

2018 Charter Renewal Program Review

Charter Renewal Application #000351

Broward Math And Science Schools

Location Code: 5038

Submitted To:

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

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Submitted By:

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

Open Date: **July 1, 2014**
 Proposed Name: **Broward Math And Science Schools**
 School Type: **Elementary / Middle**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District: **Broward County School District**
 Neighborhood / Community: **Margate**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **6101 NW 31st St Margate, Florida 33063**
 Phone: **(954) 9698488**
 Fax: **9547567053**
 Web Site: **www.bmsschools.org**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **ALI GUMUS**
 Mailing Address: **6101 NW 61ST Street Margate, Florida 33063**
 Mobile Phone: **9544780635**
 Alternate Phone: **9549698488**
 Email: **agumus@bmsschools.org**
 Current Employer: **Broward Math & Science 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.
K	36	36	36	54	36	54	36	54	36	54
1	36	54	36	54	36	54	36	54	36	54
2	36	36	36	54	36	54	36	54	36	54
3	36	36	36	36	36	54	36	54	36	54
4	36	44	36	44	36	66	36	66	36	66
5	36	44	36	44	36	44	36	66	36	66
6	36	44	36	44	40	44	40	66	43	66
7	30	44	36	44	36	44	40	44	43	44
8	22	22	22	22	29	44	33	44	35	44
Total	304	360	310	396	321	458	329	502	337	502

D. Board Members

Name	Title	Contact Information	Current Employer
Cinar, Rasim	Board Secretary	P: 561 713 9700 M: 561 713 9700 E: rasimcnr@gmail.com	
GUMUS, ALI	Emergency Contact	P: 9549698488 M: 9544780635 E: agumus@bmsschools.org	Broward Math & Science Schools
Kaya, Hasan	Board Vice Chairperson	P: 305 490 4539 M: 305 490 4539 E: pisceshasan@hotmail.com	
Regalado, Marcos	Board Member	P: 305 502 5234 M: 305 502 5234 E: marcosregalado98@gmail.com	
Shaykhutdinov, Renat	Board Chairperson	P: 5123639375 M: 5123639375 E: chaikhou@yahoo.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

Attachments

Section 1: COVER SHEET

1.1	Cover Sheet-Executed	GUMUS, ALI, 11/14/18 1:07 AM	PDF / 145.38 KB
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SECTION BREAKDOWN

1. SECTION BREAKDOWN

Renewal Program Review Section Breakdown

Section

Executive Summary

Educational Performance

Federal and State Accountability

Mission-Specific Accountability

Educational Program Implementation

Financial Performance

Financial Management

Financial Viability

Organizational Performance

Student Enrollment and Conduct

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Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

EXECUTIVE SUMMARY

Broward Math and Science Schools (BMSS) opened the doors to students in the 2014-2015 academic year. In the first year of operations the number of students enrolled at BMSS was approximately 95 students (104 weighted). The number of students in the second year (2015-2016) has more than doubled to achieve 192 (209 weighted) in overall enrollment; reached 258 (280 weighted) in the subsequent third 2016-2017 academic year; and 323 (349 weighted) in most recent 2017-2018 year. We are confident that during the next 2018-2019 academic year the overall enrollment will exceed the projected number of 350 students.

Since its inception, BMSS has been diligently taking part in the required federal and state accountability measurements. The School fulfilled state assessments for all required grade levels and subjects and received school grades every year starting in the 2014-2015 academic year. As reflected on the FLDOE School Report Card, BMSS (#5038) earned the following grades: “B” in 2014-2015, “B” in 2015-2016, and “C” in 2016-2017 (FLDOE Report Card Appendix F). According to 2015-2016 test scores, Broward Math & Science Schools #5038 was in the top 10 percent for Improvement in ELA Achievement from 2014-2015 to 2015-2016. Broward Math and Science Schools has not been included in the School Improvement Plan and was not required to create such as plan throughout the period of its operation.

The mission of BMSS is to provide students with a well-rounded elementary and middle school education with special emphasis on Science, Technology, Engineering, Mathematics (STEM), and Reading in the light of research-based, proven and innovative instructional methods in a stimulating environment. As a school of choice, BMSS believes its focus on STEM and reading appeal to those students and parents interested in the School’s mission. The School believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provide improved student achievement information for classroom teachers in a timely manner. The School has adequate infrastructure, staff and resources to implement its mission. The School has a dedicated science lab, STEM room, two computer labs, iPad carts, and additional desktops and chrome books in classroom settings, which all help to reinforce STEM related activities across the grade levels. Students are scheduled to go to science labs in addition to their regular science hands on activities and demonstrations in classroom settings. Science Olympiad and Robotics Teams have been organized and partook in relevant competitions (described in detail below) as part of STEM activities. As an indicator of the effectiveness of such measures, our science scores have significantly increased from 50% to 62% in the most recent state assessment. We believe that the School is on right track with improving its science scores. Further, new STEM programs are planned to be introduced in the new charter term, such as PLTW, computer applications, and coding.

The BMSS staff has been sponsoring different STEM-related extra-curricular club activities, such as Science Olympiad Teams and a Robotics Team. The BMSS Science Olympiad Team participated in several regional competitions in South and North Florida and received four gold medals, five silver medals, and six bronze medals. The BMSS FLL Robotics team won the “Innovative Project Award” at a competition event conducted in South Florida.

All teachers employed at BMSS have earned a Bachelor’s degree and hold a Florida Teaching Certificate or are working towards earning their certification. To increase the quality of teachers BMSS has uniformly implemented the textbook and i-Ready resource training.

During the first term of the charter, the School was able to deliver on most of the goals connected to its mission. However, the School was not able to achieve one of the mission specific goals related to the high school portion of the charter. BMSS faced several unprecedented challenges securing a suitable facility. Due to building capacity limitation and challenges in real estate market, BMSS will be modifying its mission to remove the high school portion.

Additionally, concerns voiced in the most recent OSPR are being addressed and will continue to be high on the priority list of BMSS Board and administration. The School is actively working on fully complying with Marjory Stoneman Douglas High School Public Safety Act and has a specific and short timeline for fulfilling its obligations.

In addition, the School owed the Broward School District approximately \$333,000, two months’ worth of the School’s revenue. The debt was incurred due to the facility-related issues and the subsequent delay in opening the School after its initial approval by the District. Yet, one of indicators of the School’s financial success was its ability to repay that outstanding liability within the first charter term while maintaining its fiscal solvency. The School established sound financial procedures to safeguard the finances, meet the School’s financial obligations, and remain in good standing. As such, BMSS has shown its resilience in the face of unforeseen expenditures as reflected in its current net balance and anticipated surplus. Furthermore, the projected five-year budget demonstrates that the School will continue to operate with a surplus.

The projected increase in surplus will enable the School to continue its growth in enrollment as well as in depth and breadth of its academic offerings, both qualitatively and quantitatively.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

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

- How has the school met these standards required for federal and state accountability?
- If the charter school has not met these standards, what measures will be implemented for improvement?

Since the inception of BMSS, the school has been diligently taking part of required federal and state accountability measures. The School has been participating state assessments for all required grade levels and subjects and receiving school grades every year.

Broward Math and Science Schools #5038 has not been identified for School Improvement Plan since the first contract year 2014-2015 .Therefore, BMSS is not required to create a School Improvement Plan. BMSS #5038 received grade of "C" for the 2017-2018 school year from the Florida Department of Education. As reflected on the FLDOE School Report Card, BMSS #5038 earned the following grades: 2014-2015 "B", 2015-2016 "B" and 2016-2017 "C" (FLDOE Report Card Appendix F)

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

The last year that AMO applied to the schools was 2013-2014. Our school's first testing year was 2014-2015. Therefore, this section is not applicable.

The school's plan to increase and/or maintain test scores is as follows:

NWEA MAP (first four years) and i-Ready (this year) has been implemented to monitor students' progress three times a year. After each test period, tutoring groups and instructional groupings have been identified again by grade level teacher and administrative team. Resource teachers has been conducting push-in and pull-out tutoring sessions throughout the school year. After school tutoring sessions, Saturday tutoring sessions, pull-out, pull-in sessions have been offered to students that have been identified as the lowest 30% or have been identified by our administrative team and teachers that may need additional help by using progress monitoring tests results.

Our teachers also use supplemental resources such as i-Ready Instructional toolbox to ensure that our students demonstrate mastery in Florida standards. Teacher also prepare Standard Based Assessments, benchmark and mini benchmarks to monitor standard mastery.

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 is no longer a school accountability component. However, to ensure success on FSA for all of our students and subgroups, our students participate in an ongoing progress monitoring program that identifies strengths and weaknesses in reading and math. Teachers use data from formative and summative assessments such as NWEA MAP, i-Ready, Standard Based Assessments, Mini-Benchmarks to identify small groups and provide differentiated instruction.

Based on the identified groups, we conduct push-in or pull-out tutoring sessions throughout the school year. After school tutoring sessions, Saturday tutoring sessions, pull-out, pull-in sessions have been offered to students that have been identified as the lowest 30% or have been identified by our administrative team and teachers that may need additional help by using progress monitoring tests results.

Broward Math and Science Schools #5038 targets specific student needs for our language learners using the data from ACCESS. All of our teachers are able to differentiate instruction to meet the needs of those language learners to work towards their proficiency. The school's core curriculum programs have components and resources specifically for students of English Language Learners. These components are comparable to those used by native English speakers. This allows teachers to differentiate the instruction and collect data in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. The data on the appropriate language development levels provides optimal opportunity for proficiency using a variety of instructional sources. Teachers work with ELL students on creating and maintaining a progress plan to track the students' progress. The plan will be used to show the areas of success and growth that the student maintains. The plan further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of Rtl, where the Collaborative Problem-Solving Team will meet to discuss interventions and strategies to support the ELL students continued academic success and make progress toward grade-level achievement goals.

Please see the Table.1 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for percentage of the subgroups in our school.

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

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

Broward Math & Science Schools #5038 administers state assessments to demonstrate progress towards meeting proficiency in Math, Reading, Writing, Science and Social Studies. In addition to this, all students in our school take progress monitoring tests three times a year.

According to 2015-2016 test scores, Broward Math & Science Schools #5038 was in the top 10 percent for Improvement in ELA Achievement from 2014-2015 to 2015-2016.

The summary of the demonstrated proficiency in state tests is as follows:

THIRD GRADE:

2014-2015 Spring Florida Standards Assessment (FSA) Data:

2014-2015 Spring ELA Grade 3 Retrofitted School Results Data:

- Fourteen third grade students participated in the 2015 Spring English Language Arts Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 300.
- Forty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 21

- Level 2: 36
- Level 3: 29
- Level 4: 0
- Level 5: 14

2014-2015 Spring Math Grade 3 Retrofit School Results Data:

- Fourteen third grade students participated in the 2015 Spring Math Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 307.
- Seventy-nine of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 0
 - Level 2: 21
 - Level 3: 36
 - Level 4: 36
 - Level 5: 7

2015-2016 Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring ELA Grade 3 School Results Data:

- Twenty third grade students participated in the 2016 Spring ELA Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 304.
- Sixty-five percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 15
 - Level 2: 20
 - Level 3: 30
 - Level 4: 30
 - Level 5: 5

2015-2016 Spring Math Grade 3 School Results Data:

- Twenty third grade students participated in the 2016 Spring Math Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 305.
- Seventy percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 5
 - Level 2: 25
 - Level 3: 40
 - Level 4: 20
 - Level 5: 10

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring ELA Grade 3 School Results Data:

- Twenty-five third grade students participated in the 2017 Spring ELA Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 303.
- Fifty-two percent of the students were proficient scoring a level 3 or above.

