal	June 2019
Recruiting students	ESP/School Principal	Ongoing 2019
Enrollment lottery, if necessary	School Principal	Ongoing
Establishing financial procedures	ESP	January 2019
Securing contracted services	ESP	May 2019

Fundraising, if applicable	ESP/Lead Principal/School Principal	Ongoing 2019
Finalizing transportation and food service plans	ESP (bus passes)	July 2019
Procuring furniture, fixtures and equipment	ESP	June 2019
Procuring instructional materials	Lead Principal/School Principal	May 2019

Attachments

Section 22: Start-Up Plan

– No Attachments –

23. Addendum A: Replications

Section Evaluation

Completed Rhonda Stephanik, 3/12/18

Completed Brenda Santiago, 3/9/18

– No Final Rating –

A. Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.

Sunshine Charter Academy, Inc current governs two schools, SunEd High School (#5060) and SunEd High of North Broward (#5861). In 2017, both schools achieved a School Improvement Rating of “Commendable” from the State of Florida Department of Education. The SunEd High of North Broward campus is rated the number #1-rated “Commendable” alternative school in Broward County for Student Learning Gains. The SunEd High School campus has also made significant Student Learning Gains and is rated #5 in Broward County among “Commendable”

alternative schools. The educational program at the SunEd schools incorporate a direct instruction Intensive Reading class in the daily schedule of every student who scores a Level 1 or 2 on the state achievement test for English Language Arts (ELA). The Reading core curriculum used is the District-approved, research-based *Edge* reading program. As well, for additional intervention, *Reading Plus* is key component of the Reading Program. Since adding these components three years ago, both schools have shown significant improvements in students' reading abilities on progress monitoring exams and state assessments.

B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.

The SunEd High model focuses on the whole child/young adult. Several key components make the school design successful and are essential to the replication. In the area of academics, the reading program has proven to yield significant gains in students' reading scores. As well, the data management system that provides teachers with progress monitoring data has given teachers and administration the ability to target areas of need in all academic subjects. The Mentoring Program supports the success of the academic program by making students aware of their academic achievements as well as their areas of weakness and how to address these areas. It allows students to have ownership of their learning. It also gives teachers the opportunity to address the social/emotional needs of the students. Mentors can learn about things going on at home or in the community involving the student that may be impacting the student's success and provide that information to the correct support personnel that can help the student overcome the issue. The flexible learning sessions allow the target student population to work, if needed, while going to school. It also allows credit deficient, over-aged students an opportunity to recover credits while working at their own pace.

C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.

The target population for the proposed school is the same as the target population at the existing SunEd schools. The model currently being used has proven to be very effective and successful in raising student achievement with the target population as indicated by state assessment results. For the past several years, the existing SunEd schools have utilized a blended model of instruction, flexible learning sessions, a self-paced curriculum, a comprehensive mentoring program, career and guidance services, individualized graduation plans, and school-wide processes and procedures that have allowed for continued growth and increased success rates each year. State assessment results for the 2016-2017 school year indicated that not only did both SunEd schools achieve "Commendable" status but the North Broward school was ranked #1 in Broward County among "Commendable" alternative schools for Student Learning Gains and was rated in the top 5% in the State of Florida for overall Learning Gains.

D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.

The School intends to serve a similar target population as the other existing schools. Therefore, there is no need to modify or adjust the educational program.

E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.

The current schools are achieving significant academic gains and successes. However, in an effort to provide students with more options for post-secondary success, the new School will offer several career academies. Research has indicated that providing programs offering a certificate of specialization leads to increased post-secondary success. The Information Technology Academy will provide students the opportunity to become certified in several different technology-related areas. The Teacher Academy will target students who are interested in receiving training on becoming a teacher and, upon completion, a direct pathway to college courses through a partnership with Broward College. During the second and third year of operation, additional academies will be added in the areas of Hospitality & Tourism and Entrepreneurship to further career opportunities for students.

F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.

The applicant group has successfully replicated the SunEd model already. Several members of the Governing Board for the new school have served as board members for the other SunEd schools. The existing schools are operating in good financial standing. Projected budgets for the new School have been created at 100%, 75%, and 50% of projected enrollment to ensure a balanced budget. A variety of options are available to the School should additional funding be needed to operate the School.

The Director of Education for SunEd High Schools will work collaboratively with the new principal in order to ensure a smooth opening of the School. The principal and enrollment specialist for the new School will be hired in April 2019 to ensure there is adequate time for completing all necessary tasks, recruiting students, hiring personnel, etc., prior to the opening of school in August 2019.

G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

When opening SunEd High of North Broward (#5861), as a replication of SunEd High School (#5060), the process was very successful. This was due to the extensive planning and preparation that provided a road map of every detail and procedure required for opening a new charter school. It is anticipated that opening a third SunEd school will be a success due to the applicant group's prior experience in replicating the model.

