

2018 Charter Renewal Program Review

Charter Renewal Application #000357

Suned High School Of North Broward

Location Code: 5861

Submitted To:

Broward County Public Schools
Broward County Public Schools
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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

Open Date: **August 18, 2014**
 Proposed Name: **Suned High School Of North Broward**
 School Type: **High**
 Grade Levels: **[9, 10, 11, 12]**
 School District: **Broward County Public Schools**
 Neighborhood / Community: **Margate**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **1117 Banks Rd Margate, Florida 33063**
 Phone: **9542464004**
 Fax: **9543792722**
 Web Site: **1117 Banks Road**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **N/A (EMO)**

B. Primary Contact Person

Name: **Tammy Lara**
 Mailing Address: **1117 Banks Road Margate, Florida 33063**
 Mobile Phone: **786-255-0894**
 Alternate Phone: **954-246-4004**
 Email: **tlara@sunedhigh.com**
 Current Employer: **SunEd High Schools**

C. Attendance Projections

Grade Level	2014-15 Enrollment		2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
9	5	15	5	15	5	20	10	20	10	20
10	30	50	30	50	30	50	30	50	30	50
11	75	80	75	80	75	85	75	85	75	85
12	220	240	220	250	230	245	230	245	240	245
Total	330	385	330	395	340	400	345	400	355	400

D. Board Members

Name	Title	Contact Information	Current Employer
Bloodgood, Lynn	Board Member	P: 2392727074 M: 2392727074	

		E: lynn.bloodgood@gmail.com	
Casacci, Joseph	Board Chairperson	P: M: 954-312-8400 E: jcasacci@sunedhigh.com	
Cooper, Steven	Board Member	P: 2393983637 M: 2393983637 E: steven@sjcfinance.com	
Evans, Jerris	Emergency Contact	P: M: 754-224-9775 E: jevans@sunedhigh.com	SunEd High School of North Broward
Keren, Paulette	Board Member	P: M: 516-297-6370 E: FutureJap2@aol.com	Retired
Silver, Marion	Board Member	P: 7544840653 M: 7544840653 E: msilver@sunedhigh.com	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Uploaded

Attachments

Section 1: COVER SHEET

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SECTION BREAKDOWN

1. SECTION BREAKDOWN

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

EXECUTIVE SUMMARY

Accomplishments

Since opening its doors in 2014-2015, SunEd High of North Broward has worked diligently to improve its academic program offerings and to increase support services provided to students. These enhancements have resulted in numerous achievements during the initial charter term. Most notably, SunEd High of North Broward has provided an alternate pathway to high school graduation for a diverse group of students who have experienced limited academic success in the traditional school setting. Upon enrollment at the school, students who are over-age and credit-deficient have demonstrated an increase in course completions and credits earned. Because of their success at SunEd, these students have earned a high school diploma and acquired the skills necessary to obtain jobs upon graduation or to pursue post-secondary studies. Over the last four years, a total of 131 students have transformed their lives from “at-risk or out-of-school” to “at-promise and graduated” because of their enrollment at SunEd High of North Broward.

SunEd High of North Broward has **significantly improved student achievement in English language arts and mathematics**. As an alternative school, SunEd High of North Broward receives a School Improvement Rating from the Florida Department of Education rather than a traditional school grade. Over the last two years, the school has received a “**Commendable**” rating as measured by student learning gains in reading and math, and by the percentage of students tested at the school. 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 in 2016-2017. Recognizing that the majority of students who enroll at SunEd lack basic reading and math skills, the school provides teacher-directed instruction in conjunction with the research-based online curriculum, as well as academic interventions for students as needed.

In 2014, SunEd High received **accreditation from AdvancED**, an international accrediting organization for schools and colleges. This process has enabled the school to improve its educational programs and service offerings for students. The accreditation review team highlighted one of the school’s unique programs that has been highly successful – the **SunEd High Mentor/Mentee Program**.

Another significant accomplishment for SunEd High is its success in preparing students for post-graduation endeavors. Through a collaborative partnership with Broward College and *Educators Rising*, a national organization dedicated to recruiting and preparing students from minority populations to become future teachers, the school has initiated the **Teacher Career Academy** to provide a vehicle for students interested in pursuing a career in teaching. Additionally, the school has started the **Gaming Design Academy** and the **Hospitality Management and Tourism Academy**. Students have an opportunity to complete a two-year program that will give them the opportunity to earn nationally recognized certification in one of these areas.

Fulfillment of Mission and Vision

SunEd High of North Broward has focused its efforts on addressing the specific needs of a target population students within the Margate and other surrounding communities in Broward County. The school's primary mission has been to "recover" students who have dropped out of school or who have not experienced success at traditional public schools or other charter schools. The school has been very successful in working with students who have dropped out of the traditional high school by working closely with each student on an individualized graduation plan. Flexible learning sessions provide students with an opportunity to attend either morning or afternoon sessions and support the needs of students who work full time or part time. The online, self-paced curriculum allows students to recover credits or to work at an accelerated pace in order to graduate early. Another important goal for SunEd High of North Broward is to prepare students for future careers and vocational trades. Throughout the term of the charter, SunEd has helped prepare students for post-graduation life through course offerings in college and career preparation; college tours; college and career fairs; assistance in pursuing college or job opportunities; guidance services provided by the Career Coordinator in the Career Lab; etc. The school also offers admission to the dual enrollment program at BCC for qualified students. Last year, the administration initiated the *Educators Rising* program to motivate interested and eligible students to go into the field of education. Also, the Governing Board allocated resources to offer students an opportunity to complete courses within specific technology career tracks that lead to state certification in these areas. This year, the school has expanded its focus on career preparation with the goal of providing students with the necessary training to earn industry-certification in high-demand fields.

Concerns and/or Deficiencies

The average student who attends SunEd High of North Broward is overaged and behind his/her cohort by several years. Additionally, the majority of students lack basic skills in reading and math. The baseline reading test administered to each student upon enrollment shows that the majority of students are reading four or more years below their actual grade level. The school's tremendous success in graduating these "at risk" students is not reflected in the graduation rate reported by the FLDOE. Students at SunEd who have earned a minimum of 17 high school credits are identified as "SunEd Seniors." The school works diligently to help these students graduate each year by closely tracking each student's progress in earning credits throughout the year and by providing multiple levels of supports and services to assist students in overcoming barriers to graduation. SunEd High measures its success in graduating students by determining the percentage of "SunEd Seniors" who graduate each year.

Future Goals

Over the next charter term, SunEd High of North Broward will strengthen its instructional program and support services offered to students in order to maintain its "Commendable" rating and continue to increase learning gains for all students in reading and mathematics. Additionally, the school will continue to expand its Career Academy offerings by adding new career tracks in high-demand fields that offer students an opportunity to complete the required courses for taking industry certification state exams.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

A. Explain the charter school's current School Improvement Status.

SunEd High of North Broward administers all state-required assessments each year following testing protocols required by the district and state. The school earned a "Commendable" school improvement rating in 2017 and a "Commendable" rating in 2018.

Federal Accountability

SunEd High of North Broward has not been identified for School Improvement. The school opened in 2014-2015 and Annual Measurable Objectives (AMOs) were no longer required by FLDOE. According to the AMO report for 2014-2015, the percent of students tested in ELA was 86% and the percent tested in math was 70%. The report indicated that in 2014-2015, 6% of first-time test takers achieved proficiency in ELA and 13% of first-time test takers achieved proficiency in math. As an alternative school, SunEd High measures its academic performance each year using the state's formula for determining the **School Improvement Rating (SIR)** for the school. The SIR is based on the percent of students making learning gains in reading and math, and the percent of students tested.

State Accountability

According to the FLDOE SIR reports, SunEd High of North Broward has demonstrated progress toward increasing the percentage of students tested, the percentage of students making learning gains in reading, and the percentage of students making learning gains in math during the term of the charter. The school's academic performance during the current charter term is shown below:

2014-2015

School Improvement Rating: **FLDOE SIR Report Not Available**

Percent of Students Tested: 80

Percent of Students Making ELA learning Gains: Not Available

Percent of Students Making Math Learning Gains: Not Available

2015-2016

School Improvement Rating: **Incomplete**

Percent of Students Tested: 55

Percent of Students Making ELA learning Gains: Not Available

Percent of Students Making Math Learning Gains: Not Available

2016-2017

School Improvement Rating: **Commendable**

Percent of Students Tested: 91

Percent of Students Making ELA learning Gains: 49

Percent of Students Making Math Learning Gains: 83

2017-2018

School Improvement Rating: **Commendable**

Percent of Students Tested: 93

Percent of Students Making ELA learning Gains: 41

Percent of Students Making Math Learning Gains: 65

- **If the charter school has not met these standards, what measures will be implemented for improvement?**

SunEd High recognizes the need to increase the percentage of students making learning gains in ELA and math each year. As such, the school is implementing various strategies to achieve this goal. During the next term of the charter, the school's goal is to ensure that there is an increase in the percentage of students tested make learning gains in ELA and math each year. A summary of the strategies being implemented by the school to achieve this goal is provided in the response to Question "E" below.

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

SunEd High of North Broward plans to continue increasing its academic performance for the upcoming term of the charter. Most students who enroll at SunEd High of North Broward arrive with very low literacy skills. Two years ago, the school began utilizing Reading Plus®, a research-based online program that serves to increase vocabulary, comprehension, endurance, memory, silent reading fluency, and provides the ability to systematically master higher levels of text. Reading Plus® is a guided, silent reading supplementary intervention. Students participate in a series of online, computer-based sessions that include a specific sequence of daily activities. As struggling students participate in Reading Plus®, the difficulty level of the reading material adjusts as a function of a student's progress based upon reading comprehension and reading rate analyses. All students are required to spend the first 30 minutes of their day in Reading Plus® in addition to any intensive reading course (single or double block) in which they are enrolled.