- Percentage in each achievement level are as follows:
- Level 1: 12
- Level 2: 36
- Level 3: 32
- Level 4: 12
- Level 5: 8

2016-2017 Spring Math Grade 3 School Results Data:

- Twenty-five third grade students participated in the 2017 Spring Math Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 295.
- Twenty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 28
- Level 2: 44
- Level 3: 4
- Level 4: 12
- Level 5: 12

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 3 School Results Data:

- Twenty-nine third grade students participated in the 2018 Spring ELA Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 298.
- Forty-five percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 14
- Level 2: 41
- Level 3: 34
- Level 4: 3
- Level 5: 7

2017-2018 Spring Math Grade 3 School Results Data:

- Twenty-nine third grade students participated in the 2018 Spring Math Grade 3 Florida Standards Assessment.
- The mean developmental scale score was a 295.
- Forty-five percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 17
- Level 2: 38
- Level 3: 31
- Level 4: 14
- Level 5: 0

FOURTH GRADE:

2014-2015 Spring Florida Standards Assessment (FSA) Data:

2014-2015 Spring ELA Grade 4 Retrofitted School Results Data:

- Fifteen fourth grade students participated in the 2015 Spring English Language Arts Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 306.
- Thirty-three of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 33
- Level 2: 33
- Level 3: 20
- Level 4: 7
- Level 5: 7

2014-2015 Spring Math Grade 4 Retrofitted School Results Data:

- Fifteen fourth grade students participated in the 2015 Spring Math Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 310.
- Forty-seven of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 27
- Level 2: 27
- Level 3: 13
- Level 4: 27
- Level 5: 7

2015-2016 Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring ELA Grade 4 School Results Data:

- Twenty-two fourth grade students participated in the 2016 Spring English Language Arts Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 302.
- Thirty-six percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 32
- Level 2: 32
- Level 3: 23
- Level 4: 9
- Level 5: 5

2015-2016 Spring Math Grade 4 School Results Data:

- Twenty-two fourth grade students participated in the 2016 Spring Math Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 318.
- Seventy-three of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 9
- Level 2: 18
- Level 3: 41
- Level 4: 23
- Level 5: 9

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring ELA Grade 4 School Results Data:

- Seventeen fourth grade students participated in the 2017 Spring English Language Arts Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 307.
- Fifty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 18
 - Level 2: 29
 - Level 3: 41
 - Level 4: 12
 - Level 5: 0

2016-2017 Spring Math Grade 4 School Results Data:

- Sixteen fourth grade students participated in the 2017 Spring Math Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 307.
- Thirty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 19
 - Level 2: 44
 - Level 3: 31
 - Level 4: 6
 - Level 5: 0

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 4 School Results Data:

- Thirty fourth grade students participated in the 2018 Spring English Language Arts Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 300.
- Twenty-seven percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 47
 - Level 2: 27
 - Level 3: 17
 - Level 4: 7
 - Level 5: 3

2017-2018 Spring Math Grade 4 School Results Data:

- Thirty fourth grade students participated in the 2018 Spring Math Grade 4 Florida Standards Assessment.
- The mean developmental scale score was a 307.
- Forty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 33
 - Level 2: 23

- Level 3: 27
- Level 4: 10
- Level 5: 7

FIFTH GRADE:

2014-2015 Spring Florida Standards Assessment (FSA) Data:

2014-2015 Spring ELA Grade 5 Retrofitted School Results Data:

- Ten fifth grade students participated in the 2015 Spring English Language Arts Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 321.
- Thirty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 10
- Level 2: 60
- Level 3: 20
- Level 4: 0
- Level 5: 10

2014-2015 Spring Math Grade 5 Retrofitted School Results Data:

- Ten fifth grade students participated in the 2015 Spring Math Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 332.
- Seventy percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 0
- Level 2: 30
- Level 3: 40
- Level 4: 0
- Level 5: 30

2014-2015 Spring NGSS Science Assessment Grade 5 School Results Data:

- Ten fifth grade students participated in the 2015 Spring Science Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 200.
- Sixty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 10
- Level 2: 30
- Level 3: 30
- Level 4: 30
- Level 5: 0

2015-2016 Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring ELA Grade 5 School Results Data:

- Thirty-one fifth grade students participated in the 2016 Spring English Language Arts Grade

5 Florida Standards Assessment.

- The mean developmental scale score was a 318.
- Forty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 26
- Level 2: 26
- Level 3: 23
- Level 4: 19
- Level 5: 6

2015-2016 Spring Math Grade 5 School Results Data:

- Thirty-one fifth grade students participated in the 2016 Spring Math Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 326.
- Fifty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 16
- Level 2: 26
- Level 3: 23
- Level 4: 13
- Level 5: 23

2015-2016 Spring NGSS Science Assessment Grade 5 School Results Data:

- Thirty-one fifth grade students participated in the 2016 Spring Science Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 196.
- Fifty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 35
- Level 2: 16
- Level 3: 26
- Level 4: 10
- Level 5: 13

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring ELA Grade 5 School Results Data:

- Twenty-two fifth grade students participated in the 2017 Spring English Language Arts Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 320.
- Forty-one percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 18
- Level 2: 41
- Level 3: 14
- Level 4: 18
- Level 5: 9

2016-2017 Spring Math Grade 5 School Results Data:

- Twenty-two fifth grade students participated in the 2017 Spring Math Grade 5 Florida

Standards Assessment.

- The mean developmental scale score was a 320.
- Fifty-nine percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 27
- Level 2: 14
- Level 3: 45
- Level 4: 9
- Level 5: 5

2016-2017 Spring NGSS Science Assessment Grade 5 School Results Data:

- Twenty-two fifth grade students participated in the 2017 Spring Science Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 198.
- Fifty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 9
- Level 2: 41
- Level 3: 41
- Level 4: 5
- Level 5: 5

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 5 School Results Data:

- Twenty-seven fifth grade students participated in the 2018 Spring ELA Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 317.
- Forty-four percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 19
- Level 2: 37
- Level 3: 30
- Level 4: 15
- Level 5: 0

2017-2018 Spring Math Grade 5 School Results Data:

- Twenty-seven fifth grade students participated in the 2018 Spring Math Grade 5 Florida Standards Assessment.
- The mean developmental scale score was a 325.
- Sixty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 4
- Level 2: 33
- Level 3: 41
- Level 4: 19
- Level 5: 4

2017-2018 Spring NGSS Science Assessment Grade 5 School Results Data:

- Twenty-seven fifth grade students participated in the 2018 Spring Science Grade 5 Florida

Standards Assessment.

- The mean developmental scale score was a 211.
- Seventy-four percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 4
- Level 2: 22
- Level 3: 33
- Level 4: 22
- Level 5: 19

SIXTH GRADE:

2015-2016 Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring ELA Grade 6 School Results Data:

- Nineteen sixth grade students participated in the 2016 Spring ELA Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 325.
- Forty-two percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 26
- Level 2: 32
- Level 3: 11
- Level 4: 32
- Level 5: 0

2015-2016 Spring Math Grade 6 School Results Data:

- Nineteen sixth grade students participated in the 2016 Spring Math Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 337.
- Sixty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 11
- Level 2: 21
- Level 3: 32
- Level 4: 16
- Level 5: 21

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring ELA Grade 6 School Results Data:

- Twenty-five sixth grade students participated in the 2017 Spring ELA Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 326.
- Forty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 24
- Level 2: 28
- Level 3: 16

- Level 4: 32
- Level 5: 0

2016-2017 Spring Math Grade 6 School Results Data:

- Twenty-five sixth grade students participated in the 2017 Spring Math Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 328.
- Fifty-six percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 12
- Level 2: 32
- Level 3: 36
- Level 4: 12
- Level 5: 8

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 6 School Results Data:

- Twenty-seven sixth grade students participated in the 2018 Spring ELA Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 320.
- Forty-four percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 22
- Level 2: 33
- Level 3: 30
- Level 4: 15
- Level 5: 0

2017-2018 Spring Math Grade 6 School Results Data:

- Twenty-seven sixth grade students participated in the 2018 Spring Math Grade 6 Florida Standards Assessment.
- The mean developmental scale score was a 326.
- Sixty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 19
- Level 2: 19
- Level 3: 30
- Level 4: 30
- Level 5: 4

SEVENTH GRADE:

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring ELA Grade 7 School Results Data:

- Seventh Grade has less than ten students, no school report was available for this reason.

2016-2017 Spring Math Grade 7 School Results Data:

- Seventh Grade has less than ten students, no school report was available for this reason.

2016-2017 Spring NGSS Civics EOC Assessment Grade 7 School Results Data:

- Ten seventh grade students participated in the 2017 Spring Civics Grade 7 NGSS Civics EOC Assessment.
- The mean developmental scale score was a 389.
- Fifty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 20
 - Level 2: 30
 - Level 3: 40
 - Level 4: 0
 - Level 5: 10

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 7 School Results Data:

- Twenty-seven seventh grade students participated in the 2018 Spring ELA Grade 7 Florida Standards Assessment.
- The mean developmental scale score was a 329.
- Forty-eight percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 22
 - Level 2: 30
 - Level 3: 26
 - Level 4: 22
 - Level 5: 0

2017-2018 Spring Math Grade 7 School Results Data:

- Twenty-seven seventh grade students participated in the 2018 Spring Math Grade 7 Florida Standards Assessment.
- The mean developmental scale score was a 337.
- Sixty-seven percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 22
 - Level 2: 11
 - Level 3: 19
 - Level 4: 37
 - Level 5: 11

2017-2018 Spring NGSS Civics EOC Assessment Grade 7 School Results Data:

- Twenty-eight eighth grade students participated in the 2018 Spring Civics Grade 7 NGSS Civics EOC Assessment.
- The mean developmental scale score was a 405.
- Seventy-one percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
 - Level 1: 11
 - Level 2: 18

- Level 3: 25
- Level 4: 29
- Level 5: 18

EIGHTH GRADE:

2017-2018 Spring Florida Standards Assessment (FSA) Data:

2017-2018 Spring ELA Grade 8 School Results Data:

- Fourteen eighth grade students participated in the 2018 Spring ELA Grade 8 Florida Standards Assessment.
- The mean developmental scale score was a 328.
- Twenty-nine percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 29
- Level 2: 43
- Level 3: 14
- Level 4: 14
- Level 5: 0

2017-2018 Spring Math Grade 8 School Results Data:

- Fourteen eighth grade students participated in the 2018 Spring Math Grade 8 Florida Standards Assessment.
- The mean developmental scale score was a 334.
- Forty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 43
- Level 2: 14
- Level 3: 0
- Level 4: 21
- Level 5: 21

2017-2018 Spring NGSS Science Assessment Grade 8 School Results Data:

- Fourteen eighth grade students participated in the 2018 Spring NGSS Science Assessment Grade 8.
- The mean developmental scale score was a 195.
- Thirty-six percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
- Level 1: 21
- Level 2: 43
- Level 3: 7
- Level 4: 29
- Level 5: 0

E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

The students are making one year's worth of growth annually. Over the past four years, a range of forty-five to fifty percent of students made learning gains in reading and a range of thirty-six to eighty percent of the students made learning gains in math. From 2014 through 2018, the overall average learning gains in reading are forty-eight percent and the overall average learning gains in math are fifty-eight percent.

Please see the Table.2 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for percent of students making learning gains in our school.

Broward Math and Science Schools #5038 showed one year's worth of growth annually in ELA and Math in the 2015 - 2016 school year 50% and 80% respectively. In the 2016-2017 school year, 50% and 36% of students showed one year worth of growth in ELA and Math respectively. The following school year, in 2017-2018, while percent of students making learning gain increased from 36% to 59% in Math, the percentage has dropped from 50% to 45% in ELA.

BMSS has been implementing instructional support measures to ensure that students make one year worth of learning gain in ELA and Math. Based on the ongoing progress monitoring program, we offer push-in or pull-out, after school and Saturday tutoring sessions to students identified as the lowest 30%. Students identified as Level 1 and 2 in state assessments in Math and ELA are scheduled into Intensive Reading and Math classes to ensure they get the instruction needed to close the achievement gap. Students at risk of dropping to a lower level or students with DSS close to increasing to a higher level are identified and closely monitored in data chats.

The school is planning to hire dedicated reading and math coaches starting from the second year of the renewal term and assign the reading and math coach duties to lead teachers for the first year of the renewal term. The coaches will work with the Math and Reading teachers and provide instructional support by visiting classrooms, providing feedback, and coaching on best practices. They will closely monitor the progress of at-risk students by analyzing i-Ready Diagnostics, Standards Based Benchmark assessments, mini-benchmark assessments and formative assessments and discuss the results during data chats with students and teachers to make necessary instructional implications. The coaches will ensure implementation of reading strategies across the curriculum. Teachers will be provided in-depth training on implementing best instructional reading and writing practices within the content areas.

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

Florida Standards Assessment Evaluation of Learning Gains within Lowest 25%

2015-2016: Fifty percent of students in the lowest 25% made learning gains in English Language Arts (ELA), Seventy-five percent of students in the lowest 25% made learning gain in Mathematics.

2016-2017: Fifty percent of students in the lowest 25% made learning gains in English Language Arts (ELA), Thirty-one percent of students in the lowest 25% made learning gain in Mathematics.

2017-2018: Thirty-five percent of students in the lowest 25% made learning gains in English Language Arts (ELA), Forty-one percent of students in the lowest 25% made learning gain in Mathematics.

BMSS has committed to make sure the bottom 25% is making learning gains by implementing

additional measures. The school is planning to hire dedicated reading and math coaches starting from the second year of renewal term. As for the first year of the renewal term, the school will assign the reading and math coaching duties to lead teachers in those subjects.

The coaches will work with the Math and Reading teachers and provide instructional support by visiting classrooms, providing feedback, and coaching on best practices. They will closely monitor the progress of students in the bottom 30% by analyzing i-Ready Diagnostics, Standards Based Benchmark assessments, mini-benchmark assessments and formative assessments and discuss the results during data chats with students and teachers to make necessary instructional implications. The coaches will ensure implementation of reading strategies across the curriculum. Teachers will be provided in-depth training on implementing best instructional reading and writing practices within the content areas.

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

2014-2015 School Year

One-hundred percent of students enrolled in Broward Math & Science School #5038 participated in the third through fifth grade Florida Standards Assessments in Reading and Mathematics.

Students enrolled in fifth grade courses participated in in the NGSS Grade 5 Science exam.

2015-2016 School Year

Ninety-nine percent of students enrolled in Broward Math & Science School #5038 participated in the third through sixth grade Florida Standards Assessment in Reading and Mathematics.

Students enrolled in fifth grade courses participated in in the NGSS Grade 5 Science exam.

2016-2017 School Year

Ninety-three percent of students enrolled in Broward Math & Science School #5038 participated in third through seventh grade the Florida Standards Assessment in Reading and Mathematics.

Students enrolled in fifth grade courses participated in in the NGSS Grade 5 Science Exam.

Students enrolled in seventh grade courses participated in the NGSS Civics End-of-Course Exam.

2017-2018 School Year

Ninety-nine percent of students enrolled in Broward Math & Science School #5038 participated in the third through eighth grade Florida Standards Assessment in Reading and Mathematics.

Students enrolled in fifth and eighth grade courses participated in in the NGSS Grade 8 Science exam.

Students enrolled in seventh grade courses participated in the NGSS Civics End-of-Course Exam.