Attachments

Section 23: Addendum A: Replications

– No Attachments –

24. Addendum A1: High Performing Replications

Section Evaluation

– No Final Rating –

Not Required Rhonda Stephanik, 3/7/18

Not Required Brenda Santiago, 3/9/18

N/A

Attachments

Section 24: Addendum A1: High Performing Replications

– No Attachments –

25. Addendum B: Education Service Providers

Section Evaluation

Completed Rhonda Stephanik, 3/7/18

Completed Brenda Santiago, 3/9/18

– No Final Rating –

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

ESP Selection

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

In earlier years, the SunEd schools had all back-office operations conducted internally. In their second year of operation, the Governing Board for both schools contracted an ESP which streamlined operations in many unique ways. Presently, the ESP conducts all back office operations for both schools. The ESP provider takes the day-to-day stress off the administrative staff on each campus. By doing this, the staff can concentrate 100% on dealing with some of the most important aspects of running a charter school--working with students, staff, parents, the District, and adhering to all local, state and federal compliance requirements.

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

SunEd High of Broward has selected Gold Key Group, Inc. based on its present and past track record. Members of the ESP selected have been operating the two SunEd High Schools for the

past several years. The ESP company, operated by Mr. Barry Goldberg, has consistently worked effectively in helping the schools with the day-to-day back office operations. Mr. Goldberg has demonstrated his knowledge and expertise in working with the schools' independent auditor, outside accountant, school attorney, various insurance providers and a multitude of other school vendors.

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

N/A

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

The ESP contracted by the Board of the currently operating SunEd High Schools has successfully demonstrated that it is capable of operating a high quality charter school. For the past several years, the ESP has successfully managed the growth from one school to two schools, and it is anticipated that the ESP can effectively meet the growth-related challenges presented with the growth from two to three schools.

ESP Background

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

The mission of Gold Key Group, Inc. is to provide quality services and support to charter schools that will assist the schools in implementing their vision and ideas for excellence in education. The strategic vision for Gold Key Group, Inc. is to provide a high level of confidence among its clients through its commitment, integrity, and passion for education. Gold Key Group's five-year plan is to focus on working with the SunEd schools to ensure each school achieves or maintains a "Commendable" School Improvement Rating.

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

The members of the ESP's management team have extensive experience in business and educational management. The leadership team consists of Barry Goldberg, President; Cindy Kaplan, Educational Consultant; and Meryl Goldberg, Executive Administrator. Mr. Goldberg has experience in operating charter schools from the initial phase of applying for a new charter school, to going through the process of locating the school's facility, including lease negotiations with landlord and school's legal representation, to managing charter schools. Mr. Goldberg's experience with facilities acquisition and development, as well as with outfitting the entire facility, is critically important to the new School. Ms. Cindy Kaplan, Educational Consultant, will work with the principal and the Governing Board to evaluate academic programs and determine the programs to be included in the budget. Ms. Kaplan, a former principal, has extensive educational and supervisory experience in working with the New York City Board of Education. Meryl Goldberg will be the Executive Administrator and serve as the liaison between school staff and the Human Resources Division. Ms. Goldberg will also review all vendor contracts for the School and work directly with the principal and Governing Board.

See Attachment BB - Organizational Chart.

ESP Track Record

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

Members of Gold Key Group, Inc., under the direction of Barry Goldberg, have successfully operated two charter schools in Broward County for the past several years—SunEd High School (#5060) and SunEd High of North Broward (#5861). SunEd High School (#5060) has operated “in the black” since its inception in 2012 and had its contract renewed by the Broward County School District for another five years beginning in SY1718. SunEd Charter High School of North Broward (#5861) was opened in 2014 using accumulated fund balances from the first school. Operations at the second school were fully funded and there was never a need to look for outside financing related to the opening of the second school. The current ESP staff has managed the non-academic administrative functions of operating schools without issue. The ESP does not anticipate increasing the leadership structure of the organization.

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

Members of the Gold Key Group have operated two charter schools in the Broward County School District: SunEd High School (#5060) and SunEd High School of North Broward (#5861) See Attachment DD - Completed Form IEPC-M1A.

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

SunEd High of Broward (#5060) has been in operation since 2012. In 2014, the school earned Accreditation from AdvancEd, an international school accrediting agency. The school received School Improvement ratings of “I” (Incomplete) during Years 2, 3, and 4, due to its inability to get 80% of its at-risk student population to take the state exams. However, during Year 5, the school received a "Commendable" rating and was in the top 15% among alternative schools in Florida for the achievement of Student Learning Gains.