SunEd High of North Broward requires all Level 1 students to attend a 90-minute Intensive Reading block which consists of 45 minutes of instruction in phonics (using *Phonics for Reading*, First Level, Second Level, and Third Level) and 45 minutes of instruction in reading comprehension (using EDGE, Level B). All Level 2 students are required to attend a 45-minute block of Intensive Reading (using EDGE, Level C). If needed, students may be moved from a 45-minute block to a 90-minute block and vice versa. Additionally, SunEd High of North Broward reviews Reading Plus® benchmark data throughout the year to ensure that students are making learning progress.

To increase student performance in math, SunEd High of North Broward also implements a Math Boot Camp to tackle the math content areas addressed on the Algebra 1 and Geometry EOC. The Boot Camp is held three times per year and consists of four weeks of intensive test preparation to help students prepare for the mathematics EOCs. Within Boot Camp, students utilize Khan Academy (a math instruction website), take simulated tests, and work in small groups and/or one-on-one with instructors. The Boot Camp program allows students to review the basic math skills needed for success on the Algebra 1 EOC and Geometry EOC. At the end of Boot Camp, students are prepared take the Algebra 1 or Geometry EOC with the expectation that they will score a Level 3 or at the very least show gains from the previous assessment.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

AMO results were last reported in 2014-2015. However, in order to measure the performance of students within different subgroups each year, the school uses the FLDOE Student Performance Accountability Reports (SPAR) to review the percentage of students within each subgroup achieving proficiency (Level 3 and above) on FSA ELA, Math EOCs, and Biology EOC. The subgroups reviewed include students categorized as follow: Black, Hispanic, Two or More Races, Disabled, Economically Disadvantaged, and ELL. A review of the most recent SPAR (SY2016-2017) for students within the school’s student subgroups is shown below. As expected, the majority of students in each subgroup scored at levels 1 and 2 on state assessments. The students that enroll at SunEd High arrive lacking the knowledge and skills necessary to achieve a level 3 on state assessments. Therefore, the school’s job is to help these students master state standards in core academic areas so that they can pass retake exams or achieve concordant scores on alternate assessments. As shown in the chart below that includes data taken from the most recent FLDOE SPAR (2016-2017), the only students (first-time test takers) from SunEd High within each subgroup that achieved proficiency level (levels 3, 4, or 5) on Biology, ELA, and Math state assessments were as follows:

White: Math – 13% proficient

Black: Biology – 18% proficient

Hispanic: ELA – 6% proficient; Math – 13% proficient

Economically Disadvantaged: Biology – 20% proficient; ELA – 3% proficient; Math – 4% proficient

ELL: Math – 23% proficient

SPAR 2016-2017

2016-2017	Biology EOC					FSA ELA					Math EOCs				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	50	30	15	5	#	74	23	3	#	#	81	14	4	1	#

WHITE	#	#	#	#	#	#	#	#	#	#	56	31	13	#	#
BLACK OR AFRICAN AMERICAN	55	27	18	#	#	84	16	#	#	#	92	8	#	#	#
HISPANIC/LATINO	#	#	#	#	#	61	32	6	#	#	70	17	10	3	#
TWO OR MORE RACES	N/A					#	#	#	#	#	#	#	#	#	#
DISABLED	#	#	#	#	#	#	#	#	#	#	97	3	#	#	#
ECO. DISADVANTAGED	50	30	15	5	#	77	20	3	#	#	81	15	3	1	#
ELL**	N/A	N/A	N/A	N/A	N/A	#	#	#	#	#	69	8	15	8	#
MIGRANT*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FEMALE	#	#	#	#	#	69	28	3	#	#	74	17	6	3	#
MALE	53	33	13	#	#	76	21	3	#	#	84	13	3	#	#

To increase proficiency scores and/or learning gains in science, reading and mathematics among students in each subgroup, SunEd High of North Broward analyzes student performance data throughout the year to improve delivery of instruction and to meet each student's learning needs. As part of this system, teacher mentors conduct individual data chats with their student mentees and create learning goals for each student that are recorded on their data chat forms. These data chats and the accompanying data chat forms are specific to each grade level and assessment. Additionally, the administrative team meets with teachers on a quarterly basis to review student performance data and make instructional decisions. The school's Problem-Solving Team meets monthly to review data for students who have been identified as requiring additional support. The team discusses possible barriers to learning, identifies any skill deficits, and develops a plan to assist the student through interventions.

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science).

SunEd High monitors student progress in mathematics, English Language Arts (reading/writing),

and science. The charts below contain student performance results in these areas for **first-time test takers and retakers** during the last three years of the charter. The data was taken from FLDOE accountability reports. In many cases there is an asterisk (*) in place of a number indicating that the number of students tested were insufficient to generate an average score. The numbers in the charts represent the percentage of students achieving proficiency on specific state assessments which include the FSA ELA and EOC exams. A summary of the data is provided below each chart. It should be noted that the at risk, overage student population served at SunEd High typically arrives at the school after having failed the state exams required for graduation.

Algebra 1 EOC			
Level 3 or above			
Year	Fall	Winter	Spring
2015-2016	*	*	*
2016-2017	*	*	3
2017-2018	38	NT	3

Summary of Mathematics Achievement: The scores above reflect progress made on the Algebra 1 EOC in the Fall 2017 when 38% of students tested scored at or above a level 3. Scores on the Spring 2017 and Spring 2018 remained the same with 3% of students tested scoring at or above proficiency. The students do not typically arrive with the basic skills or support system necessary to pass the Algebra 1 EOC. Therefore, many students are required to take numerous retake exams to obtain a passing score, or they take an alternate exam (i.e., PERT for math) and earn a concordant score to meet the graduation requirements.

FSA ELA		
Level 3 or above		
Year	Grade 9	Grade 10

2015-2016	*	*
2016-2017	*	8
2017-2018	8	17

Summary of English Language Arts (Reading/Writing) Achievement: The scores above reflect SunEd High of North Broward’s progress in reading for 9th grade -- from “less than 5 students tested” in 2016 and 2017 to 8% achieving a level 3 or higher on the FSA ELA in 2018. The scores also reflect an increase in ELA for 10th grade students on the FSA from 8% in 2017 to 17% in 2018.

Biology EOC			
Level 3 or above			
Year	Fall	Winter	Spring
2015-2016	*	NT	9
2016-2017	NT	NT	21
2017-2018	*	*	18

Summary of Science Achievement: The scores above reflect improvement in Biology from 9% scoring at or above a level 3 in 2016 to 21% in 2017, and a slight decline of 3 percentage points to 18% on the Biology EOC in 2018.

Conclusion: The data above represents the percentage of students tested who achieved proficiency or above on the state assessments. The data does not depict the gains made among students who moved from level 1 to level 2, or those who moved from a low level 1 to a high level 1, or a low level 2 to a high level 2. The student population at SunEd High does not typically arrive at the school with the basic skills or support system that is necessary to pass these assessments. Therefore, many students are required to take numerous retake exams to obtain a passing score, or they take the ACT or SAT (for reading), and/or the PERT (previously used for math), and earn a

concordant score to meet the graduation requirements. The chart below contains historical data that shows the number of students who have met the ELA and math assessment requirements for graduation.

Number Students Meeting Graduation Requirement with Concordant Scores

ASSESSMENT	2015	2016	2017	2018
SAT	7	7	9	12
ACT	6	8	8	10
PERT	7	8	19	19

- If the school is not using state assessments such as FSA or EOC, what assessments are administered? N/A
- How often is student progress monitored?

SunEd High of North Broward uses the Apex Learning Curriculum Progress reports, FAIR, Reading Plus and Scantron Assessments to measure students' ELA progress. However, the educational team goes above and beyond the monthly, quarterly and semester reports. The school leadership team and teachers analyze, compare, and cross reference the results of each individual student on each assessment type. Motivation is a huge issue for students enrolled in alternative settings. Students at SunEd High have many personal obstacles that affect their educational progress. The team looks for decreases in success rates to determine if the student may need further academic support or interventions as well as social emotional support such as counseling, mentoring, and community resources. The team then develops a plan of action using all of these supports and closely monitors the student's performance.

Mathematics is even more challenging to progress monitor. The majority of students at the school demonstrate a critical need in the area of mathematics. Therefore, consistent small-group and one-on-one tutoring and teaching occurs in the math lab. Teachers monitor students' progress and provide struggling students with small data-driven instruction using results from Apex assessments. Teachers provide students with intensive support using the APEX tutorial resources. Scantron Assessments are delivered three times per year. Progress in math is measured using these results along with all other work products of the students. Therefore, the whole picture is consistently reviewed for accuracy.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading.

SunEd High of North Broward monitors whether students are making at least one year's worth of growth annually in mathematics and reading. To measure growth, SunEd High reviews the FLDOE School Improvement Ratings reports to determine the percentage of **students making learning gains in ELA and math each year**. In 2018, 41% of students demonstrated learning

gains in English Language Arts and 65% of students demonstrated learning gains in mathematics. Additionally, the school tested 93% of its students in 2018. As a result, SunEd High of North Broward earned a “Commendable” rating from the FLDOE for the second year in a row.