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

Comparative Results 2014-2015

FLDOE school grade excel file was used to compare the schools with closely comparable student populations.

Broward Math & Science Schools was school type (1) school, minority rate was eighty-two percent in the 2014-2015 school year.

Selecting criteria for comparative schools are,

- School type is 1.
- Minority rate is between seventy-seven and eighty-seven percent.
- Thirty-eight schools were selected based on criteria.

Broward Math & Science School's performance exceeds the performance of twenty-four schools with closely comparable student population.

Please see the Table.3 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for comparative results of 2014-2015.

Comparative Results 2015-2016

FLDOE school grade excel file was used to compare the schools with closely comparable student populations.

Broward Math & Science Schools was school type a (1) school, minority rate was eighty-one percent and Economically-Disadvantaged rate was sixty-five percent in 2015-2016 school year.

Selecting criteria for comparative schools are,

- School type is 1.
- Minority rate is between seventy-six and eighty-six percent.
- Economically-Disadvantaged rate is between sixty and seventy percent.
- Five schools were selected based on this criteria.

Broward Math & Science School's performance exceeds the performance of four (out of five) schools with closely comparable student population.

Please see the Table.4 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for comparative results of 2015-2016.

Comparative Results 2016-2017

FLDOE school grade excel file was used to compare the schools with closely comparable student populations.

Broward Math & Science Schools was a school type (4) school, minority rate was 80.6% and Economically Disadvantaged rate was 62.3% in the 2016-2017 school year.

Selecting criteria for comparative schools are,

- School type is 4.
- Minority rate is between 70.6 and 90.6 percent.
- Economically Disadvantaged rate is between 52.3 and 72.3 percent.
- Seven schools were selected based on this criteria.

Broward Math & Science School's performance exceeds the performance of one (out of six) schools with closely comparable student population.

Please see the Table.5 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for comparative results of 2016-2017.

Comparative Results 2017-2018

FLDOE school grade excel file was used to compare the schools with closely comparable student populations.

Broward Math & Science Schools was a school type (4) school, minority rate was 80.9% and Economically Disadvantaged rate was 61.6% in the 2017-2018 school year.

Selecting criteria for comparative schools are,

- School type is 4.
- Minority rate is between 70.9 and 90.9 percent.
- Economically Disadvantaged rate is between 51.6 and 71.6 percent.
- Seven schools were selected based on this criteria.

Broward Math & Science School's performance exceeds the performance of three (out of 6) schools with closely comparable student population.

Please see the Table.6 in the attachment section of FEDERAL AND STATE ACCOUNTABILITY for comparative results of 2017-2018.

I. Identify the charter school's school grade. 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? 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?

Broward Math & Science Schools #5038 has demonstrated proficiency and made progress towards mastery in mathematics, reading, science and End of Course Assessments by achieving a school grade of "B" for the 2014-2015 school year, "B" for the 2015-2016 school year, "C" for the 2016-2017 and "C" for the 2017-2018 school year school year (Appendix E – FLDOE School Grades (prior 4 years) and Appendix F- FLDOE Report Card.

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.

Broward Math and Science Schools #5038 has not been identified for School Improvement Plan since the first contract year 2014-2015. Therefore, BMSS is not required to create a School Improvement Plan.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

Broward Math and Science Schools #5038 has not been identified for as one of the 300 Lowest-Performing Elementary Schools in Florida.

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

This section is not applicable to Broward Math & Science Schools #5038.

M. Identify the charter school’s graduation rate, if applicable. Provide in-cohort and post-cohort graduation data. What has been the charter school’s graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet or exceed this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

Broward Math and Science Schools #5038 is a K-8th grade campus and does not have a graduation rate.

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.

Broward Math and Science Schools #5038 is a K-8th grade campus and does not have concordant/comparative score data.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

1.1	Table 1	GUMUS, ALI, 11/16/18 2:01 AM	PDF / 47.061 KB
1.2	Table 2	GUMUS, ALI, 11/16/18 2:01 AM	PDF / 37.591 KB
1.3	Table 3	GUMUS, ALI, 11/16/18 2:01 AM	PDF / 75.525 KB
1.4	Table 4	GUMUS, ALI, 11/16/18 2:00 AM	PDF / 71.776 KB
1.5	Table 5	GUMUS, ALI, 11/16/18 2:00 AM	PDF / 73.293 KB
1.6	Table 6	GUMUS, ALI, 11/16/18 2:00 AM	PDF / 75.571 KB

2. MISSION-SPECIFIC ACCOUNTABILITY

A. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. 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 Broward Math and Science Schools (BMSS) is to provide students with a well-rounded elementary, middle and high school education with special emphasis on (STEM) Science, Technology, Engineering, Mathematics, and Reading in the light of research based, proven and innovative instructional methods in a stimulating environment.

During the first term of the charter, the School was not able to achieve one of the mission specific goals which was the high school portion. BMSS faced several unprecedented challenges securing a suitable facility. Due to building capacity limitation and challenges in real estate market, BMSS will be modifying its mission and removing the high school portion. The modified mission will be:

The mission of Broward Math and Science Schools (BMSS) is to provide students with a well-rounded elementary and middle education with special emphasis on (STEM) Science, Technology, Engineering, Mathematics, and Reading in the light of research based, proven and innovative instructional methods in a stimulating environment.

The School's mission supports its rigorous academic curriculum and environment that sets high expectations for all students, teachers, parents, and staff members and fulfills its mission in the following ways:

- A clear focus on academic excellence: The School provides a curriculum that is aligned with Florida State Standards with effective teaching strategies. The delivery of the curricula is enhanced by innovative and balanced instructional methods such as project-based instruction, computer-enhanced activities, contextual learning, cooperative learning, direct and differentiated instruction, and self-directed learning. Academic excellence has been facilitated by a team of highly-qualified faculty and supported by collaboration with parents and other stakeholders.
- A comprehensive assessment program: A variety of student assessments, including state assessment programs, benchmark tests, unit tests developed locally, classroom-based assessments, faculty and staff evaluations, and school climate surveys have been used to evaluate teaching and learning processes and to improve the school environment on a consistent basis to continuously monitor, evaluate, and improve both curriculum and teaching strategies to achieve continuous student improvement year to year.
- Promoting maturity and independence: The school continues to foster self-confidence, self-respect, and self-control in each student through group process skills and cooperative learning, the development of conflict resolution skills, and the expectation of accepting

responsibility for one's actions. The academic environment promotes high expectations of each student in the pursuit of excellence (e.g., through participation in academic competitions such as Math Counts, Science Fairs, History Fair, and Science Olympiads) and skills needed for life-long learning (e.g., through effective computer skills to travel in the global information highway).

- Providing balance: Educational programs at the School educates the entire student body by providing a rigorous education in math, science, and technology, with a strong emphasis on low-performing students and reading; encouraging serious exploration of the arts and humanities; developing student awareness of local and community needs as well as an understanding of national and global issues; and striving to reach academic excellence for all the students while at the same time recognizing individual differences.
- Character trait program and parental involvement: In collaboration with parents, teachers, and community members, the School provides character education to meet the unique needs of the school and local community. The School provides opportunities for active involvement of students, families, and the community partners in the educational process. In addition to scheduled parent conferences, the school communicates with parents on a mid-quarter and quarterly report cards that explains the exact skills and academic achievements students have accomplished.

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. 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.

BMSS implements unique and rigorous academic programs and research based strategies which are aim to meet the individual needs of the school's stakeholders. The mission of Broward Math and Science Schools (BMSS) is to provide students with a well-rounded elementary and middle school education with special emphasis on (STEM) Science, Technology, Engineering, Mathematics, and Reading in the light of research based, proven and innovative instructional methods in a stimulating environment.

As a school of choice, BMSS believes its focus on STEM and reading appeal to those students and parents interested in the School's mission. The School believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provides improved student achievement information for classroom teachers in a timely manner. The School has adequate infrastructure, staff and resources to implement its mission. The School has a dedicated science lab, STEM room, two computer labs, iPad carts, and additional desktops and chrome books in classroom settings, which all help to reinforce STEM related activities across the grade levels. Students are scheduled to go to science labs in addition to their regular science hands on activities and demonstrations in classroom settings. Science Olympiad and Robotics have been implemented as part of STEM activities. As an indicator, our

science scores have significantly increased from 50% to 62% in the most recent state assessment. The School is on right track improving its science scores and will introduce new STEM programs in the new charter term, such as PLTW, computer applications, coding, etc.

The BMSS staff has been sponsoring different STEM related extra-curricular club activities such as Science Olympiad Teams and a Robotics Team. The BMSS Science Olympiad Team participated in several regional competitions and received four gold medals, five silver medals and six bronze medals. The BMSS FLL Robotics team won “Innovative Project Award.”

The School promotes a culture that maximizes excellence in student achievement and fosters the development of life-long learners in a safe and enriching environment. In accordance with the charter school’s agreement, the School has been implementing a curriculum which is aligned with Florida State Standards. Research based instructional strategies have been implemented to equip students with a foundation that facilitates success in secondary education. Instruction that allows for real world connections and applications, as well as emphasis on positive character traits help to promote a school climate of responsibility and accountability for learning and success, and a passion for life-long learning in a safe, enriching environment.

The School ensures that academic excellence is obtained by using curriculum plans, research based instructional strategies, technology rich classrooms and professional learning opportunities across grade levels and teachers. Using formal and informal observations, as well as data chats, administrators are able to gauge the level of differentiated instruction and best practices being used. To ensure teacher effectiveness, formal and informal observations are conducted by the administration and a student performance data analysis is conducted and monitored. In addition, the School uses the State approved Reading Plan from Broward County Public Schools as its sole guide, to ensure the school has an optimal reading curriculum, uses research-based instructional strategies and has student-centered, differentiated activities that are implemented in the daily instructional delivery and practices of its teachers.

The key to implementing the school’s mission is the collaboration and teamwork with the stakeholders: parents, students, teachers, and administration. The administration uses progress monitoring data to make important decisions about the curriculum and technology programs that will be available for teachers and students. Administrators work closely with each team to help teachers develop a thorough understanding of the standards and the formative assessment data that guide their instruction. Teachers also receive professional development to keep them up to date with the latest teaching trends, best practices and best strategies. Our learning environments foster collaborative learning, exploration, curiosity, literacy development and integration of the content areas. Students learn about good citizenship and other valuable traits through our character education program. Once a month, several students are recognized for exhibiting the trait of the month. In addition, the School recognizes student achievements on our quarterly award ceremonies. We also have school-wide events, such as assemblies on social expectations, Family Nights, STEM Nights, Fall Festival, Black History Month, Hispanic Heritage Month, and Career Day. All to, promote positive social interactions among the students and staff. Most importantly, these events foster a safe and respectful environment, where students can share their ideas, learn from others, and celebrate diversity.

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

The School has been implementing Florida Standards since its inception. The School's curriculum and textbook selection are built upon Florida Standards. A major factor in curriculum selection is the alignment of Florida Standards in each core subject. The School's curriculum focuses on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, and Science.

The core curriculum incorporates and is aligned with the Florida Standards to meet students' needs. Innovative instructional design that includes proven programs that work for all students including at risk as well as academically gifted students. The School successfully implements state-approved curriculum and research-based strategies for daily whole group and small group differentiated instruction. Teachers use Reading Wonders, Collections, Inside, Go Math, Pearson Interactive Science, Glencoe iScience, Holt McDougal and Houghton Mifflin Harcourt curriculums and standards-based lessons. Additionally, teachers and students also have access to technology programs in i-Ready Reading, Khan Academy, Math, IXL, and Accelerated Reader that reinforce important skills and provide multiple practice opportunities.

In addition to these proven successful programs, the School staff utilizes current best practices in their teaching to improve student learning in all areas. The following list is not exhaustive and serves as a sampling of the instructional methods and strategies that has been utilized by the faculty:

- Technology enriched instruction
- Project-Based Instruction
- Interdisciplinary Learning
- Alternative Assessments
- Contextual Learning
- Direct Instruction
- Differentiated Instruction
- Higher Order Thinking
- Scientific Reasoning Skills
- Inquiry-Based Curriculum
- Integrating nonfiction text through Curricula
- Multi-sensory approach to learning
- Data-Driven Decision Making
- Improving Motivation
- Encouraging Family Involvement/Home visits

The following items also help the School indirectly implementing instructional methods;

- School uniform as part of very successful discipline system which creates an environment conducive to learning;
- Subject teachers in/after 3rd Grade: The elementary school will have two parts. In the lower grades (Grades Kindergarten thru 2), the instruction is carried out by classroom teachers.

Students in upper grades (grades 3 and 5) receives specialized subject teachers in Math/Science, ELA/SS;

- Small student-teacher ratio;
- Home visits to close the gap between parent/students/teacher/admin;
- Online student tracking system for parents to monitor student's behavior and academic progress.

The school have the following processes in place to support the delivery of the curriculum:

- Scope and sequence of essential Florida Standards - based on nine-week intervals, in each content area;
- Continuous review of curriculum to ensure teacher's delivery of Florida Standards; material for mastery and to ensure a year's worth of learning of all state benchmarks;
- Research-based instructional practices;
- Principal evaluation through classroom walkthroughs;
- Title-1 School wide plan for Charter Schools used as a continuous improvement tool and to ensure that the curriculum goals are being accomplished and the plan is a living document to ensure quality assurance;
- Use of assessment data to inform instruction and make curriculum decisions and plan interventions;
- Grade level and Staff meetings;
- Ongoing relevant professional development workshops;
- After school targeted tutoring, pull outs for student remediation as well as weekend school for acceleration;
- Targeted interventions for struggling readers and students performing below grade level;
- Focus on differentiated instruction for learning styles;
- Reading and writing across the curriculum;
- Integration of technology across all major disciplines.