SunEd High of North Broward (#5861) has been in operation since 2014. In the second year of operation, the school received Accreditation from AdvancEd. Although the school received a School Improvement Rating of “I” (Incomplete) in Year 2, SunEd High of North Broward achieved a "Commendable" rating in Year 3, and it was the top-rated (#1) “Commendable” alternative school with regard to the points earned for Student Learning Gains in Broward County. The school was in the top 5% of alternative schools in the State of Florida for Learning Gains.

See Attachment DD - Completed Form IEPC-M1A

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced

in the past five (5) years.

N/A

Legal Relationships

A. Describe how the school's Governing Board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The School's Governing Board is 100% independent of the ESP. All negotiations by the ESP of any legal aspect will involve the School's independent counsel. All negotiations will involve a detailed summary report from the ESP, as well as dialogue with the School's legal counsel and its summary assessment. This ensures that at all times there is arm's length separation between the ESP and the Governing Board.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated^[1] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the Governing Board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The School will **NOT** have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP.

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

The ESP will **NOT** directly supervise any of the school's employees. The ESP will be responsible for working together with the principal to ensure that all academic and non-academic reporting and compliance responsibilities are fulfilled on an accurate and timely basis. The principal will supervise all employees of the School. The Governing Board will supervise the principal and oversee the ESP's performance. The ESP will be responsible for keeping the Governing Board apprised of the status of all aspects of the School on a regular basis. The Board Treasurer will be provided informal monthly updates relative to revenues and expenditures and the full Board will review current financial statements at each Board Meeting. The principal will be responsible for academic reporting. The Governing Board will contract an independent auditor on an annual basis to perform financial and compliance audits that should provide assurances that the School is operating in accordance with all statutes and contracts. Additionally, the District will perform regular operational and academic evaluations of the School's performance in accordance with their contract.

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

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the Governing Board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the Governing Board's independent legal counsel or attorney and subject to a fair market analysis.**

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

The Governing Board does **NOT** intend to enter into any financing agreements with the ESP.

Organizational Structure

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

Setting Performance Goals

Selecting Curriculum

Selecting Professional Development programs

Data Management & Selecting Interim Assessments

Determining Promotion Criteria

Setting a School Culture

Student Recruitment

School Staff Recruitment & Hiring

Providing Human Resources (HR) services (payroll, benefits, etc.)

Fundraising

Managing Community Relations

Selecting and Providing Information Technology

Managing Facilities

Procuring Vendors

Other Operational and Administrative Services, if Applicable

Below are the major items that the ESP will be responsible for:

1. The ESP will work with many entities on achieving student recruitment. Continual dialogue will involve the principal, staff and the Governing Board. The ESP will be involved in setting up all aspects of recruitment including, but limited to, outreach and retention. This will involve advertising and all forms of promotion while assuring that it is 100% compliant.
2. The ESP will work directly with its Human Resource provider and will review all present and new benefit programs including all forms of health insurance and ancillary benefit programs. The ESP will work directly with the principal and all staff members to explain and facilitate

these programs. The ESP will also be involved in implementing its monthly payroll, benefits and bi-weekly distribution. The ESP will work closely with financial institutions to make distribution of salaries and benefits seamless. The ESP will work directly with the principal to ensure that all new hires have completed all the proper documents that are required by the benefit and payroll providers. Each year, the ESP will do an extensive evaluation to conclude if staff is satisfied with the current human resources, benefit and payroll companies. Each year, the ESP will conduct its own assessment and research to ensure the current vendors are the best for staff as well as the most cost effective. At the conclusion of all the above, the Governing Board will receive a report.

3. The ESP will work directly with many resources to achieve fund raising goals.
4. The ESP will work with the principal to establish a budget for several different programs and events.
5. The ESP will work with the IT provider for SunEd High to update, upgrade, and maintain software and hardware and to ensure that all IT equipment and software is 100% compatible with the FDOE, Broward School District, and is compliant with all testing requirements. Any and all purchases of software and hardware will require a detailed report and will be reviewed by the ESP with the Governing Board.
6. The ESP will evaluate, through the use of Requests for Proposals (RFP), all vendors for services rendered. This will include what they specialize in as well as referrals from other businesses/schools. The ESP will require that vendors have the proper insurance as well as having the school listed as the Certificate Holder.
7. The ESP will manage the day-to-day operations of maintaining the facility which will include, but is not limited to, janitorial cleaning, maintaining all air conditioning units, security surveillance systems, alarm systems and conducting building maintenance to ensure that the building facility is 100% compliant with all safety and cleanliness regulations. The ESP will also work to ensure that all documents and permits are always valid. All emergency repairs will have priority. The ESP will work directly with the property owners/management when any issues will involve the responsibilities of the property managers in accordance with the lease.

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

The Board will oversee and monitor the ESP. Evaluations will be done monthly and summaries of all aspects of the ESP will be discussed at each Governing Board meeting. The school accountant will summarize and report the ESP's expenditures. If the Board, at any time, deems that the performance of the ESP is unsatisfactory, the Board will grant the ESP sixty days to cure any problems. The Governing Board will formally evaluate the ESP on an annual basis according to their contract. All guidelines and procedures for oversight of the ESP by the Governing Board is specified in the ESP Agreement (see Addendum EE).