- **If the students are not, what measures will the charter school implement?**

SunEd High of North Broward is committed to increasing the percentage of students making annual learning gains in ELA and math. As such, the school has implemented the following strategies to increase learning gains in **ELA**:

- Increase the number of bootcamps to target each of the Reporting Categories and accompanying standards (according to data reports that indicate areas where students need the most support);
- Incorporate positive reinforcement and incentives into monthly student data chats with an emphasis on student capabilities when comparing gains made on the Apex Learning curriculum and progress monitoring programs (to increase student motivation);
- Implement a school-wide Reading Plus competition with quarterly rewards for students who demonstrate gains.
- Create an “intervention folder” for each student demonstrating a lack of progress on mastering skills (as determined through Reading Plus reports) that contain lessons which are taught by the reading teacher during small-group or one-on-one direct instruction sessions;
- Recognize students through school-wide announcements for meeting academic achievement goals.

To increase learning gains in **mathematics** (Algebra and Geometry), the following strategies have been implemented:

- Increase the number of math bootcamps to target identified benchmarks and standards where data reports indicate that students need the most support;
- Incorporate positive reinforcement and incentives into monthly student data chats with an emphasis on student capabilities when comparing gains made on the Apex Learning curriculum and progress monitoring programs;
- Use the Study Island program to assign practice in Geometry and Algebra 1 which specifically targets areas of weakness;
- Assign Apex Algebra I and Geometry Tutorial Interventions to address students’ weaknesses as identified through Apex assessments.
- Create an individualized “intervention folder” is for each student that contains lessons and activities assigned during small-group or one-on-one direct instruction sessions by the mathematics teacher;
- Make school-wide announcements to publicly praise and recognize students for achievement in mathematics.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year’s worth of growth annually in mathematics and reading.

The most challenging task for SunEd High of North Broward is to improve the academic achievement of overaged high school students who arrive at the school with very low basic reading and math skills. Most of the population consists of students who have been previously retained, have scored a Level 1 or 2 on state exams, and have been in the lowest 25% for their entire educational career. To this end, SunEd High of North Broward considers that most of its student population is in the lowest 25%.

Therefore, the school's goal is to ensure that a minimum of 50% of ALL students are making one

or more year's worth of learning in reading and math annually. A review of the FLDOE School Improvement Rating for 2018 shows that 41% of students made learning gains in reading compared to 49% in 2017, a decrease of 8%. A review of the FLDOE School Improvement Rating for 2018 shows that 65% of students made learning gains in mathematics compared to 83% in 2017, a decrease of 18%. Although the percentage of students demonstrating learning gains in mathematics declined in 2018, the school still achieved its goal with over 50% of students demonstrating learning gains in mathematics.

- **If the students are not, what measures will the charter school implement?**

In order to increase the percentage of students making one year's worth of growth in reading annually, SunEd High is implementing the strategies summarized above in response to Question E.

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

SunEd High of North Broward is appropriately administering applicable state standardized tests to its students. Over the last three years, SunEd High of North Broward has increased the percent of students tested to 93% in 2018, an increase from 91% in 2017, and 55% in 2016 as reported on the FLDOE School Improvement Ratings Report.

- **If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested? N/A**

H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

The chart below contains the School Improvement Ratings (SIRs) for 24 high schools in Broward County, as reported by the Florida Department of Education School Improvement Rating Report in 2018. As shown in the chart, SunEd High of North Broward is one of six schools that has received a "Commendable" rating for two consecutive years, exceeding the performance of 17 other schools with closely comparable student populations. SunEd High of North Broward exceeds the performance of 11 schools in ELA learning gains and exceeds the performance of 15 schools in mathematics learning gains.

MSID	School Name	ELA Learning Gains	Math Learning Gains	% Tested	SIR 2018	SIR 2017
5331	DOLPHIN PARK HIGH	45	76	100	COMMENDABLE	COMMENDABLE
5323	MELROSE HIGH	30	97	100	COMMENDABLE	COMMENDABLE
5341	NORTH UNIVERSITY HIGH	53	92	99	COMMENDABLE	COMMENDABLE

5351	LAUDERHILL HIGH	59	55	96	COMMENDABLE	COMMENDABLE
5009	ANDREWS HIGH SCHOOL	42	78	94	COMMENDABLE	COMMENDABLE
5861	SUNED HIGH OF NORTH BROWARD	41	65	93	COMMENDABLE	COMMENDABLE
5032	FLAGLER HIGH	44	63	92	COMMENDABLE	COMMENDABLE
5481	SUNRISE HIGH SCHOOL	62	92	98	COMMENDABLE	MAINTAINING
5233	ACADEMIC SOLUTIONS ACADEMY A	59	77	93	COMMENDABLE	MAINTAINING
5028	ACADEMIC SOLUTIONS HIGH SCH	49	76	90	COMMENDABLE	MAINTAINING
2123	CYPRESS RUN ALTERNATIVE/ESE				I	
3651	DAVE THOMAS ED CENTER WEST				I	MAINTAINING
6501	HENRY D PERRY EDUCATION CENTER	48	75	84	MAINTAINING	
0991	WINGATE OAKS CENTER	45		97	MAINTAINING	
1021	THE QUEST CENTER	25	30	96	MAINTAINING	

5060	SUNED HIGH SCHOOL	40	47	91	MAINTAINING	COMMENDABLE
0601	SEAGULL SCHOOL	58		86	MAINTAINING	MAINTAINING
5209	ASCEND CAREER ACADEMY	41	29	78	MAINTAINING	MAINTAINING
0405	LANIER-JAMES EDUCATION CENTER	35	22	81	MAINTAINING	MAINTAINING
0452	WHIDDON RODGERS ED CENTER	30	47	87	MAINTAINING	MAINTAINING
1752	WHISPERING PINES EXC. ED CENTER	26	33	85	MAINTAINING	MAINTAINING
0871	BRIGHT HORIZONS	28	14	96	UNSATISFACTORY	
3222	CROSS CREEK SCHOOL	22	25	92	UNSATISFACTORY	MAINTAINING
0653	PINE RIDGE ALTERNATIVE CENTER	12	2	99	UNSATISFACTORY	UNSATISFACTORY

I. Identify the charter school's school grade. (Not Applicable)

- **If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?**
N/A
- **If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify**

students who may be struggling? N/A

- **If a charter school serves untested grades (K-2), what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling? N/A**

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

SunEd High School is not mandated to develop a School Improvement Plan. However, the school sets its own annual goals based on the results of each year’s School Improvement Rating, the percentage of students making learning gains, and the percentage of eligible students graduating each year.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida. (Not Applicable)

- **If yes, explain the measures that the charter school will take or has been taking to remedy this status. N/A**

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

As an alternative school, SunEd High of North Broward receives an annual School Improvement Rating (SIR) each year based on the percentage of students who make learning gains in reading and math annually, and the percentage of eligible students tested. According to the FLDOE Accountability Reports, SunEd High of North Broward has earned a School Improvement Rating of “Commendable” for two consecutive years in 2016-2017 and 2017-2018. During the first and second year of the charter term, the school did not receive a School Improvement Rating due to having less than 90% of students tested (which was the criteria for receiving a SIR at that time).

- **If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating? N/A**

M. Identify the charter school’s graduation rate, if applicable.

SunEd High of North Broward specializes in graduating the at-risk student population it serves. However, these successes are not reflected in the graduation data reported by the state. The Graduation Rate for the 4-Year Cohort reported by the FLDOE does not accurately represent the success achieved by alternative education schools in graduating students who are one or more years behind their cohort. At SunEd High of North Broward, a “senior” is defined as a student who has earned a minimum of 16 high school credits (regardless of the number of years they have fallen away from their cohort). The school works diligently to help students reach “senior” status and graduate during the year in which they begin as a senior in the fall term. School staff closely tracks each student’s progress in earning credits throughout the year, providing academic support as needed, and assisting students in preparing for state exams. The school’s graduation rate is determined by the percentage of “seniors” who graduate in the year in which they are identified as seniors. SunEd High of North Broward is successfully meeting its goal of graduating a higher percentage of students each year. As shown in the chart below, the school has graduated an average of 53% of its seniors annually during the current charter term.

	Total # Seniors (18	Total # Seniors Earning a	Percentage of Earning a
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Year	or more credits)	Standard Graduation Diploma	Standard Graduation Diploma
2014-2015	51	26	51
2015-2016	66	31	47
2016-2017	67	37	55
2017-2018	65	37	57

Data Sources: School Rosters and Graduate Tracking Data.

Because students at SunEd High of North Broward arrive with very few credits, SunEd High of North Broward qualifies its graduates as “In-Cohort” graduates, “Qualified Out of Cohort” graduates, and calculates the total percentage of qualified graduates to determine a percentage related to the graduation rate. This information is shown in the chart below.

Graduate Qualifications	2014-15	2015-16	2016-17	2017-18
Percentage of In-Cohort Graduates – As reported by FLDOE	8% (65 in cohort)	12% (83 in cohort)	8% (148 in cohort)	9% (67 in cohort; 19 actually qualified)
Total Percentage of Qualified Graduates*	51% (51 students qualified; 26 graduated)	47% (66 students qualified; 31 graduated)	55% (67 students qualified; 37 graduated)	57% (65 students qualified; 37 graduated)
Graduated Early	N/A	1 student	2 students	2 students
Completed courses with SunEd High of North Broward and walked with their home school	N/A	1 student	3 students	1 student

*Qualified = 18 or more credits

- **What has been the charter school's graduation rate goal?**

SunEd High School's ultimate goal is to graduate 100% of eligible students each year.

- **Has the charter school met this goal?**

SunEd High School's graduation rate has steadily increased during the past three years as shown the chart above.

If yes, what steps will the charter school take to continue to meet or exceed this goal?

The school will continue implementing its blended learning model that provides students with a self-paced, research-based online curriculum combined with high-quality face-to-face instruction provided by certified teachers. The school will continually monitor the progress of each student in meeting the goals listed on his/her Individual Graduation Plan.

If no, what measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?

The school will continue providing mentoring, academic support, counseling, and an individualized, self-paced, high-quality instructional program for students.