Math Curriculum incorporates Florida Math Standards. The incorporation of Florida Standards has necessitated an instructional shift that would require Focus, Coherence and Rigor. By focusing strongly where the standards focus, teachers are able to significantly narrow the scope of content, deepen how much time and energy is spent in the math classroom and focus deeply only on what is emphasized in the standards, so that students gain strong foundations. The mathematics curriculum offers a range of courses to meet the students' different developmental and ability levels. By employing researched based math curriculum, the School has the advantage of a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, algebra, probability, and statistics.

The coherent math curriculum requires teachers to think across grades and link major topics within grades. They carefully connect the teaching within and across grades so that students can build new understanding onto foundations built in previous years. They also begin to count on solid conceptual understanding of core content and build on it because each standard is not a new event, but an extension of previous learning. Students experience rigorous learning experience where intensity is equal in solid conceptual understanding, procedural skill/fluency, and application of skills in problem solving situations. Teachers

- teach more than "how to get the answer" and instead support students' ability to access

concepts from a number of perspectives;

- educate students to see math as more than a set of mnemonics or discrete procedures;
- support fluency and application by focusing on conceptual understanding;
- structure class time and/or homework time for students to practice core functions such as single-digit sums or multiplication so that they are able to understand and manipulate more complex concepts and have students gain speed and accuracy in calculation;
- teach students how to use appropriate concepts and procedures for application even when not prompted to do so;
- provide opportunities at all grade levels for students to apply math concepts in “real world” situations, recognizing this means different things in each grade level.

The incorporation of the Florida Standards helps develop Mathematical Expertise through the standards for Mathematical practices that are listed below:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Accepted as a philosophy that “all children can learn,” the School does not track students into large groups, but instead provides individualized tutoring, small group work and extra practices for those students who need more time to master complex concepts. According to the National Council of Mathematics Teachers, a shift is needed from traditional 'paper and pencil' approaches which emphasize computation and rote learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem solving skills. The School believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The math programs are flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study.

Students who continue to have difficulties in math are enrolled in an intensive math course, as well as a grade level math course, to help them close the gap in their knowledge. Small group instruction or pull outs are provided on those standards that students need direct instruction for improvement. In addition, math teachers offer after-school help-sessions for students in the

targeted groups. Additional measures are taken, such as tutorial programs, extended-day services, retention, and modification of curriculum choices, if they are required to meet the students' needs. Teachers keep a record of attendance in math help-sessions and correlate this to math grade improvement at the end of each nine weeks. Teachers customize the instruction and conduct small focus groups to address specific strands that each group needs.

In addition, manipulatives are integrated into the math classes. One reason that students struggle in mathematics is that they consider it to be a highly abstract subject. Using manipulatives can be a very effective tool to help students move from abstract thinking to concrete thinking. Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate on quantities.

In order to implement the school science curriculum, the School uses the Pearson Interactive Science and Glencoe iScience curriculum mentioned above. By employing this curriculum, hands-on science is offered to the students. The students are directly involved in forming and discovering ideas, asking questions, making observations, and conducting experiments. A guiding premise of these programs assumes that all students can enjoy science. The students handle scientific principles as they learn how to appreciate a less-than-intuitive universe, and they will come to value those things we take for granted in our daily lives. Students have the opportunity to showcase their work with their classmates.

The science program is designed to use a constructive view of learning skills, sequences, and subject knowledge. The School believes that the curriculum and instructional strategies must first build the student's own reality before introducing new content. Understanding science comes from relating new experiences to what the students already know, not from simply adding new knowledge.

The sequence of instruction begins with addressing the misconceptions or alternate understandings that the students have about the topic. Then the students are engaged in activities that help construct or reconstruct meaning. The science curriculum includes strategies to:

- Encourage students to make their ideas explicit and present them with events that challenge their ideas;
- Encourage the process of hypothesizing and generating alternative inspirations of models, enabling the students to explore these alternatives in informal and non-threatening ways, particularly through group discussion, and providing opportunities for students to use their new ideas in a wide range of situations so that they can appreciate their utility.

The School's science-oriented curriculum concentrates more on an experimental, hands-on approach to the students' current definition of science while increasing their abstract knowledge of science. Science is a dynamic, ever-changing discipline, and the students are encouraged to use computers and the Internet, plan and organize projects, hypothesize, analyze data, and draw

conclusions from tests they will create. The major purpose of the science curriculum is to teach the students to become self-reliant and independent problem-solvers; it is designed to create a high level of interest in learning that will become personalized and individualized.

The science curriculum prepares students to achieve the NGSSS by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. Teachers utilize the Next Generation Florida State Standards, while incorporating Florida Statewide Science Assessment test item specifications in their daily lesson plans. Students participate in Regional Science Olympiad, where they are able to explore and investigate the steps to the scientific method.

The School is using the Broward County Schools K-12 Comprehensive Reading Plan. The School ensures that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. The School is aware that reading is not only important to achieve success but also a requisite skill to achieve life-time success. To this end, the School implements an effective reading program, which aims at developing proficient reading skills for all students at all grade levels and meets the requirements outlined in Florida Statute 1002.33. The School believes that high-quality instruction, reading text materials and resources are major factors playing prominent roles in development of students reading and comprehension. These factors serve as a framework for making wise decisions in designing a reading program that is comprehensive and cohesive.

An effective reading program includes regular use of a wide variety of reading materials that match students' independent reading levels. Content-area learning incorporates alternative texts that students can read and comprehend independently. Therefore, the School provides adequate reading material for varying reading levels to accommodate different independent reading levels and interests of individual students in the school library media center. Reading materials includes children's literature, novels, magazines, informational text, student published writing, Internet, handbooks as well as textbooks and other supplementary materials.

Throughout the school year the following procedures shapes the reading program. First, students are screened at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Second, comprehensive diagnostic measures are used to investigate the nature of reading problems for students with detected reading difficulties. Third, progress monitoring of skill acquisition is periodically administered throughout the school year to detect and steer reading progress. School administrators are on board in order to implement and monitor the scientifically based reading program.

The School has academic teams consisting of principal, assistant principal, lead teachers and grade level teachers. The team utilizes a structured governance to create processes and procedures based upon both formative and summative reading data to increase reading achievement in all grades. Additionally, the team meets throughout the school year to review student data and to plan schoolwide literacy initiatives and professional development for teachers on complex text and close reading's cross-content, developing and implementing rigorous text dependent questioning techniques; and how to embed research and text supported responses

into content area classrooms to improve student learning. Team designee attends district level trainings and workshops and creates capacity of reading knowledge within the school and focus on areas of literacy concern across the school especially focusing on Support for Text Complexity and Support for Instructional Skills to Improve Reading Comprehension. The team is:

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

The literacy teachers get training on creating agendas to replicate the district-wide effort to implement more complex texts, scaffolding, text dependent questions, and writing about text. In addition, the literacy teachers receive professional development on how to effectively model reading strategies and routines in content area classrooms, in addition to building relationships with content area teachers. The lead literacy teacher also provide professional development at the school site in literacy (including text complexity, implementation of the Florida State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers.

The principal encourages academic teams to develop school-wide reading initiatives, including assemblies, contests, book exchanges, read-ins, silent sustained reading, etc. The principal encourages all teachers to have a variety of reading materials available in their classrooms, which may consist of magazines, newspapers, content-specific material, and novels. Classroom libraries contains a variety of genres and various reading levels. The School will set a goal for students reading outside of school which means for students reporting what they read outside of school will be developed and monitored.

School leadership team reviews FSA ELA and interim assessment results at the beginning, mid-year, and end of the year to monitor student progress toward school goals. The School collects data from fall, winter, and spring via i-Ready assessments, previously NWEA MAP assessments. Based on assessment results students receives interventions during the small group instruction block for phonemic awareness, phonics, fluency, vocabulary or comprehension to monitor student progress and determine effectiveness of interventions. Lesson plans, student work samples, and portfolios are analyzed, reviewed and revised to demonstrate that classroom instruction is aligned to grade-level Florida Standards.

In lower grade levels, based on assessment results, in addition to the core literacy lesson, students are provided interventions during the small group instruction block in phonemic awareness, phonics, vocabulary, fluency and comprehension to access grade level standards. In Middle School, based on assessment results, students are placed in an intervention course to provide additional support with comprehension, vocabulary acquisition, standard remediation, and writing during small group instruction in order to meet grade level standards. The School determines appropriate student placement by monitoring between assessment windows to determine student placement/progress and continue to serve in reading intervention classes or exit the student based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs. The School uses research-based instructional materials to provide reading instruction. Comprehensive Core

Reading Programs (CCRP) are the instructional tools used to provide high quality instruction in the K-8 classrooms. Reading Wonders and Collections are the primary programs as CCRP.

These are research-based instructional curricula that combine explicit and systematic instruction with progress assessments and intervention that promotes reading proficiency for all students in the classroom. The curriculum uses methods to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Teachers use active listening strategies that keep students engaged and promote an environment that values all voices. In addition, the School conducts monthly formative assessments in writing with informative and argumentative prompts via the ELA and Content Area classes. The curriculum helps students master the writing process, key writing forms, grammar usage and mechanics. Through its active and engaging learning with a blended digital and print approach the teachers are able to administer the tests through my.hrw.com which provides standard based assessments to monitor student progress. The CCRPs used in the School serves as an instructional tool to provide high quality initial instruction in classrooms during an uninterrupted 90-minute reading block daily. The instructional content of the curriculum is based on the critical components of reading growth identified by the National Reading Panel. The instruction is directed toward student competency in phonological awareness, phonics, fluency, vocabulary, comprehension and oral language.

The School diagnoses specific reading difficulties of students (Level 1 and 2) who do not meet specific levels of reading performance to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

The School will have an uninterrupted 90 minute reading block and as needed additional time for intensive intervention. All grade levels include activities that focus on writing from a source and using text to support ideas throughout their writing. Students will receive reading instruction based on data/needs. The scientific research-based program are used with fidelity and workshop time during the reading block focuses on differentiating instruction through student led centers and activities through the curriculum. All students participate in computer assisted technology such as i-Ready and Accelerated Reader which instructs, remediates and enriches students while correlating to standards.

Students in need of an intensive reading intervention are part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small groups, teacher directed instruction immediate intensive intervention (iii) will be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. As an extension of the ninety (90) minute reading block, instruction in a smaller group size will focus on generalizing the newly acquired reading skills to progressively more complex text.

Students targeted for immediate intensive intervention (iii) receive services through the use of a scientific research-based intervention programs via Reading Wonders Tier 2 and Tier 3 components, and National Geographic Learning-Inside. These programs use a scaffolding approach that will help students build on previous skills mastered. Aside from the scaffolding approach, teachers engage students in differentiated learning stations that focus on vocabulary instruction, independent reading and cooperative learning activities focused around the targeted standard. The goal of the instruction is to accelerate student learning by providing students with the appropriate amount of time and targeted intensive instruction. Along with the Inside

curriculum, Reading Wonders are implemented to focus on fluency, vocabulary knowledge and comprehension skills, which were also identified as deficiencies, as per the i-Ready diagnostic assessment at the beginning of the school year. The Reading Wonders program effectively helps all struggling readers, whether they are English language learners, students with reading disabilities and/or those who struggle with foundational skills. The classroom teachers utilizing Inside and Reading Wonders, received an overview of the program and how to implement it within the classroom setting, ensuring bell to bell instruction, during preplanning week. The School continues instruction from a CCRP during the reading block in the regular classroom setting and to provide students with additional time outside of the block for more targeted intensive instruction. The additional time outside of the block will be a minimum of 30 minutes daily and will be in conjunction with the intensive intervention reading program component of CCRP. We recognize that some students will need more time and more instruction in order to reach specific goals and expectations.

Intensive Intervention Services (iii) are guided by screening and progress monitoring via i-Ready and various other student data. The School constantly analyzes student data as a part of their progress monitoring plan. This analysis are used to help identify students who require additional services and/or who have met the curriculum expectations.

Classrooms in the School have classroom libraries that include a range of leveled texts, fiction and nonfiction text on different interests and genres. The library also includes decodable and authentic texts for meaningful extension and practice of skills taught in the core reading program. Many of the books in the library will be focused on content areas and various daily concepts. Students have access to libraries during the 90-120 minute reading block and outside of the 90-120 minute reading block to practice reading skills and engage in silent sustained reading based on personal interests. This access to books in the classroom provides students with the opportunity to easily enjoy reading for pleasure at any time. Additionally, the classroom libraries are utilized during small group instruction time. Teachers also allow students to take books home to share with families and to ensure time is spent reading outside of the school day. Classroom and school libraries are leveled to meet the needs of students at all reading levels. Books are organized in the libraries by genre and Lexile. To help match students to the appropriate level of text, teachers are trained on Lexiles. Grade level appropriate Lexile information is also be shared with students to aide them in book selections and meaningful practice.