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

The ESP will be paid 15% of gross FEFP monies received. Payment will be made to the ESP on a monthly basis as the School receives its FEFP payments from the District. Other fees, such as those related to grant management, will be paid upon filing of final reports.

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

The ESP will have authority to make any expenditures that are within the budget approved and adopted by the Board of Directors. The ESP will review monthly expenditures with the Board Treasurer. Any payments or purchases over \$10,000 that are not recurring must be specifically approved by the Governing Board. Monthly financial statements comparing actual revenues and expenditures to budget are submitted to the District. These statements will be available for Board review as soon as they are submitted (no later than the 25th of the month). At every meeting of the Board, the most recent statements will be presented. The Governing Board will receive the audit report from independent accountant on an annual basis.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the Governing Board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections. Provide as Attachment EE a draft of the proposed management agreement with the ESP.

The term of the management agreement is five years, concurrently with the School's contract with the District. The proposed management agreement is included as Attachment EE. The management agreement will renew automatically for five years upon renewal of the charter contract unless one party notifies the other party at least six months prior to the expiration of the current term (see Section 2 of management agreement). The ESP and Governing Board may terminate the management agreement upon notice (see Section 9A of management agreement - Termination by School and Section 9B - Termination by Management Company). Section 10, A-E of the management agreement explains in detail the procedures for default or breach by either party.

The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

Attachments

Section 25: Addendum B: Education Service Providers

25.1	Attachment CC - ESP Organizational Charts (Growth)	Lara, Tammy, 2/1/18 2:43 PM	PDF / 796.542 KB
	Attachment DD - Applicant		

25.2	History Worksheet	Lara, Tammy, 2/1/18 2:42 PM	PDF / 251.529 KB
25.3	Attachment BB - ESP Organizational Charts	Lara, Tammy, 2/1/18 2:41 PM	PDF / 796.048 KB
25.4	Attachment EE - Draft contract between School and ESP	Lara, Tammy, 2/1/18 2:41 PM	PDF / 604.061 KB

26. Addendum - Consultant Information * District Request

Section Evaluation	
Complete Rhonda Stephanik, 3/7/18	– No Final Rating –

Addendum is attached

Attachments			
Section 26: Addendum - Consultant Information * District Request			
26.1	Consultant Information	Lara, Tammy, 1/30/18 4:03 AM	PDF / 479.599 KB

27. Addendum - Review Extension Waiver * District Request

Section Evaluation	
Complete Rhonda Stephanik, 3/7/18	– No Final Rating –

Signed Extension Waiver attached

Attachments			
Section 27: Addendum - Review Extension Waiver * District Request			
27.1	Review Extension Waiver	Lara, Tammy, 2/1/18 5:15 PM	PDF / 292.853 KB

ATTACHMENT TEMPLATES

28. Application Cover Sheet

Section Evaluation

Complete Rhonda Stephanik, 3/7/18

– No Final Rating –

Documents attached

Attachments

Section 28: Application Cover Sheet

28.1	Attachment DD -Applicant History Worksheet	Lara, Tammy, 1/30/18 4:20 AM	PDF / 251.529 KB
28.2	Application Cover Sheet	Lara, Tammy, 1/30/18 4:19 AM	PDF / 464.772 KB

29. Statement of Assurances

Section Evaluation

Complete Rhonda Stephanik, 3/12/18

– No Final Rating –

Documents attached

Attachments

Section 29: Statement of Assurances

29.1	Statement of Assurances	Lara, Tammy, 1/30/18 4:33 AM	PDF / 1.141 MB
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30. Board Member Information Form

Section Evaluation

Complete Brenda Santiago, 3/9/18	– No Final Rating –
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Documents attached

Attachments

Section 30: Board Member Information Form

30.1	Attachment L - Board Member Information Sheet, Resume, and Statement of Assurances	Lara, Tammy, 1/30/18 4:22 AM	PDF / 5.004 MB
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31. Applicant History Worksheet

Section Evaluation

Required and Completed Reynaldo Tunnermann, 3/13/18	– No Final Rating –
Required and Completed Brenda Santiago, 3/9/18	

Document attached

Attachments

Section 31: Applicant History Worksheet

31.1	Attachment DD - Applicant History Worksheet	Lara, Tammy, 1/30/18 4:14 AM	PDF / 251.529 KB
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CHART OF ATTACHMENTS

1. Chart of Attachments

Section Evaluation

– *No Final Rating* –

Attachments Added Rhonda Stephanik, 3/12/18

All Attachments are Uploaded

Attachments

Section 1: Chart of Attachments

– No Attachments –