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates.

SunEd High of North Broward utilizes ACT and SAT concordant scores to increase its graduation rate in accordance with Rule 6A-1.09422, Florida Administrative Code (F.A.C.). For eligible students, the concordant passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, twenty-four (24) on the 10 to 40 scale of the SAT Reading Subtest section, or nineteen (19) on the 1 to 36 scale on the ACT Reading section.

In 2017-2018, SunEd High of North Broward increased its graduation rate with 10 students earning a concordant passing score on the **ACT** to meet the testing requirement for a high school diploma. Over the term of the charter, the number of students earning a concordant passing score on the ACT has increased with 10 students meeting the requirements in 2018; 8 students in 2017, 8 students in 2016; and 6 students in 2015.

Similarly, SunEd High of North Broward increased its graduation rate with 12 students earning a concordant passing score on the **SAT** in 2017-2018. The number of students earning a concordant passing score on the SAT has also increased with 12 students meeting the requirement in 2018; 9 students in 2017; 7 students in 2016; and 7 students in 2015.

To meet the math graduation requirements, students have taken the **PERT** during the term of the charter. The number of students earning a passing concordant score on the PERT has also increased with 19 students meeting the requirement in 2018; 19 students in 2017; 8 students in 2016; and 7 students in 2015.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

A. Achievement of Mission/Specific Goals

SunEd High of North Broward is making significant progress towards achieving its mission-specific goals as defined in the charter school's agreement. The school's charter application identifies six Student Success Goals to measure the progress of at-risk students. The goals for improvement targeted the following areas: academic performance in courses, learning growth, credits earned, student attendance, graduation rate, student behavior, and stakeholder satisfaction. SunEd High of North Broward has demonstrated improvement in all of these areas. The school is implementing a comprehensive plan for improving student performance and developing methods for more accurately measuring and tracking individual student progress. During the current charter term, the school has made the greatest improvement in the school improvement rating and the percentage of students meeting graduation requirements each year.

Summary of Performance:

The number of students showing yearly progress has increased in English Language Arts, math, and science. The number of students demonstrating proficiency in tested areas has also increased during the current charter term. With regards to the percentage of students showing one-years' worth of growth, the FLDOE School Improvement Ratings reports show that 41% of students are demonstrating learning gains in English Language Arts and 65% of students are demonstrating learning gains in mathematics.

The Average Daily Attendance (ADA) rate for students at alternative education high schools is generally very low as many of the students are over 18 and have numerous personal responsibilities and hardships that prevent them from attending school each day. Although the attendance rate at SunEd High of North Broward is not at the expected level, it has steadily increased throughout the term of the charter. A review of the ADA reported in the Attendance Summary Report (Data Warehouse) for the previous two years shows that the ADA for 2016-2017 was 51.6% and the ADA for 2017-2018 was 55.1%. The school is implementing various strategies to continue increasing student attendance.

SunEd High's graduation rate has steadily increased from year to year during the current charter term as a result of the school's success in helping students complete courses and earn credits, as well as the academic support provided to help students pass state-mandated assessments. A summary and chart depicting the school's graduation rate each year, as well as description of the system the school uses for measuring its annual graduation rate, is provided in response to Question M above.

SunEd High of North Broward students have demonstrated significant improvement in their behaviors at school this year. During the previous year, there were 11 fights that led to outdoor suspension for these students. As a result of the consistent enforcement of consequences for behavioral infractions last year, this year there have not been any fights to date and very few other

infractions. It is also believed that the Mentor-Mentee Program at SunEd High has been very effective in helping students address behavioral and anger issues. Additionally, the principal's open-door policy and positive rapport with students has been instrumental in improving the behavior of students. There is a culture among students and staff at SunEd High of North Broward that inappropriate behavior will not be tolerated and that mutual respect is important in promoting a positive learning environment. (Attachment T contains the Discipline Reports for the past three years.)

As an AdvancED-accredited school, SunEd High administers the AdvancED surveys for parents, staff, and students each year. A small number of parents complete the survey. However, based on the few responses received from parents, as well as the daily verbal communications with parents, students, and staff, SunEd High believes that the school climate is a positive one and that stakeholders are satisfied with the school's educational program.

- **If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.**

The mission of the school as defined in the school's initial contract was to target two very different student populations that could benefit from a blended model of instruction that allowed students to work at their own pace. The school's initial goal was to target students who needed to recover credits and were at risk of dropping out, or had already dropped out, as well as students who wanted to earn credits at an accelerated pace. As it turned out, the vast majority of students who have enrolled at SunEd High of North Broward during the term of the charter are young adults who arrive with very few credits, a low GPA, and a history of poor academic performance and, in many cases, a prior record of poor behavior. The academic goals stated in the school's initial charter application were not realistic for the student population the school serves. Therefore, for the next term of the charter, SunEd High of North Broward will revise its goals to target annual increases in learning gains in ELA and math, attendance, graduation rate, and career readiness.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

SunEd High of North Broward is implementing its mission as defined in the charter school agreement shown below.

The mission of SunEd High of North Broward is to provide all students in grades 9-12, a standards-based individualized educational experience, via "Blended-Learning," under the Flex Model that leads said students, irrespective of level or ability to become socially responsible life-long learners equipped for an evolving economy by:

1. *Restoring students who have dropped out, or are at risk of dropping out of the traditional school, resulting in earning a high school diploma;*

2. *Providing a dual enrollment program for those seeking to secure a two-year degree from a community college concurrently with earning their high school diploma and the opportunity for continuing education;*
3. *Offering flexible attendance sessions, coupled with a self-paced program allowing students, that because of extraneous variables or goals in their personal or familial arena, have the need or desire to move at a faster pace, coupled with securing a vocational trade or technological skills enabling said student upon graduation to secure employment and enter the work force at a younger age.*

Throughout the term of the charter, SunEd High of North Broward has fulfilled its mission and goals as evidenced by the school's success in working with students who have dropped out of the traditional school. Students who enroll at the school are generally well behind their cohorts and have a history of low academic performance and poor attendance. SunEd High of North Broward offers students the opportunity to earn high school credits in a smaller, more individualized, self-paced program that provides an alternate pathway to graduation. Students are given the opportunity to participate in a "blended learning environment" which combines online learning with teacher-directed instruction. Flexible learning sessions provide students with an opportunity to attend either morning or afternoon sessions. This flexibility allows students who work or who have children of their own to attend school at a convenient time.

SunEd High of North Broward works closely with each student to develop an individualized graduation plan and track the student's progress in meeting requirements. At the same time, the school recognizes the importance of providing students with a caring and nurturing learning environment where each student's personal challenges are recognized and addressed. There is a shared belief system among all SunEd High of North Broward staff members--"All students are capable of success and every student can graduate!" The culture that has been established at SunEd High of North Broward for both staff and students is one of high expectations, mutual respect, concern for each other, and a belief in limitless possibilities! As a result, many students who had previously dropped out, aged out, or encountered obstacles that precluded them from staying in school, have been given another opportunity to earn a high school diploma.

SunEd High of North Broward is achieving its primary mission--to graduate at-risk students and give them an opportunity to pursue secondary studies or careers so that they can be successful, contributing members of society. While the opportunity for dual enrollment is available for students, as stated in the school's mission statement, SunEd High of North Broward has found that the focus of the school has been to "recover" students who have dropped out or experienced failure at their previous schools. Currently, few students enrolled at SunEd High of North Broward meet the minimum requirements for admission in the dual enrollment program at Broward College. However, the program will continue to be available for any student who qualifies. Also, the school's online curriculum offers honors courses for eligible students. Students who want to accelerate their learning and earn credits at a faster rate can attend both learning sessions. The school's online research-based curriculum, combined with teacher-directed instruction, provides students with opportunities to "catch up" or "accelerate" their learning to earn their high school diploma.

Another important component of the school's mission is to prepare students for future employment by preparing them for vocational trades or jobs that require technological skills. To achieve this goal, SunEd High of North Broward has developed the following Career Academies:

Teacher Academy (2-Year Program)

In Partnership with Broward College School of Education, SunEd High of North Broward is proud to offer the Teacher Academy. Students will have the opportunity to develop the foundational skills to becoming an educator. Through the partnership with Broward College,

students will receive the benefit of the expertise of the college professors who visit and provide guidance, take tours and have field experiences at the college campus and apply for the education program scholarships available at Broward College.

Year 1:

The Teacher Academy Year 1 is an entry-level course designed to provide students interested in a career in education a foundation in the teaching profession, teaching and learning strategies, assessments, and communication in the classroom.

Year 2:

The Teacher Academy Year 2 is designed to prepare students who completed Teacher Academy Year 1 to gain higher level skills in interpersonal communications, testing methods, motivation and positive reinforcement strategies and student teaching through externship/field experience.

Educators Rising is a co-curricular program that enhances and supplements the Teacher Academy curriculum by joining together students interested in a career in education with like-minded individuals through competitions statewide and nationally.

Hospitality Management and Tourism Academy (2-Year Program)

Year 1:

The Hospitality Management and Tourism Academy will provide students with a broad overview of the hospitality industry. The main focus of the program is to introduce students to hospitality and tourism, hospitality soft skills, operational areas of a hotel, sales and marketing, and safety and security. Students will complete the Year 1 program with skills to enter entry-level positions in a hotel, resort or hospitality entity.

Year 2:

The Hospitality Management and Tourism Academy will provide students with a broad overview of the hospitality industry. The main focus of the program is to introduce students to hospitality and tourism, hospitality soft skills, operational areas of a hotel, sales and marketing, and safety and security. Students will complete the Year 1 program with skills to enter entry-level positions in a hotel, resort or hospitality entity.