Content area teachers incorporate reading and literacy instruction into each subject area by providing instruction in content area reading strategies. A variety of these strategies are used during reading instruction as well as during the instruction of science, social studies, mathematics and various other content areas. This type of instruction supports student thinking and allow students to read at high proficiency levels. The explicit strategy instruction is intensive and continuous to allow for optimum academic achievement. Reading strategy instruction is integrated in all content areas for the purpose of helping students comprehend and gain access to content through text. The instruction is explicit, intensive and continuous. Reading comprehension strategies and vocabulary strategies are taught in conjunction with instruction in different content areas using adopted text and additional leveled texts that address specific contents. Teachers address the standards in their particular subject area and work to incorporate reading into each subject area with consideration to guided instruction in comprehension strategies, leveled reading focused on content-area concepts and collaborative work between the other teachers and coaches to determine instructional reading levels of students and appropriate strategy usage for particular students.

Writing occurs across the curriculum. It is used to activate and extend background knowledge prior to reading text from the selected curriculum and content area related text. Specifically, writing is to be incorporated into the reading block as the Concept Question Board is developed, as KWL activities evolve, through research projects, as children write in reflection/inquiry journals, and as children compare and contrast novels. The McGraw-Hill Reading Wonders Reading Program and Inside has a strong writing component that is integrated into the core program. Students respond to literature through response journals and write to prompts that are related to the content of the literature passages. The responses are based on fiction and non-fiction works. Unit and story assessments include short and extended response questions that require substantial writing. The writing process itself is taught outside of the reading block through text dependent writing.

The School offers a variety of before, after, and weekend activities for struggling students such as tutoring, computer based instructional support, silent reading etc. based on the needs of the student population.

The School uses Time for Kids or other state-adopted text in the instruction of Social Studies. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. In K-2, history is delivered to students with stories and discussions through folk tales, legends, and prior knowledge brought to the classroom by the student. Stories of different cultures and countries to compare to their personal stories and experiences are presented. Students also create an understanding of community through the classroom rules, values, and decisions that affect individuals and the classroom community as a whole. In grades, 3-5, the curriculum focuses on the history of the United States, History, and World History. This gives an opportunity for students to explore community and civic responsibility as they study historical events and research their effect on present day society through projects, research, and technology and community service. The program will prepare students to have an understanding of multiple cultures, tolerance, and respect for the world beyond our borders and therefore becoming more global citizens. The social studies program provides each student with a broad background in the social sciences. From the earliest events of recorded history, through the development of family life, culture and the arts, to the development of governments and countries driven by geographical exploration, the wars of history and the stories they tell, from yesterday to today, these students have the unique opportunity to pursue their curiosity and respond to the Florida Standards by participating in the discovery of man and his contributions to the whole of humanity.

Thematic units have been designed that integrate the various subjects and address key areas of social studies in alignment with new Florida ELA Standards for Literacy in History/Social Studies. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) are emphasized individually through thematic lessons and group projects. The School follows the State course descriptions for the courses to be offered in grades levels. These courses cover concepts and materials that are aligned to state standards. Students are required to successfully complete three courses of Social Studies at the Middle School level in World History, Civics, and U.S. History.

C. Explain how the charter school is implementing demonstrably effective instructional

strategies that support struggling students' ability to achieve grade level proficiency.

The School's curriculum and programs are effective and accessible to "all levels of students" including below level students. The level of implementation of the curriculum at the school and classroom level is monitored by school administration to make sure every student ultimately benefits. Since the majority of students matriculates from one grade level to an upper grade level, the School has a vantage point for monitoring and ensuring continuous improvement of all students, including those who may have fallen below grade level, those who meet, and/or those who exceed grade level requirements and expectations.

The school curriculum is aligned to specific state standards and grade-level expectations and has the framework of what is taught at each grade level and allows for modifications to the instruction in the classroom to meet the students' needs. Students are engaged by our innovative K-8 curriculum, which is designed to introduce core concepts that are further developed and expanded as student's progress through each grade level. In addition, students who enter the school below grade level have intensive courses in math and reading in addition to their regular course schedule to become at level by the end of the school year.

Ongoing progress monitoring is the key factor to help struggling students and their specific need and to support their ability to achieve grade level proficiency. The School utilizes Baseline/Mid-year/Year-end and ongoing diagnostics and mini-benchmark assessments throughout the school year in order to measure student progress on Florida standards. In order to make instructional decisions for all students' ability and needs, the School gathers data from several of assessments and analyze during grade-level/department meetings and/or data chats.

For example, teachers and administrators analyze i-Ready Reading and Mathematics Diagnostic (previously NWEA MAP) data and identifies scores that are below grade or proficiency level in each standard and domain.

Students are then placed in instructional small groups based on their specific deficiencies in each domain. Since the i-Ready program has specific resources aligned to the data, teachers are able to integrate and use those resources during small group instruction, centers, pull outs, tutoring, homework, or extra practice. Teachers also use mini-benchmark assessments bi-weekly which provides on-going raw data on student performance in their classes based on the Florida aligned standards throughout the school year to measure student mastery of specific concepts covered during the selected period. This helps the teachers and school administration to utilize and monitor the push-in/pull-out model, peer-to-peer collaboration, and differentiated instructional rotations/centers with specific student-centered activities based on their learning needs and data results to facilitate the learning process for the struggling students.

Students needing remediation based on respective subject area assessments in specific subject areas are assigned to and placed on a specific intervention plan targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The intervention is comprised of specific measurable individualized goals as well the strategies and services (tutoring/required additional classes) to be implemented in order for the student to achieve the specified goals. In addition, Individualized Supplemental Instruction (pull

outs) and/or Computer-Based Programs are used for remediation as appropriate. Student performance will be continuously assessed and monitored.

Furthermore, the School implements Response to Intervention (RtI) to support and provide high-quality instruction and intervention matched to student needs, monitor progress frequently to make decisions about changes in instruction and educational decisions. Students that are reading below level have a variety of intervention needs and teachers recognize that no single program or strategy can be successful for the remediation of all students. Teachers work with the lead and implement a variety of effective reading strategies that are grounded in scientifically based reading research and proven to have been successful in the remediation of struggling adolescent literacy learners.

If the child has been identified as having a deficiency in reading, the reading intervention plan includes instructional and support services to be provided to meet the desired levels of performance. If the core instruction is not both effective and equitable, then Tier 2 (Supplemental) interventions are provided to those students identified as “at-risk.”

Characteristics of Tier 2 interventions are:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions are provided in addition to core instruction
3. Interventions focus on particular skill areas that need strengthening.

Tier 3 interventions are developed based on individual student needs following a problem-solving process that uses diagnostic assessment to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2.

Characteristics of Tier 3 interventions are:

1. Interventions are delivered to very small groups of students or to students individually.
2. Interventions must be provided in addition to Tier 1 instruction. Tier 3 children are receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.
3. Interventions focus more narrowly on defined skill areas.

The goals for these students are:

- Instruction with a structured delivery based on a 90-minute class session. This model assures daily direct instruction in whole group (30 min.), direct instruction and intervention in

a small group setting (30 min), use of research-proven software (20 min), whole group direct instruction, and closure (10 min);

- Use of reading materials of various levels of difficulty and interest;
- Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas;
- Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies;
- Use of predictable language materials for students who are lagging behind three grade levels in reading. These materials are based on rhyme, rhythm, and repetition of patterns. Materials will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This results in dynamic, visual, and spatial images that promote the formation of vivid mental models that are especially beneficial for students with little knowledge;
- Use of computer-assisted instruction for students to practice reading skills;
- Organization of a parent intervention program to serve as volunteers for Reading Buddies, an after-school program;
- One-on-One tutoring both in class and after school;
- Before and after-school mentoring/tutoring opportunity;
- Weekend school.

To encourage students and increase motivation, the School has book fairs and reading days where special guests, parents, and volunteers visit the school and read. Classroom teachers implement additional reading motivation programs, such as daily reading log challenges and various incentive programs. Writing activities are incorporated into the 90-minute reading block to provide students with the opportunity to apply skills, strategies, and techniques relating to the six components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension). The School's reading programs include lessons where writing is used to specifically aid comprehension before, during, and after reading. Before reading, teachers can build background by having students write what they already know about a topic, draw pictures and label to support visualization, collect words with concept maps in word journals to enhance vocabulary, and/or write a prediction about what might happen in the reading. During reading, writing is used to help students stay actively engaged with the text. Students can confirm predictions, summarize what has happened so far, create questions about parts they may find confusing, write opinions about characters or actions, or take notes to support question/ answer relationships. Students can create responses after reading by writing to create visual displays of their understanding with graphic organizers, writing to support or revise their predictions, writing to explain their thinking, writing to use new vocabulary words in a different context, and writing to make connections with the text. Literacy workstations and center ideas in both programs include writing activities such as innovations on the core student text, extensions that cross genres, research writing to build background and vocabulary, and additional support for the reading/writing connection.

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.

School administration, grade level or department leads communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by multiple measures. The School's assessments provide valid, reliable, and timely information to teachers in order to modify and differentiate their instruction, monitor student progress and select appropriate classroom activities. The purpose is to inform teachers about the effectiveness of their teaching and progress made by students in order to assure continuous progress.

The School implements a Data-Driven Decision Management (DDDM) that yields substantial improvements in student learning and achievement. Intelligent and pervasive uses of data at the School help to improve the instructional interventions for students, re-energize teachers' enthusiasm for teaching, and increase their feelings of professional fulfillment and job satisfaction.

Data-driven decision management is about getting better information into the hands of classroom instructors which have been shown to have positive impacts on student learning and achievement gaps. The five major elements of data-driven instruction are:

- Good baseline data,
- Measurable instructional goals,
- Frequent formative assessment,
- Professional learning communities, and
- Focused instructional interventions.

These elements interact to enhance student learning and to inform instruction. Data-driven teachers of the School utilize multiple measures, and multiple indicators within measures, when assessing school and student success. For example, data from a single administration of a statewide reading test do not give teachers the information they need to improve student learning. Information from other assessments, measures of student engagement, previous programmatic interventions, and other data are needed for teachers to design appropriate instructional interventions. Similarly, use of a single formative assessment to measure students' reading progress is not as reliable as using multiple, different assessments to triangulate on the complex concept of student reading. Data-driven teachers are savvy consumers of summative assessment data, such as those from yearly state tests, who understand when and how the data can, or can't, inform teacher practice.

The principal of the School supports this phase of the DDDM process by helping teachers understand the five essential elements and by helping staff envision what good data-driven education looks like in practice. The principal works with faculty to create and implement a comprehensive, long-term professional development plan that is designed to ground teachers in the skills they need to be effective data-driven instructors.

Collecting and Analyzing Summative Data: Teachers at the School utilizes data from yearly summative assessments to improve student learning. In other words, teachers are able to get their hands on the data from yearly summative assessments that will help them improve instructional practice. Access to the raw data is crucial, because educators invariably want more detailed data, or want data presented in different ways, than paper reports typically provide.

Once teachers have access to good baseline information, they work with their administration to select key indicators of success for their classrooms. In order to do this, teachers are

well-grounded in assessment literacy concepts so that they can appropriately interpret summative baseline data. Teachers also give ongoing feedback to the administrators about the usefulness of the data and/or reports that they are receiving.

The principal ensures that the data teachers receive is accurate, timely, and in a format that can inform classroom instruction. Working with the faculty the principal helps to design and implement data systems that allow for exploration and reporting of raw data. The principal also plays a key advocacy role in enabling teacher and counselor access to that data. Most importantly, school administration actively helps teachers identify key indicators of classroom success, appropriately analyze their data, and then turn those data into strategic pedagogical interventions.

Setting Measurable Goals: Once armed with key summative indicators of classroom success, teachers at the School use those baseline data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. Data-driven educators of the School then use that information to set measurable year-end instructional goals, which serve as meaningful targets to guide their pedagogical strategies. These goals are often referred to as SMART goals. The acronym stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following:

Example: The percentage of third grade students scoring at proficient or higher on the state mathematics test will increase from 64% in spring 2018 to 82% in spring 2019.

Focus areas for improvement

1. Number sense
2. Computation
3. Measurement

Data-driven educators recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by teachers and administrators have the following six components (with example language from the SMART goal above):

1. A measurable baseline (64%);
2. A measurable target (82%);
3. A specific time frame (Spring 2018 to Spring 2019);
4. Specificity about what is being assessed (percentage of third grade students scoring at proficient or higher);
5. Specificity about the method of assessment (the state mathematics test); and
6. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

Inclusion of these six components ensure that the SMART goals meet the criteria represented by the acronym. SMART goals can be used with common assessments, teacher-made rubrics, and other types of assessments as well as with standardized tests from publishing companies and state departments. Principal visibly models the goal-setting process by actively assisting teachers as they work to create appropriate, targeted goals for their classrooms and students.

Collecting and Analyzing Formative Data: Teachers at the School have a good sense of where their students are at the beginning of the year and have measurable goals for where they want their students to be at the end of the year. The next step for teachers is to implement a system of frequent formative assessments in order to benchmark the progress of their students during the school year toward those year-end goals.

Effective formative assessment practices, implemented during the school year, have been shown to be a powerful mechanism for improving student learning. Research meta-analyses have shown that good formative assessment have a greater impact on student learning, and on achievement gaps, than any other instructional practice. Teachers at the School have the opportunity to meet regularly and frequently to have collaborative, data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative data and discuss what the data tell them about students' progress toward year-end learning goals. Teachers then collaboratively identify appropriate instructional interventions that will be implemented during the next instructional cycle and collectively commit to implementing those interventions.

Data-driven teachers of the School utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers. The School recognizes that the driving engine behind substantial improvements in student learning outcomes is a strong system of formative assessment, coupled with the opportunity for teachers to collaboratively make sense and act upon the formative data they receive.

Making Changes: Data analysis is meaningless if it does not result in meaningful instructional change. Data-driven educators of the School use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning. These interventions are aligned with state standards and the School curricula as well as content-specific, developmentally-appropriate best practices.

Data Transparency and Safety: Information transparency is a necessary condition for successful data-driven education. Data-driven decision management practices are only possible in school climates where data are valued and visible. At the School graphs, tables, and other indicators of data usage permeate the school environment. Frequent discussions and analysis of student data are integral to the teaching and learning process.

Data-driven teachers of the School view data as feedback, not as indictments. They use data to inform pedagogical modifications and actively seek out more data to judge the success of those changes. Teachers at the School discuss their instructional strengths and weaknesses with peers in order to facilitate shared communities of practice that are focused on individual and organizational learning. By recognizing and acting upon the fact that all educators, like students, have areas in which they could improve, teachers are models of life-long learning for the students that they serve.

One of the most important things the school principal does to foster data-driven educational practices is to facilitate school climates where it is professionally and emotionally safe to look at student data. Teachers collaboratively examine classroom-level data so that they can identify and

learn effective instructional techniques from each other. In the School, data is used to highlight faculty strengths and structure professional development opportunities. Administrators bear the primary responsibility for fostering these kinds of climates.

Alignment for Improving Learning Outcomes: Results-driven educators understand the importance and impact on student learning of continuous and progressive improvement, and recognize that even small improvements add up over time to become large ones. This latter point is particularly important, because ambitious long-term goals like “achieving 100% proficiency” can be disabling rather than motivating. Turning desired outcomes into minute, concrete, short-term goals and then successfully achieving those goals is inherently motivating and can turn organizational inertia into desired progress.

Teachers and administrators at the School work together to ensure that professional development opportunities are aligned to student and school learning needs. Similarly, curricular design and delivery also should be aligned to meet these needs. In results-driven school systems, all processes and programs are designed to facilitate maximal student learning.

Teachers incorporate results into their instructional practice continually seek out evidence about the success or failure of their pedagogy. Ineffective strategies are discarded, and successful strategies are tweaked or modified to achieve even larger learning gains. The teachers also are willing risk-takers who understand that trying something new and different may be the only path to improved outcomes.

The principal aligns, and helps teachers connect with, necessary resources to facilitate effective educational interventions. Two other important roles of the principal are helping teachers “chunk” ambitious long-term objectives into short-term SMART goals and facilitating teachers’ understanding that taking greater responsibility for student learning can result in improved student achievement.

Furthermore, BMSS teachers regularly use assessment to drive instruction. Student performance is assessed in a variety of ways, including: standardized tests, teacher-made tests (oral/written), benchmark testing, AR, i-Ready, Coach Book assessments, portfolios, rubrics, and projects activities. These formative and summative assessments are reviewed regularly and used to adjust and improve instruction in the classroom. Students are leveled into different profiles based on i-Ready diagnostic. The data is then triangulated with the FSA scores, classroom grades and Benchmarks. A specific plan, using the targeted FSA delineations is created with teacher, school administrators, students, and parent. The growth goal is decided with the student and specific strategies to target growth gaps are assigned. Teachers use results from student assessments to plan instruction for individuals as well as small and whole groups by reviewing material, using a variety of teaching strategies, returning feedback in a timely manner, and sending home mid and quarterly report cards.

The Florida State Assessment (FSA) is utilized as a summative test. The statistics from the test are evaluated at all levels and analyzed to see what programs, standards, and topics are working, as well as what areas need improvement. Internal and state data are evaluated to determine which areas of the school need of improvement to increase academic achievement.

At the beginning of the year, all teachers are provided with the analyzed baseline data based on previous student performances on the FSA. All subgroups, bottom quartile, on level, and above level students are identified and schedules are made based on these groups. Therefore, the teachers know each student's level prior to starting the school year. In addition, teachers are required to update BMSS Connect, the online portal, by entering all the assignments, grades, or projects so that parents can have constant access to the progress of their child. The School provides mid-quarter progress reports cards in addition to quarterly detailed reports cards. Parents can easily see the current and previous progress when they login to BMSS Connect, learning management portal.

Additionally, non-academic data including attendance rates, promotion rates, mobility rates, discipline data, demographics, economic status, and surveys are collected and examined to determine the effects of non-academic issues on academic achievement. Academic and non-academic data are used to develop strategies to build on the strengths of our students and eliminate weaknesses.

Some of the specific instruments used to assess student performance, as well as those utilized for diagnostic and/or other placement purposes, are presented below:

FLKRS: The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child in kindergarten at the beginning of the year.

Interim Benchmark Tests: Baseline - Mid Year - End of Year tests; The School will administer these tests in ELA/Reading and math in grades 3-8, Science in grades 5 and 8; Algebra 1, and Biology as applicable. These Benchmark Tests mirror the State Assessments that are meant to provide administrators, teachers, parents and students' information on individual student achievement based on a specific set of criterion. These tests are meant to be "formative" in nature and should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The administrative team will assist the teachers in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give teachers an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Mini-Benchmark Assessments: Teachers will use online portal to create standards based assessments that can be used for quick check of the mastery of standards. This will be utilized after each standard or strand is taught in grades 3-8.

i-Ready: Students in grades K-8 will participate in i-Ready reading (K-8) and math (K-8) tests; and the School will monitor the students' progress on fall, winter and spring administration. It will be utilized as screening, progress monitoring, diagnostic and outcome measurement tools.

AR Testing (grades K-8): AR helps teachers monitor students' vocabulary growth, literacy skills development, and reading skills taught through basal readers and other reading textbooks. First, a student's optimal reading level is determined through the Reading Enterprise assessment. This assessment provides information on a student's overall reading ability and suggests a range of book levels for each student called the "zone of proximal development", or ZPD. An entire class

can be screened in approximately 15 minutes. Teachers then meet with each student to set individualized reading practice goals and monitor progress toward those goals. Students take an AR Quiz. AR offers over 150,000 quizzes of five types. AR Quizzes are constantly being written for both fiction and nonfiction titles. Students have many different options when it comes to taking AR Quizzes, including handheld Apple® devices. AR provides teachers with immediate information, helping them monitor the reading level and comprehension skills of each student and inform further instruction or intervention. Students and parents get instant feedback to help motivate success with the use of the TOPS Report and Renaissance Home Connect.

Florida State Assessments: The State of Florida is in transition to a new statewide assessment system in ELA/Reading and Math. The State Assessments will be administered annually.

Access 2.0: A secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English Language Learners (ELLs). It is administered once a year.

EOC Algebra 1, Biology, and Civics: The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. These tests will be administered for the eligible students once a year.

In addition, the School will utilize following ongoing school measures to assess student performance.

Additional Specific instruments to assess the student performance in core subject areas

Subject Matter	ASSESSMENT
Language Art/ Reading	Portfolios, various writing assignments, exhibitions, mini benchmarks, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Social Sciences	Essays, multiple-choice exams, portfolios, exhibitions, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Science	Projects, portfolios, exhibitions, mini benchmarks, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
	Projects, portfolios, exhibitions, mini benchmarks, teacher-made tests,

Mathematics	Text/Publisher’s supported assessments, observations, quarterly progress summaries
Electives	Portfolios, exhibitions, exams, teacher-made tests, performances, projects, observations, quarterly progress summaries

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter schools'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.

Broward Math and Science Schools #5038 provides quality and effective services for exceptional students (SWD and Gifted) as defined in the charter school’s agreement and as required by applicable law. The school ensures that the first choice of placement for our SWD and Gifted students is the least restrictive environment which is the regular classroom setting. When the regular classroom setting does not meet the needs of students then we consider alternative settings on a part time basis. The school provides federal and state mandated services for all SWD based on the student’s Individual Education Plan.

The ESE Specialist meets regularly with teachers to review and discuss accommodations, goals and strategies that are on their IEP. Individual Education Plan reviews are conducted annually and Education Plan reviews are conducted bi-annually with input from teachers, parents, the ESE Specialist and service providers. Data taken from NWEA MAP, i-Ready, Florida Standards Assessment and FAIR is also used in the IEP and EP reviews to determine the goals and accommodations needed for the student to be successful.

The ESE Specialist, the Speech-Language Pathologist provide consultation, pull out and push in services for SWD based on the data gathered from psychological evaluations, teachers and data. During State and District assessments, SWD are provided with accommodations as listed on their IEPs. The ESE Specialist also attends trainings and monthly district meetings to receive current information regarding policies and procedures involving students with disabilities.

To address the ESE concerns from the school’s programmatic review, Broward Math and Science Schools has addressed and implemented the following corrections that will continue to be implemented for the duration of the new contract period. The School administration has a checklist and will continue to work with the ESE specialist for zero concerns.

- **Do the Present Level of Performance (PLP), impact of disability, priority educational needs and goals align?**

The school took immediate action to correct this concern. After the OSPR visit there were two IEP meetings and the school made sure to align the present level performance, impact of disability, priority need and annual goals on the IEP for students with disabilities. The school will attend a 'Writing a Quality IEP' training when available.

- **Are there measurable Annual Goals?**

The school took immediate action to correct this concern. After the OSPR visit there were two IEP meetings the school made sure that all annual goals are measurable by percentage of accuracy and number of opportunities given. The school will attend a 'Writing a Quality IEP' training when available.

- **Was the Parent Notification Form signed by the Parent?**

The school took immediate action to correct this concern. The school has ensured that a Parent Notification form is generated, provided and signed by parent when the parent was in attendance for the IEP meetings, scheduled after the OSPR visit, which waived the 10-day waiting period. The school has also ensured that the ESE service dates are correct and begin 10 days from the IEP development date.

- **Were the Procedural Safeguards distributed to parents and Signature Page was returned?**

The school will ensure for upcoming meetings that parents are provided with the Gifted Procedural Safeguards and that their signature is obtained and scanned into EasyIEP. The next EP meeting will be in March 2019 and the school will ensure that this action correct.

- **Is there current parent/student input?**

The school will ensure for upcoming meetings that parents will provide input. The next EP meeting will be in March 2019 and the school will ensure that this action correct.

- **Are the Goals and Objectives observable and measurable? (at least 2 goals and 2 objectives per goal)**

The school will ensure for upcoming meetings that all annual goals are measurable by percentage of accuracy and number of opportunities given. The school will attend a 'Writing a Quality EP' training when available. The next EP meeting will be in March 2019 and the school will ensure that this action correct.

- **Do EP Goals Progress Reports contain data driven comments?**

The school took immediate action to correct this concern. After the OSPR visit, the school has ensured that there are data based comments documented for the quarterly EP Goals Progress reports.

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.

Broward Math and Science Schools offers effective services for English Language Learners through their general education classes. Students in the ELL program are evaluated and monitored based on the Home Language Survey, IDEA Proficiency Tests, ACCESS 2.0 and ELL committee meetings. Teachers provide ELL students with accommodations and strategies according to the specific lesson in order to meet the ELLs' individual needs. All teachers are provided with their student's ACCESS 2.0 scores, WIDA Can Do descriptors and the Classroom Instruction panel in ELlevation to guide instructional decisions to support ELLs. Teachers are also provided with the Strategies and Accommodation matrix which includes the codes and strategies that they use in their lesson plans for daily lessons. Some examples of the accommodations and strategies that are provided for our ELL are bilingual dictionaries, academic content glossaries, small group instruction, extended time, peer assistance and visual modeling.

To address the ESOL concerns from the school's programmatic review, Broward Math and Science Schools has addressed and implemented the following corrections that will continue to implement for the duration of the new contract period:

- **Is the ELL Folder and ELL Plan reviewed and updated as needed?**

The school took immediate action to correct this concern. The school has ensured that all ELL plans are updated including the three that had insufficient information. The ESOL Contact will continue to refer to the ESOL handbook and ESOL meetings and trainings for further guidance.

- **Are ESOL Program panels updated on Total Educational Resource Management System (TERMS)?**

The school took immediate action to correct this concern. All data has been communicated properly with the IMT. The school has ensured that the information on TERMS matches the information on ELLevation and in the ELL folders. The ESOL contact will continue to use the appropriate communication templates for the IMT and also work closely with the IMT.

- **Are annual reviews completed on or within 30 days prior to the anniversary date?**

The school took immediate action to correct this concern. The school has ensured that evidence of annual reviews are provided and that it is properly documented including the one that had insufficient information during the OSPR visit. The ESOL Contact will continue to refer to the ESOL handbook and ESOL meetings and trainings for further guidance.

- **Are procedures followed for Extension of Services (REEVALs)?**

The school took immediate action to correct this concern. The school has ensured that the proper procedures are followed for REEVALs. The ESOL Contact will continue to refer to the ESOL handbook and ESOL meetings and trainings for further guidance.

- **Are required assessments administered on or within 30 days prior to the anniversary dates for Extension of Services (REEVALs)?**

The school took immediate action to correct this concern. The school administered the IPT L/S/R/W for students that REEVALs were completed after Oct. 1st.

- **Are ELL Committee meetings convened in a timely manner for REEVALs?**

The school ensures that future REEVALs are completed in a timely manner.

- **Is the School following the District ELL Plan processes to ensure that ELLs receive allowable testing accommodations?**

The school took immediate action to correct this concern. The School has provided evidence of allowable accommodations for ELLs. WIDA can do descriptors have been distributed to teachers on the day of the OSPR visit. Since the visit the WIDA can do descriptors have been used when grading and planning for comprehensible instruction.

- **Are procedures followed for students who met established State criteria exited?**

The school took immediate action to correct this concern. The school ensures that the proper procedures are followed for exiting students through an ELL committee including the one folder that was out of compliance.