Front Desk Supervisor Certification Opportunity:

Students who complete Year 1 and Year 2 of the Hospitality management and Tourism Academy **and** complete all requirements including all coursework on Knowledge Matters Business Hotel program with a passing grade of 80% will be eligible to sit for the American Hotel and Lodging Association Certification Test for the opportunity to earn a nationally recognized certification in Front Desk Supervisor.

Gaming Design Academy (2-Year Program)

Year 1:

The Video Game Design Academy will provide students with a broad overview of the Digital Design industry. The main focus of the program is to introduce students to video game design and digital design including current software, trends and foundations relevant to the digital

publishing industry.

Year 2:

The Video Game Design Academy will provide students with a strong focus on hands-on game design, desktop publishing and Microsoft Office Specialist training.

Microsoft Office Certification Opportunity:

Students who complete Year 1 or Year 2 of the Video Game Design Academy **and** complete all requirements including all coursework on program with a passing grade of 80% will be eligible to sit for the Microsoft Office Specialist Certification Test for the opportunity to earn a nationally recognized certification.

- **If the charter school has been designated a state-mandated School Improvement Plan (SIP) school, explain how it plans to meet the goals stated in the approved SIP. N/A**

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

SunEd High of North Broward is successfully implementing a research-based digital curriculum and utilizing effective instructional strategies during teacher-led courses as defined in the charter school's contract. The school utilizes a blended learning approach to fulfill the school's mission. The school's educational program consists of technology-driven learning with teacher-directed instruction. Students can meet academic goals through an instructional delivery method that allows students to work at their own pace. SunEd High of North Broward utilizes the research-based Apex Learning digital curriculum. Apex Learning offers 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 the two pathways used by students at SunEd High (described below) 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.

- **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.

The teachers at SunEd High of North Broward use a variety of methods, strategies, and best practices to fulfill the school's educational mission. These methods include the following:

- Small group, teacher-directed instruction for students in need of intensive reading, math, and other content core areas
- Individual academic one-on-one support for students as needed
- Whole group direct instruction that elicit active student engagement
- Problem-solving and hands on lessons
- Project-based learning
- Cooperative Learning
- Story Mapping
- Graphic Organizers
- Common Board Configuration
- Ongoing assessments to have students demonstrate mastery (quizzes, activities, tests, projects, research papers; etc.);
- Supplemental materials and remedial programs;
- Test-taking skills
- Utilization of appropriate strategies and techniques such as modeling, repetition, increased practice, pictures, language dictionaries, group and paired learning to support the needs of ELL and ESE students

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

The student population at SunEd High of North Broward primarily consists of level 1 and 2 students in both reading and math. To address the specific needs of these students, SunEd High of North Broward uses the Response to Intervention (RtI) framework to monitor student progress in academics and behavior. The RtI process is facilitated by the Problem-Solving Team, led by the principal. The team meets monthly to discuss the implementation of teaching and intervention practices throughout the school curriculum. The Team collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes and strategies. The Team discusses students who are identified--through progress monitoring data--as needing additional assistance in meeting standards. The Team also reviews information on students who have been referred for behavioral and emotional issues. If the Team determines that a student requires additional academic or behavioral support, the Team identifies specific interventions. After a specific time period, the Team analyzes trends and data for these students and reviews intervention programs that are in place to determine their effectiveness. Information gathered is used to develop the goals and objectives for school-wide implementation. Intervention strategies and programs determined to be effective in increasing student achievement are utilized to meet the objectives stated in the school improvement plan. Some students need additional support and intervention to meet the expectations of the school's program and state standards. The school uses specific forms to track intervention services and maintains an RtI binder in the principal's office with appropriate documentation.

All students receive Tier 1 (universal) instruction which includes the Apex Learning curriculum and direct instruction; they also receive differentiated, data-driven instruction in small groups. Additionally, all students are required to complete daily lessons in *Reading Plus®*. Students who are struggling in reading, as evidenced by level 1 and 2 scores on state-mandated reading assessments, receive direct instruction in an Intensive Reading class. Level 1 students receive 90-minutes of instruction while level 2 students receive instruction during a 45-minute block. A

certified teacher provides instruction using *Edge B* (for level 1) and *Edge C* (for level 2) as the core curriculum. Level 1 also use the *Phonics for Reading* program (Curriculum Associates). Students identified as Tier 2 students who continue to struggle in Tier 2 receive Tier 3 intensive interventions. The students at this level are provided additional interventions that include small-group instruction as well as one-on-one assistance. After Tier 3 implementation, students who continue to display limited progress may then be considered for further evaluation and services. Students who struggle in mathematics or science also receive Tier 2 or Tier 3 interventions. Like interventions in reading, interventions in math and science vary in intensity from Tier 2 to Tier 3. Groups are smaller at Tier 3 and supplementary materials are differentiated from one intensity level to another. Research-based materials, Apex tutorials, and workbooks are used to provide support and interventions for students in math and science as needed.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Utilization of data to support student learning is a high priority at SunEd High of North Broward. Data-driven instruction is critical to improved student achievement. The school aims to make learning progress with its student population which is comprised primarily of level 1 and 2 students, many of which have been out of school for some time. Student performance data is carefully analyzed to make instructional decisions. SunEd High of North Broward has developed a system of gathering and disseminating quantitative student performance data throughout the year to improve delivery of instruction and to meet each student's learning needs. The school uses a variety of assessments to analyze data, track academic performance, and drive instructional decisions. The school administers all state-mandated standardized tests that include the Florida Standards Assessments (FSA), End of Course Exams, and WIDA for English Language Learners. The PERT (previously used), SAT, and ACT are administered to students who have not passed the state-required tests, so they have an opportunity to meet graduation requirements by obtaining concordant scores. The school also administers the FAIR (three times per year) and tracks student progress through Reading Plus®. These student assessments generate a range of data about student learning and school effectiveness. The state and progress monitoring assessments administered throughout the year is shown in the charts below:

STUDENT ASSESSMENT PLAN

○ **State Assessments**

Name of Assessment	Frequency of Delivery
FSA Reading	Retakes 2x Annually; First timers - once a year
FSA Writing	Retakes 2x Annually; First timers - once a year
FSA EOC Algebra	Retakes 3x Annually until passed; First timers - once a year
FSA EOC Geometry	Retakes 3x Annually; First timers - once a year

NGSS EOC Biology 1 & US History	Retakes 3x Annually; First timers - once a year
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○ **Progress Monitoring Assessments**

Name of Assessment	Frequency of Delivery
FAIR (Florida Assessments for Instruction in Reading)	3x Annually
Study Island Series Direct Instruction	Bi-weekly Standard Specific
Scantron Performance Series	Tri- Annually Overall Standardized Assessment
Reading Plus	Quarterly Review
Study Island (ELL, ACT/SAT Prep)	Quarterly Review

○ **Curriculum Related Assessments**

Name of Assessment	Frequency of Delivery
APEX Unit Assessment and Final Exams	Quarterly Review

The assessments that will be used to gauge student progress address all high priority curricular areas – ELA, Algebra 1, Biology, and History. The state assessments include the Reading Retakes, FSA ELA and the EOC Algebra 1, History, and Biology exams – all of which are viable, reliable and unbiased. The other assessment to be used for data analysis is the FAIR, a research-based, state developed progress monitoring tool. All assessments will be administered in adherence to guidelines provided by the State and the District. School Administration will

closely monitor test administration to ensure fidelity to test administration protocols and procedures. All eligible students will be scheduled for testing and any required accommodations will be given.

The principal at SunEd High of North Broward ensures that instructional staff is trained in the analysis and interpretation of student performance data. Furthermore, the principal meets with teachers monthly to review student data and make curricular decisions. Following the data disaggregation and analysis meetings with the principal, teacher mentors conduct individual “data chats” with their student mentees and create learning goals for each student that are recorded on their data chat forms. The data chat forms were developed by SunEd High to meet the needs of the students. These data chat forms are specific to each grade level (9th-12th) and assessment.

As previously mentioned, the school administers the FAIR three times per year to monitor student progress in reading. The school uses Florida Progress Monitoring Network in Reading (PMRN) to analyze FAIR data and make decisions regarding placement of students in Intensive Reading (single block or double block). The Intensive Reading teachers utilize this data to identify areas of deficiencies and group students for small-group instruction. An analysis of all FAIR school-wide reports show increases in student performance from one administration to the next during each year. Because of the nature of the school's flexible program, as well as the student population that attends SunEd, students are entering and exiting the school throughout the year. Consequently, the school's FAIR reports show test results for a different set of students during each of the three yearly administrations (AP1, AP2, and AP3). Therefore, FAIR results are examined for **individual students** and tracked on their data chat forms to monitor progress from one administration to the next. Attachment I contains the FAIR reports depicting how the results from year to year are tracked by individual student to ensure that accurate data is used to inform instruction for each student. The data that is highlighted shows the students that have made growth from the first assessment to the most recent assessment.

SunEd High of North Broward uses *Reading Plus®* as a supplementary program to assist students in Intensive Reading courses to improve their reading skills. Teachers can track student progress and current reading levels by examining the individual student reports that are generated by Reading Plus®. Student enrolled in an Intensive Reading course are required to work on Reading Plus® for 30 minutes at the beginning of each class learning session (a.m. and p.m.). Teachers can monitor how much time each student is spending on Reading Plus® and whether students' reading levels are increasing.

SunEd High reviews students' previous performance in all other core, state-tested areas upon enrollment to properly place students at the appropriate level within the Apex Learning curriculum. Teachers monitor student performance throughout the year through Study Island, Scantron assessments, and teacher-developed assessments

In addition to using quantitative data to inform instruction, SunEd High used qualitative data to identify areas of strength and weakness in the teaching and learning process. School leaders conduct daily classroom walkthroughs to gauge the effectiveness of teaching practices in engaging students and achieving the intended learning outcomes. Through weekly mentoring sessions, students are given an opportunity to express their perceptions of the instructional program and discuss areas that need improvement. Leadership Team members have frequent discussions with students to monitor their progress in completing courses and meeting academic goals. Teachers use a variety of qualitative data such as student observations, class discussions, surveys, etc., to guide their planning and instruction.

D. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and

Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review may be conducted.

SunEd High of North Broward provides quality services for exceptional students as defined in the school's contract and as required by applicable law. To maintain compliance in ESE, the ESE Coordinator continually monitors the program to ensure compliance with all policies and procedures related to the ESE program. SunEd High of North Broward implements a comprehensive plan, aligned with the Exceptional Student Education Policies and Procedures of the Broward County School District, to identify, document, service, and evaluate students with disabilities. The school meets all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. All identified students with disabilities receive services in accordance with their IEP. All procedural safeguards are met in terms of provisions such as parental consent and written notice of meetings. Special education services are provided by qualified personnel or contracted to a licensed outside agency, as deemed necessary. The school works closely with the district to assist with decision making when appropriate. Teachers are aware of the needs of the ESE students with whom they work and utilize appropriate strategies to work effectively with them. The reports provided to the school after each Annual Monitoring Visit indicate that the two areas that address the ESE program have been "Verified and Accepted" by the district.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic Review and/or Desktop Review may be conducted.

SunEd High of North Broward provides quality services for English Language Learners (ELLs) as defined in the school's contract and as required by applicable law. SunEd High provides ESOL services in accordance with Florida Department of Education guidelines to meet the needs of qualifying students. The school follows guidelines for identification, placement, screening, and classification for ELL students. These procedures are aligned to the Florida Department of Education agreements and flowcharts under the terms of the META Consent Decree. All students classified as ELL are provided with appropriate services to meet the specific students' needs in language learning and academic achievement. Students in the ESOL program are required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL. Apex Learning digital curriculum supports academic success for all students, regardless of their English language proficiency level. English language learners have access to the same rigorous, grade level instruction as their peers. Additional supports provided by embedded scaffolds support language acquisition by removing barriers to learning. All instructional personnel have met the training requirements under the META Consent Decree.

The school's ESOL Coordinator continually monitors the ESOL program to ensure compliance with all policies and procedures related to the ESOL program, and maintains accurate records as reflected in the ELLevation report. The reports provided to the school after each Annual Monitoring Visit indicate that the two areas that address the ESOL program have been "Verified and Accepted" by the district.

G. Explain the school's current process for MTSS/RtI.

Within its Multi-Tiered System of Supports (MTSS) process, SunEd High of North Broward uses a Collaborative Problem-Solving/Response to Intervention (CPS/RtI) framework for the implementation of research-based instruction and interventions. This model integrates

assessment and intervention within a multi-level system of supports to maximize student achievement and to reduce behavior problems. Many of the students who attend SunEd High of North Broward have been identified as at-risk students based on insufficient learning gains over the course of their educational careers, as well as other Early Warning Systems data. SunEd High of North Broward provides evidence-based interventions, monitors student progress, and adjusts interventions depending on a student's responsiveness. The CPS/Rtl process at SunEd High of North Broward contributes to improved instructional quality, provides all students with the best opportunities to succeed at SunEd High of North Broward, and assists with the identification of learning difficulties and problems.

The MTSS/Rtl has four essential components: 1) a school-wide, multi-level instructional and behavioral system for preventing school failure; 2) screening/progress monitoring; 3) data-based decision making for instruction, and 4) movement within the multi-level system of supports. Regardless of the number of interventions that SunEd High implements, each is classified under one of the three levels of prevention. This allows for a common understanding across the entire process.

- Tier 1: Research-based core instructional and behavioral methodologies, practices, and supports designed to provide the foundation in general education for all students.
- Tier 2: Supplemental instruction and interventions that will be provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance.
- Tier 3: Targeted to those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity will be reflected in increased frequency, greater duration and/or more individualization.

A summary of the school's process for the current school year is provided below:

This year, the selection process for students to be moved from Tier I to Tier II in MTSS/Rtl began with each teacher reviewing and assessing students' completion rate; attendance rate; or behavior within the classroom. Upon receipt of the list of students from all teachers, the Rtl Team assembled and reviewed each student and eighteen students were selected from the suggested students.

Prior to the selection of students, it was noted that the entire school is on Tier 2 for attendance due to the nature of the school. Many of our students enter our school as either being truant from a traditional public school or returning back to school after a couple years out of the school setting. Another criteria that was used in the selection process was the students who were retained more than three times.

Upon selection of the students, the Rtl Coordinator used students' attendance, Apex report, and FAIR-FS results to determine the course of action. After assessing the deficiencies noted, the Rtl Coordinator visited Broward Schools Diversity, Prevention, & Intervention page to procure the correct forms and interventions needed to assist the students.

Every other day, the students who were put in MTSS/Rtl meet with the teacher and work on the strategies they are working on improving; for example, motivation and seeking help. The students learn how to advocate for themselves and use the strategies taught in order to complete graded assignments. The students are allowed to work on whatever Apex course in which they are not seeing success.

An added level for MTSS/Rtl are the ELL students. In addition to learning how to become motivated and seek help, the ESOL Specialist meets with each student differently and assists the

students according to the explanation below:

The ESOL coordinator bases much of the individual ESOL direct instruction ("pull outs") on the "Ventures" series of ESOL textbooks (published by Cambridge University Press) for). The ESOL coordinator arranges for these individual "pull out" sessions to coincide with the monthly mentor/mentee data chat (progress) meetings with each individual ELL. Ventures has a comprehensive initial diagnostic / placement assessment tool which the coordinator uses to determine an ELL's initial English proficiency level. The score the ELL gets on this assessment in turn determines which of the five Ventures textbooks (Basic through Four). is the "best fit" for the ELL. The same test results are used to identify areas of weakness in a given ELL's English proficiency, in order to then focus on improving those areas via targeted remediation. Relevant exercises from Ventures, as well as from other Internet sources, are used for this purpose. At the end of the year (or at the beginning of the next school year, for returning ELLs) the same Ventures diagnostic / placement assessment is used to measure the ELL's English proficiency gains.

The Florida standards associated with these activities, all included under the category of ELD (English Language Development), are:

[ELD.K12.ELL.SI](#): Language of Social and Instructional Purposes

[ELD.K12.ELL.LA](#): Language of Language Arts

[ELD.K12.ELL.MA](#): Language of Mathematics

[ELD.K12.ELL.SC](#): Language of Science

ELD.K12.ELL.SS: Language of Social Studies

- **What is the school's plan for MTSS/Rtl to ensure that the process is appropriately implemented during the next charter agreement term?**

During the next charter agreement, SunEd High of North Broward will continue to ensure that appropriate staff members (administrator, ESE or ELL teachers as appropriate, general education teacher(s), curriculum specialists, counselor, etc.) serve on the school's Collaborative Problem-Solving Team. The school will appoint a Team Coordinator to facilitate the activities of the team. The identification of barriers to student achievement at all three Tiers of instruction, development of intervention plans, and monitoring of student progress will be a collaborative effort amongst all members of the CPS Team, including parents. Additionally, SunEd High of North Broward will access and attend professional development offered by the district and will respond to feedback offered from the district's liaison during each annual compliance review.

- **Provide the charter school's Early Warning System (EWS) data and explain how the school plans to support vulnerable student populations as identified by the EWS.**

Nearly all of the students who enroll at SunEd High School exhibit two or more EWS indicators that include, but are not limited to, the following: failing one or more classes; less than 2.0 GPA; more than 2 credits behind; less than 90% attendance; two or more outdoor suspensions; etc. The vast majority of students at SunEd High are classified as Minority and Economically Disadvantaged. The school's mission is to specifically target this population of students in order to assist them in meeting all graduation requirements and earning a standard high school diploma. Additionally, the school's mission is to prepare these students for post-graduation success. In order to accomplish these goals, SunEd High must address the numerous obstacles faced by the majority of students who attend the school. The school has achieved great success in helping students reach their academic and personal goals through a comprehensive approach that

includes not only academic guidance and support, but also social-emotional support and individual mentoring.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

Notes

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

Throughout the term of the charter, SunEd High of North Broward has consistently demonstrated professional competence and implementation of sound systems in managing the school's financial operations. The Board is responsible for the school's finances and contracts with an accountant with expertise in financial reporting requirements for Florida schools. Detailed financial statements are prepared monthly for analysis by the Governing Board. Policies and reporting procedures established by the district and state are followed.

B. Explain how the charter school adheres to general-accepted accounting principles.

SunEd High School implements an effective system of internal controls over revenues, expenses, and fixed assets, along with good, sound business practices. A comprehensive list of checks and balances, approved by the Board and in accordance with charter school finance policies, procedures and internal controls, has been implemented to ensure that the financial resources are properly managed.

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

The Board is responsible for the school's finances and contracts with an accountant independent of school operations with expertise in financial reporting requirements for Florida schools. Detailed financial statements are prepared on a monthly and quarterly basis in accordance with generally accepted accounting principles for analysis by the Governing Board and submission to the District per the school's contract. Policies and reporting procedures established by the District and State are followed.