- **Is the use of ESOL Instructional Strategies monitored for implementation?**

The school took immediate action to correct this concern. The school provided evidence that ESOL strategies are implemented as identified in the lesson plans. Teachers put their accommodations under the category labeled “ESOL Strategies”, the label has been changed to “ESOL Strategies and Accommodation” in the lesson plan after the OSPR visit.

- **Does the performance of the Paraprofessional meet the requirements of META?**

The school has evidence that staff assigned to provide Home Language Assistance is trained to meet the needs of ELLs.

G. Explain the school’s current process for MTSS/Rtl.

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

The Response to Intervention (Rtl) model guides the school with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity are based on progress monitoring and data analysis. Problem solving at all tier levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

The process for MTSS/Rtl at Broward Math and Science Schools begins with identification through the Early Warning System using Basis 3.0. Some of the EWS indicators used to identify students for Rtl are whether a student is below grade level in reading and/or math, previous retention, frequent behavioral referrals and frequent tardiness and/or absences.

The Collaborative Problem-Solving Team and the general education teachers meet to first identify the problem by using the EWS indicators and compare the students’ current level of performance to their expected level of performance and their peers’ level of performance. The School uses Florida Standards Assessment and i-Ready Diagnostic Progress Monitoring Assessments to monitor throughout the school year. Once the problem is identified within the CPS team meeting, a hypothesis is made to answer why the student is not performing on level.

Next, the CPS team discusses evidence based interventions to be implemented including the intensity to match the specific student, setting and problem. For students who are performing below grade level, teachers implement Tier 2 interventions such as i-Ready, small group instruction using Reading Wonders Tier Interventions, Go Math Intervention, Inside curriculum, i-Ready Phonics Tools for Instruction packets and after school tutoring to supplement their learning. Middle school students who are Level 1 and 2 take Intensive Reading and Intensive Math classes instead of electives. In these intensive math and reading classes, instruction is delivered based on i-Ready diagnostic test results.

After 6-9 weeks, the CPS team reconvenes to discuss the current data and whether or not the student is responding to the intervention. If the student has improved and is responding well to the intervention, they remain on Tier 2 and continue the interventions or return to Tier 1. If the student is not responding positively then the CPS team discusses whether or not the intervention frequency needs to be increased or if the initial hypothesized problem is truly the problem that needs to be targeted. If the frequency needs to be increased then the student is moved to Tier 3 for more intense interventions. This process continues for another 6-9 weeks until improvement is seen, or the CPS team determines that further evaluation is required.

Within a three-tiered instructional/intervention model, Tier 1 includes the instruction all students receive, Tier 2 includes instruction or intervention provided to students who are not meeting the expected level of performance. Tier 3 includes intensive, small group or individual interventions for students not meeting the expected level of performance and performs significantly below their peers. The School monitors and identifies students to be placed within the Rtl process based on data, teacher observations and recommendations. The School preliminary uses i-Ready Growth Monitoring data and formative assessments administered in the classroom for progress monitoring. To implement Tier 2 interventions in a small group setting, 3-4 times per week using i-Ready tool box which provides specific interventions and tools while working with those students who has particular deficiency for a particular standard. Tier three interventions are also conducted in a small group or via one-on-one instruction, 3-4 times per week. The School will ensure to continuously progress monitor students and analyze data to identify any students who would benefit from the MTSS/Rtl process. The ESE Specialist will conduct meetings during pre-planning as a refresher to all teachers regarding the identification, implementation and monitoring of students to the MTSS/Rtl program.

An example for reading, as part of Tier I universal core instruction, all students participate in a dedicated, daily, minimal 90-minute uninterrupted initial instruction reading block at elementary level, which includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP), small group differentiated initial instruction, and independent and peer collaborative application of skills/strategies in literacy centers. This initial instruction is explicit, systematic, scaffolded, differentiated, guided by data analysis, and focused on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension). Students identified as struggling readers (Tier II and Tier III) participate in additional daily immediate intensive intervention (iii) instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered. This intervention continues until the reading deficiency is remedied.

Daily reading intervention (Tier II and Tier III) for secondary students include on a daily basis: whole group explicit instruction from the Comprehensive Intensive Reading Program (CIRP), small group differentiated instruction, independent reading practice monitored by the teacher, an

infusion of Florida Standards and benchmarks specific to the subject area, and a focus on informational text at a ratio matching State Assessments. Students that are reading below level have a variety of intervention needs and teachers recognize that no single program or strategy can be successful for the remediation of all students. Teachers work with the lead teacher and implement a variety of effective reading strategies that are grounded in scientifically based reading research and proven to have been successful in the remediation of struggling adolescent literacy learners.

If the core instruction is not both effective and equitable, then Tier 2 (Supplemental) interventions are provided to those students identified as “at-risk.”

Characteristics of Tier 2 interventions are:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions must be provided in addition to core instruction
3. Interventions focus on particular skill areas that need strengthening.

Tier 3 interventions are developed based on individual student needs following a problem-solving process that use diagnostic assessment to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2.

Characteristics of Tier 3 interventions are:

1. Interventions are delivered to very small groups of students or to students individually.
2. Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.
3. Interventions focus more narrowly on defined skill areas.

The goals for these students are:

- Instruction with a structured delivery based on a 90-minute class session. This model assures daily direct instruction in whole group (30 min.), direct instruction and intervention in a small group setting (30 min), use of research-proven software (20 min), whole group direct instruction, and closure (10 min);
- Use of reading materials of various levels of difficulty and interest;
- Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas;
- Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies;
- Use of predictable language materials for students who are lagging behind three grade levels in reading. These materials are based on rhyme, rhythm, and repetition of patterns. Materials will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This results in dynamic, visual, and spatial images that promote the formation of vivid mental models that are especially beneficial for students with little knowledge;
- Use of computer-assisted instruction for students to practice reading skills;
- One-on-One tutoring both in class and after school;
- After-school mentoring opportunity;

- Weekend school.

There were no areas of concern regarding MTSS/Rtl during the OSPR visit. The school commits to following Federal, State and local laws, policies and procedures as well as Broward County Public School's policies and procedures regarding MTSS/Rtl.

- **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.**

Early Warning System Data (K-8)										
Indicators	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Attendance below 90 %	0	2	2	4	1	4	2	2	6	23
One or more suspensions	0	0	0	2	1	0	1	0	0	4
Level 1 on statewide assessment	NA	NA	NA	1	4	11	5	8	12	41
Students exhibiting two or more indicators	0	0	0	0	0	2	1	1	2	4

School's plan to support students demonstrating warning flags in "**Attendance below 90 %**" indicator is as follows:

	At Risk of Missing more than 10 % of Days
	» Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance

A. Monitor Data

» Look for qualitative data to assess the underlying cause for a student's continued absences

B. Engage students and parents

» Call or send letter to alert family to attendance concerns and explore what help may be needed.

» Suggest a home visit and/or conference to address barriers to attendance

» Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified

» Help parents understand and avoid legal consequences of extreme chronic absence

» Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families

» Determine if the student has make up work that is needed to keep up their grade point average and ensure the student and their family understand what make up work is due

C. Recognize Good & Improved Attendance

» Work with students and families to set attendance goals and time frames

» Engage students in tracking their own attendance daily

» Recognize good and improved attendance weekly

» Develop strategies with students based on age, interest and other factors

D. Provide Personalized Early

» Schedule Parent/School Staff Conference to discuss absences (Principal, Vice Principal, Teacher, Guidance Counselor, etc.)

Outreach

» Refer families to appropriate services e.g. social services, human resources, housing, and health services

» Makes home visits and connect families with needed resources

» Work with students and families to develop strategies for improved attendance

E. Remove barriers to attendance

» Identify barriers to attendance, such as health, transportation or housing

» Involve public agencies and community partners and resources as needed to address barriers to attendance

» Provide families with information on community resources that can help overcome barriers

School's plan to support students exhibiting indicators in state testing is as follows:

The process for MTSS/RtI at Broward Math and Science Schools begins with identification through the Early Warning System using Basis 3.0. Some of the EWS indicators used to identify students for RtI are whether a student is below grade level in reading and/or math, previous retention, frequent behavioral referrals and frequent tardiness and/or absences.

The Collaborative Problem-Solving Team and the general education teachers meet to first identify the problem by using the EWS indicators and compare the students' current level of performance to their expected level of performance and their peers' level of performance. The School uses Florida Standards Assessment and i-Ready Diagnostic Progress Monitoring Assessments to monitor throughout the school year. Once the problem is identified within the CPS team meeting, a hypothesis is made to answer why the student is not performing on level.

Next, the CPS team discusses evidence based interventions to be implemented including the intensity to match the specific student, setting and problem. For students who are performing below grade level, teachers implement Tier 2 interventions such as i-Ready, small group instruction using Reading Wonders Tier Interventions, Go Math Intervention, Inside curriculum,

i-Ready Phonics Tools for Instruction packets and after school tutoring to supplement their learning. Middle school students who are Level 1 and 2 take Intensive Reading and Intensive Math classes instead of electives. In these intensive math and reading classes, instruction is delivered based on i-Ready diagnostic test results.

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.

The School has a policy and procedure that includes, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DOE data reporting requirements. The Governing Board adopts and maintains an annual operating budget in the governing board meetings. The principal authorizes the expenses according to approved budget. The business manager enters income and expenses to the QuickBooks and keep all the records. Monthly financial reports are obtained in accordance with standards and generally accepted accounting principles. Those financial reports are reviewed in the board meetings and shared with the district monthly. The principal and the president are authorized to sign the checks on behalf of school. The principal and business manager, and board make sure that the expenses are in light of approved budget regularly. The board makes sure the school's financial resources are properly managed based upon an effective monitoring on the approved annual budget.

There are currently two mechanisms in place for governing board to monitor the school's financial health and compliance. One is business manager and principal working closely with board to make sure school's financial health and compliance. The second one is that the governing board reviews school financials to make sure school's financial health and compliance in every board meeting. Furthermore, the district financial reports are monitored by the district to oversight the financial health of the school.

Furthermore, the School works with an independent CPA and has been in compliance for conducting an annual audit of the financial operations of the school since inception. Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting are subject to any directives issued by the State of Florida and the local school district. Accounting and maintaining are in accordance with Governmental Accounting and Financial Reporting Standards using the "Redbook." The financial reports and records reflect the Governmental Accounting Standards Board (GASB) Statement 34 guidelines, applicable for state and local governments and their units. These reports contain reports showing in detail the revenues, expenditures, and changes in the fund balance. The statements are prepared based on Generally Accepted Accounting Principles and abide by the conventions of Financial and Program Cost Accounting and Reporting for Florida Schools, Rule 6A-1.087, Florida Administrative Code (the Redbook). Only certain school personnel have access to student records, and computerized records are backed up regularly and stored in a secure area.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

Internal control is defined as a process affected by an organization's structure, work and authority flows, people and management information systems, designed to help the organization accomplish specific goals or objectives. It is a means by the School's resources are directed,

monitored, and measured. It plays an important role in preventing and detecting fraud and protecting the School's resources, both physical (e.g., machinery and property) and intangible (e.g., reputation or intellectual property such as trademarks). At the organizational level, internal control objectives relate to the reliability of financial reporting, timely feedback on the achievement of operational or strategic goals, and compliance with laws and regulations. All employees of the School are responsible for managing internal controls. The School Board and School Administration is specifically responsible for ensuring that internal controls are established, properly documented, and maintained in the school. The School, under the direction of the Board establishes and maintains adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Control Activities - Approvals

- Written policies and procedures
- Limits to authority
- Supporting documentation
- Question unusual items
- No "rubber stamps"
- No blank signed forms/checks

An important control activity is authorization/approval. Authorization is the delegation of authority; it may be general or specific. Giving the school principal permission to expend funds from an approved budget is an example of general authorization. Specific authorization relates to individual transactions; it requires the signature or electronic approval of a transaction by a person with approval authority. Approval of a transaction means that the approver has reviewed the supporting documentation and is satisfied that the transaction is appropriate, accurate and complies with applicable laws, regulations, policies, and procedures. Approvers, the School principal or the Board should review supporting documentation, question unusual items, and make sure that necessary information is present to justify the transaction-before they sign it. Signing blank forms are never be allowed. Approval authority, the Principal and the Board may be linked to specific dollar levels. Transactions that exceed the specified dollar level would require approval at a higher level, the Board. Under no circumstance should an approver tell someone that they could sign the approver's name on behalf of the approver. Similarly, under no circumstance should an approver with electronic approval authority share his password with another person.

To ensure proper segregation of duties, the person initiating a transaction should not be the person who approves the transaction.

Control Activities - Reconciliations

- A reconciliation is a comparison of different sets of data to one another, identifying and investigating differences, AND taking corrective action, when necessary.
- For example, verifying charges in the general ledger to file copies of approved invoices.

Broadly defined, a reconciliation is a comparison of different sets of data to one another, identifying and investigating differences, and taking corrective action, when necessary, to resolve

differences. Reconciling monthly financial reports from the QuickBooks (e.g., Statement of Accounts, Ledger Sheets, etc.) to file copies of supporting documentation is an example of reconciling one set of data to another. This control activity helps to ensure the accuracy and completeness of transactions that have been charged to the School. To ensure proper segregation of duties, the person who approves transactions or handles cash receipts should not be the person who performs the reconciliation. Reconciliation is done by the School admin and/or the School Board member. The School Board reviews all of the financial statements in each of their meetings. Another example of a reconciliation is comparing vacation and sick leave balances per departmental records to vacation and sick leave balances per the payroll system. A critical element of the reconciliation process is to resolve differences. It does no good to note differences and do nothing about it. Differences should be identified, investigated, and explained--corrective action must be taken by the Principal and the Board. If an expenditure is incorrectly charged to the School, then the approver, in daily operation the Principal, should request a correcting journal entry; the reconciler should ascertain that the correcting journal entry was posted. Reconciliations should be documented and approved by the School Board.