On an annual basis, the Board contracts with a certified public accountant to perform the annual financial audit which is submitted to the District and the State Auditor General. The school's Governing Board reviews quarterly financial statements and budgets at each of its Board meetings which are public and held on a quarterly basis. SunEd High School utilizes accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. Each year, the school creates and maintains a budget, which is approved by the Board and reviewed and monitored against actual results monthly to ascertain that the school is meeting its financial goals. Actual financial results and enrollments are used to project future revenues, expenditures, enrollments, and fund balances. Specific control measures are implemented to monitor these projections.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Each year, the school creates and maintains a budget, which is approved by the Board and reviewed and monitored against actual results monthly to ascertain that the school is meeting its financial goals. Actual financial results and enrollments are used to project future revenues, expenditures, enrollments, net assets and fund balances. Specific control measures are implemented to monitor these projections. The budget is formally amended annually after the February FEFP Survey Period.

B. Verify that the charter school's financial obligations are in good standing.

SunEd High of North Broward's financial obligations are in good standing. The 2017-2018 Annual Financial Audit (on file) shows a positive total net asset balance which provides evidence the school is in good financial standing.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

In addition to an annual budget, the school plans and prepares a Projected Budget that spans the length of the charter to ensure the school is sustainable in the long term.

The school's Revenue Estimate Worksheet for 2017-2018 is included as Attachment R.

The Projected Five-Year Budget for SunEd High of North Broward for 2019–2024 is included as Attachment Q.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

A. Explain if the charter school's actual enrollment has been consistent with its projections.

SunEd High of North Broward's enrollment in Year 1 of the charter term was 175. Currently, there are 316 students enrolled at the school. Although there has been an increase in the number of alternative education high school programs in Broward County, SunEd High of North Broward has been able to maintain a steady enrollment during the term of the charter. With 316 students currently attending SunEd High, the school has the the third highest student enrollment among the seven alternative education charter schools currently in operation in Broward County.

- **If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Student enrollment at SunEd High of North Broward has increased from 175 students in Year 1 to 316 students in Year 5 of the current charter term.

B. Provide the demographics of the community the charter school serves.

The racial/ethnic composition of the population residing within zip code 33063 is 61.8% White, 31.8% Black, 19.3% Hispanic, and 3% Asian. The racial-ethnic composition of the student population at SunEd High of North Broward is 64% Black, 19% Hispanic, 14% White, and 2% Asian.

C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.

SunEd High of North Broward implements enrollment procedures as defined in the school's contract and in compliance with the law. The requirement for admission is that the student is age appropriate and has been promoted to grade 9. The school is open to students from ages 15 to 21. Students seeking to enroll may complete an online application or visit the school and meet with an admissions coordinator to complete an application. If the number of enrollees exceeds the school's capacity, the school will utilize its lottery process to enroll students (which is delineated in the school application). Upon enrollment, the student and family members meet with the School Leader, Dean of Students, and the Guidance Counselor to create an education plan for the student to map out his or her schedule and the requirements the student must meet for graduation. It is at this meeting that students have a clear picture of where they stand, what they still need to attain, and how they will achieve the goal of graduating. Students are then required to participate in a Transition Program in which they are assessed in ELA, reading, math and science using specific assessments. Students must also complete an Interest Inventory and they are introduced to the online curriculum. The Career Coordinator interviews each student to determine his/her career path and develop a graduation plan. Students have to complete a minimum of one-half credit before they are introduced to the Educational Labs.

D. Describe the charter school's plan to ensure a safe and secure environment.

SunEd High has created a culture of mutual respect among students and staff that is evident to all who enter the building. The school enforces a Student Code of Conduct to ensure the safety of

students and staff. SunEd High attributes its positive learning environment on the fact that the faculty works closely with students through the Mentor-Mentee Program to help students manage their behavior. Additionally, the principal has established a close relationship with each student and has an open-door policy so that students know that their concerns are heard and addressed. has greatly contributed to the school's success in maintaining a safe and orderly environment at SunEd High.

SunEd High has developed the *Safety and Emergency Plan* that contains school-wide policies and procedures designed to maintain a safe learning environment and to ensure that everyone understands what to do in the event of an emergency or a crisis at the school. Additionally, SunEd High follows specific protocols and utilizes systems and personnel to ensure the safety of all students, staff and visitors at the school. A description of these protocols and safety and security measures taken by the school are described in the response to Question B below.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

Notes

2. FACILITIES

A. Explain how the charter school's facilities comply with applicable laws and codes.

SunEd High of North Broward takes great pride in the beauty, cleanliness, and functionality of the school's facilities. The school complies with all applicable laws and codes to ensure the facilities are kept safe and secure for students and staff. The facility has an adequate number of classrooms designed to meet or exceed all required classroom designs set forth by the government. The school facility complies with applicable health codes, inspection and safety requirements. The facility and related property have been properly maintained according to the Florida Building Code pursuant to Chapter 553 during its charter as verified by valid Certificates of Occupancy and all applicable health, safety and fire reports conducted by the District and Municipality.

B. Explain how the charter school complies with applicable health and safety laws.

SunEd High of North Broward complies with all applicable health and safety laws. All required health and safety inspections at the school are conducted on an annual basis to ensure that the school follows all building codes, fire prevention codes, ADA requirements, and health requirements related to general health and sanitation which includes food service, drinking water, and sewer. During the term of the charter, the school has met the requirements of all inspections in compliance with applicable health and safety requirements. A comprehensive safety inspection to encompass fire and health is conducted annually and school leaders are accountable for correcting any noted deficiencies upon receipt of the final report.

SunEd High of North Broward has developed the *Safety and Emergency Plan* which is reviewed

with all employees at the annual Opening of Schools Meeting held in August of each year. The school implements policies and procedures related to severe weather emergencies, crisis events and school-wide safety. All visitors are required to sign-in at the reception area upon entering the school. The facility ensures the safety of all students, staff and visitors through the following mechanisms: there is one entrance and a separate exit for students; all visitors must enter the school and wait in the lobby until school personnel check them in. All students are "wanded" with a hand-held metal detector and searched when they enter the building; students must turn in cell phones and book bags upon entering the building; there is one full-time security guard that is trained through the Guardian Program. There is also a Dean of students who oversees student discipline. There are 28 security cameras throughout the building, including classrooms and exterior. The cameras are monitored through screens that are located in the Principal's office, the main office, and in the Dean's office. Administration and the Security Guard conduct constant building and classroom walk-throughs to ensure that they are visible to all students.

SunEd High of North Broward conducts all required fire drills and Code Red drills once a month for each learning session--morning and afternoon (two fire drills are done within first 10 days of school). Also, a tornado drill for each learning session--morning and afternoon—is done twice a year (one within the first 10 days of schools and another on a date determined by the district). Evacuation plans are posted throughout the building to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency. All emergency drills are conducted in compliance with district requirements and recorded in the district's compliance management system upon completion.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

A. Explain how the charter school implements the governance structure as defined in the school's contract.

The Governing Board of SunEd High of North Broward consists of a group of highly committed individuals. All Governing Board members are trained in the areas of Florida Sunshine Law, Ethics, Conflicts of Interest, Financial Responsibility, and Board Roles and Responsibilities. This training was provided by an approved vendor as set forth in Rule 6A-6.0784 pursuant to Section 1002.33, Florida Statutes and Certificates of Completion for Governance Board Training (for initial training or refresher training). The Governing Board of SunEd High of North Broward sets all policies, assumes responsibility for compliance with the charter contract and applicable laws and regulations, and sets the tone for ensuring adherence to the mission and vision of the school. The Governing Board is responsible for overseeing the academic, financial, and operational performance of the school. The Board delegates the day-to-day operations to the administrative staff and has established the reporting relationship between the Governing Board and the administrative staff. The Governing Board approves budgets, sets policies, establishes procedures, recruits, interviews and selects the Principal, and ensures that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable. The Governing Board of SunEd High of North Broward meets on a scheduled basis, as stipulated in the Governing Board bylaws. All meetings are advertised and conducted in adherence to the Sunshine Law. The Board is directly involved in

analyzing student performance results to ensure that the educational program is sound and effective. The Board works with the school in identifying solutions to problems.

B. Provide an explanation or verification of how the charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.

The Governing Board of SunEd High of North Broward meets on a regular basis throughout the year, per its Board Bylaws. The school complies with Florida Statutes relating to public records and public meetings. The Governing Board functions under the State of Florida Sunshine Laws. All meetings of the Governing Board are open to the public and advanced notice of the meeting is posted in the school office and on the school's website. Governing Board meeting agendas and minutes for each year of the charter term are kept on file at the school, uploaded to the district's compliance monitoring system, and maintained on the school's website.

As required by s.1002.33(9)(p), SunEd High of North Broward maintains a website that provides the public with information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; service providers; education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. [1008.34](#); and, on a quarterly basis, the minutes of governing board meetings.

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**

SunEd High of North Broward employs Highly Qualified teachers who meet local and state requirements. Minimum qualifications for teachers include a bachelor's degree in Education and valid certification, or eligibility for certification, for the position to which the teacher is assigned. The school monitors each staff member's certification through the Staffing Reports and Certification Self Audits. All instructional staff members are highly qualified and assigned to teach areas in which they are certified. At SunEd High of North Broward, teacher certifications are disclosed to parents/guardians during student registration for the new school year. Lists of teacher certifications are available for viewing upon request from the principal's office of the school. SunEd High of North Broward complies with the anti-discrimination provisions of s. 1005.05, F.S., the Florida Education Equity Act or any other provisions of Federal or state law in its hiring and employment practices. All employees are hired regardless of race, color creed, sex, national origin, age or handicap.

Prior to interviewing a candidate, the principal verifies that eligible candidates meet all qualifications and requirements of applicable State laws, Rules of the Florida Department of Education and School Board policies for the type of position for which the candidate is interviewing. The school does not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action because of issues related to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety endangerment. SunEd High of North Broward does not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by the FLDOE or any other state. As required by s. 1002.33(12)(g). F.S., the school requires all employees to be fingerprinted and drug-screened.

At the beginning of each school year, SunEd High of North Broward provides each employee with an updated Employee Handbook that is reviewed during the opening of schools meeting. The handbook delineates employment policies, wage and salary policies, employee benefits, time off and excused absences, rules and standards of conduct, and employee safety and health.

- **Explain the system that the charter school uses for teacher and administrator evaluations.**

SunEd High of North Broward carefully monitors and evaluates the performance of its instructional personnel and the school administrator to ensure that employees are demonstrating high levels of performance. The principal at SunEd High of North Broward oversees the performance of all instructional personnel using the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and Other Instructional Personnel. The Governing Board evaluates the performance of the principal using the FCPCS Evaluation System for School-Based Administrators. Both evaluation systems are district and state approved, and address all components of s. 1012.34, F.S. All evaluators and employees are properly trained in the evaluation systems. The evaluation system for both instructional and administrative personnel at SunEd High of North Broward is an ongoing process that takes place over the course of a year. The principal conducts classroom walk-throughs throughout the year to provide teachers with feedback and support. There is a mid-year formal evaluation for teachers to monitor progress and provide support for the employee as needed. The End-of-Year Evaluation addresses the Domains and Indicators that must be met by instructional and administrative personnel. Governing Board members visit the school during the year and observe the performance of the school administrator in managing the day-to-day operations and ensuring student and teacher success. Administrators are formally evaluated at the end of the year by the Governing Board.

To generate Annual Performance Ratings (Highly Effective, Effective, Needs Improvement/Developing*, or Unsatisfactory) for instructional and administrative personnel, the professional practice score (evaluation results) and combined with student growth scores as follows: 2/3 of the annual performance rating is determined by the professional practices score and 1/3 of the annual performance rating is determined by the student growth score.

(*The rating of "Developing" is reserved for teachers who are within their first three years of employment and need improvement.)

- **Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated.**

SunEd High of North Broward uses the FCPCS salary schedule and pay performance plan to ensure that all employees are properly compensated based on their credentials, qualifications, professional competency and success with student performance.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school’s contract or prior application.

SunEd High of North Broward recognizes the importance of parental involvement in the education of students and strives to involve parents in their children's learning and to form an open line of communication between school and home. There is a parent liaison who is available to assist parents with questions or concerns. The parent liaison’s contact information is available on the school website. The following policies at SunEd are designed to increase parental involvement:

1. **Communicating with Parents Regarding Student Progress** - Parents are informed about student progress and school activities throughout the year. Communication regarding students' progress includes weekly emailed APEX (curriculum) reports, report cards, standardized test results with explanations, parent letters, parent/teacher conferences, administrator/parent/student conferences, phone calls, emails. There is also 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 includes school letters to parents and the school newsletter. Teachers utilize Google Voice daily to communicate their mentee’s absences and any upcoming activities.

2. **Conferences with Parents/Classroom Visits** - Parents are invited on a quarterly basis to come to the school to meet with administrators, teachers, or support staff; parents are welcome to observe their children in the classroom on any day with prior notification.
3. **Parent Involvement/Volunteer Opportunities** - Parents are invited to volunteer in the school on any given day of the week with prior notification and after meeting appropriate district requirements. Parents are also invited to volunteer at specific school events. School newsletters invite parents attend events or become volunteers in the school.
4. **Parent Nights** - Parents are provided with various opportunities to participate in activities related to helping their child, improving their own skills, and monitoring or celebrating their child’s progress or success. Events are planned throughout the year to provide these opportunities. The following chart provides a description and purpose of each event planned this year:

Parent Night Event Schedule - August 2018 thru June 2019

Date	Topic	Description and Purpose
Wednesday, September 26, 6-8pm	APEX/EOC Training – How to monitor and assist your child	Provide parents with an opportunity to understand and use and interpretation of the APEX system and reports and allow interaction with the teachers.
Wednesday, October 17, 6-8pm	Resume Writing/Job Search	Assist parents and students in sharpening their skills in resume writing and job search.
Wednesday, November 14, 6-8pm	Strategies for Reading	Provide parents with strategies to assist their child with Reading at home.
Wednesday, December 19, 6-8pm	Holiday Celebration	Time for celebrating with parents the accomplishments of their children. (Holiday poetry, rap songs, and caroling)
Wednesday, January 16, 6-8pm	Building Electronic Portfolios - Google	Provide parents and students with information on building electronic portfolios and the many uses of Google.

<p>Wednesday, February 13, 6-8pm</p>	<p>Federal Income Tax Time – Tax Help</p>	<p>Offer parents understanding and instruction on filing tax documents during Federal Income Tax season.</p>
<p>Wednesday, March 13, 6-8pm</p>	<p>Testing Prep</p>	<p>Provide parents with all necessary information regarding preparation for their child to take state assessments.</p>
<p>Wednesday, April 17, 6-8pm</p>	<p>Financial Planning for Parents/Graduates</p>	<p>Local investment planning firms offer parents free financial planning techniques and training.</p>
<p>Wednesday, May 15 6-8pm</p>	<p>Essentials for Graduation</p>	<p>Most exciting time of the year! Help parents prepare for the ultimate goal and next step for their child.</p>

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

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Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	H. Early Warning Systems Data	Lara, Tammy, 11/14/18 3:20 PM	XLSX / 69.172 KB
1.2	Y. Pay for Performance Plan and Salary Schedule - On File	Lara, Tammy, 11/13/18 11:34 PM	PDF / 430.944 KB
1.3	X. Teacher and Administrator Evaluation Tools - On File	Lara, Tammy, 11/13/18 11:33 PM	PDF / 431.703 KB
1.4	W. A Sample of School Newsletters Requesting Parental Involvement	Lara, Tammy, 11/13/18 11:33 PM	PDF / 732.923 KB
1.5	V. Certification Self-Audits	Lara, Tammy, 11/13/18 11:32 PM	PDF / 714.745 KB
1.6	U. Staffing Reports	Lara, Tammy, 11/13/18 11:32 PM	PDF / 1.44 MB
1.7	T. Discipline Reporting	Lara, Tammy, 11/13/18 11:31 PM	PDF / 6.605 MB
1.8	S. Student Enrollment Reports	Lara, Tammy, 11/13/18 11:31 PM	PDF / 813.248 KB
1.9	R. Revenue Estimate Worksheet for 2018-2019	Lara, Tammy, 11/13/18 11:30 PM	PDF / 424.784 KB
1.10	Q. Projected Five (5) Year Budget for 2019-2024	Lara, Tammy, 11/13/18 11:30 PM	PDF / 433.666 KB
1.11	P. Evidence of Resolution of any Financial Debts	Lara, Tammy, 11/13/18 11:29 PM	PDF / 464.927 KB
1.12	O. Financial Corrective Action Plan	Lara, Tammy, 11/13/18 11:28 PM	PDF / 462.432 KB
1.13	N. Fixed Assets	Lara, Tammy, 11/13/18 11:28 PM	PDF / 561.25 KB
1.14	M. Evidence of Implementation of Specific Contractual Correction Action	Lara, Tammy, 11/13/18 11:17 PM	PDF / 464.378 KB
1.15	L. Standardized Test Results	Lara, Tammy, 11/13/18 11:17 PM	PDF / 429.715 KB
1.16	K. Graduation Rate	Lara, Tammy, 11/13/18 11:16 PM	PDF / 440.747 KB

1.17	J. Notification of School Improvement Rating	Lara, Tammy, 11/13/18 11:15 PM	PDF / 468.478 KB
1.18	I. Summary of Progress Monitoring Reports FAIR Part 3	Lara, Tammy, 11/13/18 11:12 PM	PDF / 2.201 MB
1.19	I. Summary of Progress Monitoring Reports FAIR Part 2	Lara, Tammy, 11/13/18 11:12 PM	DOCX / 37.498 KB
1.20	I. Summary of Progress Monitoring Reports Reading Plus Part 1	Lara, Tammy, 11/13/18 11:11 PM	PDF / 2.594 MB
1.21	G. 300 Lowest Performing Elementary Schools Plan	Lara, Tammy, 11/13/18 10:58 PM	PDF / 431.585 KB
1.22	F. FLDOE Report Card	Lara, Tammy, 11/13/18 10:57 PM	PDF / 429.405 KB
1.23	E. FLDOE School Grade	Lara, Tammy, 11/13/18 10:57 PM	PDF / 429.467 KB
1.24	D. AMO Standards	Lara, Tammy, 11/13/18 10:56 PM	PDF / 471.013 KB
1.25	B. FSA - Part 2 State Reports	Lara, Tammy, 11/13/18 10:54 PM	PDF / 684.258 KB
1.26	C. EOC - Part 3 State Reports	Lara, Tammy, 11/13/18 10:54 PM	PDF / 547.707 KB
1.27	C. EOC - Part 2 State Reports	Lara, Tammy, 11/13/18 10:53 PM	PDF / 957.682 KB
1.28	C. EOC - Part 1 Algebra 2017-2018 Comparison	Lara, Tammy, 11/13/18 10:13 PM	DOCX / 33.809 KB
1.29	B. FSA - Part 1 Comparison 2017-2018	Lara, Tammy, 11/13/18 10:06 PM	DOCX / 47.919 KB
1.30	A. FCAT 2.0/FSA ELA - Part 3 2016-2017	Lara, Tammy, 11/13/18 10:05 PM	DOCX / 31.46 KB
1.31	A. FCAT 2.0 - Part 2 2015-2016	Lara, Tammy, 11/13/18 10:02 PM	DOCX / 31.284 KB
1.32	A. FCAT 2.0 - Part 1 2014-2015	Lara, Tammy, 11/13/18 10:02 PM	DOCX / 31.037 KB