Control Activities - Reviews

- Budget to actual comparison
- Current to prior period comparison
- Performance indicators
- Follow-up on unexpected results or unusual items

Reviewing reports, statements, reconciliations, and other information by the Board and Administration is an important control activity; the school admin and the Board reviews such information for consistency and reasonableness. Reviews of performance provide a basis for detecting problems. The school admin and the Board compares information about current performance to budgets, forecasts, prior periods or other benchmarks to measure the extent to which goals and objectives are being achieved and to identify unexpected results or unusual conditions which require follow-up. The Board and Administration review of reports, statements, reconciliations, and other information should be documented as well as the resolution of items noted for follow-up.

Control Activities – Asset Security

- Security of physical and intellectual assets
- Physical safeguards
- Perpetual records are maintained
- Periodic counts/physical inventories
- Compare counts to perpetual records
- Investigate/correct differences

Liquid assets, assets with alternative uses, dangerous assets, vital documents, critical systems, and confidential information must be safeguarded against unauthorized acquisition, use, or disposition. Typically, access controls are the best way to safeguard these assets.

The School for capital assets or significant inventories establish perpetual inventory control over these items by recording purchases and issuances. Periodically, the items are physically counted by a person who is independent of the purchase, authorization and asset custody functions, and the counts should be compared to balances per the perpetual records. Missing items are

investigated, resolved, and analyzed for possible control deficiencies; perpetual records should be adjusted to physical counts if missing items are not located.

Control Activities – Segregation of Duties

No one person should...

- Initiate the transaction
- Approve the transaction
- Record the transaction
- Reconcile balances
- Handle assets
- Review reports

At least two sets of eyes

Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions. In general, the approval function, the accounting/reconciling function, and the asset custody function should be separated among employees, the accountant, admin and the Board. When these functions cannot be separated, due to small department size, a detailed supervisory review of related activities are required as a compensating control activity. Segregation of duties is a deterrent to fraud because it requires collusion with another person to perpetrate a fraudulent act. Specific examples of segregation of duties are as follows:

- The person who requisitions the purchase of goods or services should not be the person who approves the purchase.
- The person who approves the purchase of goods or services should not be the person who reconciles the monthly financial reports.
- The person who approves the purchase of goods or services should not be able to obtain custody of checks.
- The person who maintains and reconciles the accounting records should not be able to obtain custody of checks.
- The person who opens the mail and prepares a listing of checks received should not be the person who makes the deposit.
- The person who opens the mail and prepares a listing of checks received should not be the person who maintains the accounts receivable records.

Monitoring

Monitoring is the assessment of internal control performance over time; it is accomplished by ongoing monitoring activities and by separate evaluations of internal control such as self-assessments, peer reviews, and internal audits. The Board is overseeing the financial activities monitoring them closely. The purpose of monitoring is to determine whether internal control is adequately designed, properly executed, and effective. Internal control is effective if the school and interested stakeholders have reasonable assurance that:

- They understand the extent to which operations objectives are being achieved.
- Published financial statements are being prepared reliably.
- Applicable laws and regulations are being compiled.

Just as control activities help to ensure that actions to manage risks are carried out, monitoring helps to ensure that control activities and other planned actions to affect internal control are carried out properly and in a timely manner and that the end result is effective internal control.

Separate evaluations, on the other hand, such as self-assessments and internal audits, are periodic evaluations of internal control components resulting in a formal report on internal control.

Administration and Board role in the internal control system is critical to its effectiveness. The use of spot checks of transactions or basic sampling techniques can provide a reasonable level of confidence that the controls are functioning as intended.

Purchasing

The School develops cost-effective and efficient purchase requirements in order to achieve full and open competition, meet delivery schedules, control inventory and material, and expedite purchases.

The School selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

After approval of the annual budget, the School Principal reviews the School's needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts. In preparing purchase requisitions, the School Principal or designee identifies minimum needs.

Processing Purchase Requisitions

1. Purchase Requisitions are forwarded to the School Administrative Assistant or Receptionist. The School Administrative Assistant or Receptionist prepares a spreadsheet by vendor for the items requisitioned.
2. The Purchase Requisitions includes the following:
 - i. A description of items ordered
 - ii. A cost estimate
 - iii. The required delivery information
 - iv. A statement of the nature and purpose of the procurement
3. Purchase Requisitions are approved by the School Principal, after review of the remaining budget.
4. The Administrative Assistant presents Purchase Requisitions to the School Principal for review and approval.
5. Approved Purchase Requisitions are forwarded to the School Bookkeeper or School Principal.

Processing Purchase Orders

1. A Purchase Order is prepared by the School Principal or approves the information that was input by the Bookkeeper.
2. Before a Purchase Order is sent to a supplier, it is reviewed by the School

Principal for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.

3. Purchase Orders are approved by the School Principal.

4. Two copies of the Purchase Order are prepared. One copy is forwarded to the vendor, and the other copy is filed alphabetically by vendor in the business office and entered in the Purchase Order Log by pre-assigned number to track outstanding commitments.

In all purchases, the school uses the State Sales Tax exempt form, which is currently in place.

Fixed Assets

The School follows the policy of capitalizing all fixed assets purchased greater than \$750 per unit. The School does inventory, register, and tag all tangible personal property purchased with public funds and implement a fixed asset management system recording such inventory as registered and tagged. The school develops guidelines for the inclusion and exclusion of items from the fixed asset inventory system and identify the person responsible for maintaining the fixed asset inventory system. Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software. The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the School Principal.

Depreciation

Procedures

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, depreciation expense must be recorded in the general ledger at the end of each year. The School uses the straight-line method of depreciation over the assets useful life as determined as follow:

Computers

3 years

Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Useful life or life of lease, whichever is less
Building Improvements	20 years
Building	40 years

To ensure that all recorded assets exist and are in use;

- (i) All property and equipment is tagged when received.
- (ii) Physical inventories are performed bi-annually.
- (iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled monthly.

Disposal of Property and Equipment

To ensure that assets no longer in use are disposed of in accordance with existing policies.

- (i) Use of fixed asset disposal authorization forms.
 - (ii) Disposal or transfer of fixed assets only with proper authorization.
- i. Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

Procedures

1. A determination is made by the School personnel as to the usefulness of a fixed asset.
2. An Asset Disposal Form, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the School Principal.
3. The Asset Disposal Form is reviewed and signed by the School Principal.
4. A copy of the Asset Disposal Form is routed to the School Principal, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the general ledger. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is recorded in the general ledger.

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

The school follows the financial and cost accounting program that meets standards and requirements of the state of Florida. Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting is subject to any directives issued by the State of Florida and the local school district. Accounting and maintaining are in accordance with Governmental Accounting and Financial Reporting Standards using the "Redbook." The School utilizes the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. The financial reports and records reflect the Governmental Accounting Standards Board (GASB) Statement 34 guidelines, applicable for state and local governments and their units. Required financial reports are prepared and sent to the Sponsor on a timely basis to ensure accountability of expenses. Financial reports and annual statements that include revenues and expenditures are prepared in accordance with generally accepted accounting principles.

Fiscal year starts July 1st of current year through June 30th of the following year. The School Board contracts annually with a qualified independent certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with auditing standards.

Some of the practices that the school implements:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting;
- Record transactions managed by these accounts in a QuickBooks or similar program;
- Reconcile monthly reports and bank statements and keep in monthly binders at the school;
- Record and log all cash and checks received and deposit daily;
- Require dual signatures for all checks over \$10,000, as established by the Board;
- Make disbursements only to authorized/approved vendors;
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets;
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed;
- Follow guidelines and procedures for proper disposal and inventory followed by the state of Florida;
- Retain documents for a specified amount of time in accordance with the Florida Statutes.

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 School has been submitting to the Sponsor all required financial statements monthly and quarterly in the form of prescribed format with all supporting documents including un-audited balance sheets and statements of revenue, expenditures and fund balances, and budget to actual reports. In addition, the School provides an annual financial report and program cost report information to the district every year. All board meetings are open to public when the board review financial statements in its meetings. All meeting minutes, budgets, and annual audit reports are published at school's website. These statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB) Statement 34 guidelines using governmental accounting. The Governing Board reviews the budget in each meeting, approving the preliminary and official operating budget, along with any amendments, to ensure fiscal accountability and economic sustainability. The school also provides required Title I expenditure documentation to the Sponsor on a monthly basis.

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.

The School Board adopts an annual budget for each fiscal year and submits it to the Charter office as part of deliverables in a timely manner. Our school budgets always had sufficient funds to cover operating expenses associated with the operation of the School, including any lease payments, teacher and other staff salaries and benefits to support our vision, mission, beliefs, educational programs, and our plan for continual improvement. Audit results shows that the majority of the budget has been spent for instruction that supports the school's vision, mission, beliefs, educational programs, and action plans for improvement.

The School's Governing Board oversees the policies and procedures and financial oversight of the school. The school is annually audited by an independent audit firm. The CPA reported that Sections 10.854(1)(e)2., Rules of the Auditor General, requires that the auditor reports the results of our determination as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with the audit, the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes. Section 10.854(1)(e)1., Rules of the Auditor General, requires that the auditor determines whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no prior audit findings or recommendations.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that the auditor addresses in the management letter any recommendations to improve financial management. In connection with the audit, the auditor did not have any such recommendations. Section 10.854(1)(e)4., Rules of the Auditor General, requires that the auditor addresses noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material, but which warrants the attention of those charged with governance. In connection with the audit, the auditor did not have

any such findings. In sum, since the inception, the external auditors have reported no substantial audit findings or recommendations throughout the charter contract period.

In addition, the school has maintained proper internal controls, cash management, and fiscal responsibility during the term of the charter. All of the school's financial obligations are in good standing. The School has maintained balanced budgets and positive cash flows over the past four (4) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal and business manager prepare a school budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications and revisions as needed in each board meeting. The Governing Board will diligently continue oversee the policies and procedures and financial oversight of the school and remain responsible for all financial matters delegated to the Principal during the new charter term.

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

In first two years, the School received a start-up grant from the FLDOE that helped to purchase furniture, fixtures, textbooks, and materials. The School has operated in a fiscally conservative manner for years with a balanced budget each year. Our annual audits have been sound with no findings. The School has never experienced any cash flow issues or debt during the first charter term. As mentioned above, the Governing Board oversees the policies and procedures and financial oversight of the school. The School is annually audited by an independent audit firm. The external auditors have reported no substantial audit findings or recommendations throughout the charter contract period. Likewise, the School has not met any of the conditions described in Section 218.503(1), Florida Statutes Financial Emergency. The School has maintained proper internal controls, cash management, and fiscal responsibility during the first term of the charter.

In addition, the School owed the District two months of revenue, \$333,723.27, due to facility issues and delay in opening of the School when it was first approved. One of financial successes of the School was to be able to pay back this outstanding liability within the first charter term and maintained fiscal solvency. The established sound financial procedures to safeguard the finances as detailed above help the School's financial obligations being in good standing so that the school can sustain any unforeseen expenditures based on the current net balance and anticipated surplus. Furthermore, the projected five-year budget demonstrates the School will continue to operate with a surplus.

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

The School's current capacity and financial reports has shown sound and sustainable long-term financial plan during the first term of the charter. As seen from five-year projected budget, the School will further strengthen its financial performance for the upcoming term of the charter agreement by maintaining enrollment and adhering to budgeted expenditures, as approved by the Governing Board. The Projected Five-Year Budget for 2019-2024 is a conservative projection of revenues while expenditures are based on historical data and account for increase in cost of living. It is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the School. With our fixed expenses and gradual student growth, we are able to ensure growth, which will keep us in a positive financial status. The

leadership at the School creates and maintains a balanced budget in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement and provides guidance and resources to assist the school with fiscal responsibility and accountability on a long-term basis. The School used the Revenue Estimate Worksheet for 2018-2019 (Appendix R- Revenue Estimate Worksheet FOR 2018-2019) to forecast the revenue and created a Projected Five (5) Year Budget for 2019-2024 (Appendix Q- Projected Five Year Budget for 2019-2024) based on this revenue and current expenditure data. These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

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.

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

During the first term of the charter, the School has anticipated to serve K-12 grade level by increasing student body gradually. The plan was to secure another close by facility to have a high school. However, due to facility challenges in the area, the School wishes to stay at K-8 grade level during the new term of the charter. The current facility can only handle K-8 grade level, about 500 students, and there is no room to grow to a high school.

During the initial term, after the first charter approval, since the facility was not ready on time, first charter was not open back then. This had impacted current charter’s enrollment numbers at initial year. However, the School was able to pick up more students as it continued its operation and being known in the area. The School enrollment has been consistent for the last four years.

The School has ensured that its enrollment supports fiscal solvency to operate its programs, and safe and secure environment to ensure that the school is in compliance with local regulations and guidelines regarding occupancy. Student enrollment has increased annually from 2014-2018. The School plans to gradually increase the enrollment during the new charter term since there are more students in lower grade levels that will eventually move onto upper grade levels.

Year	Enrollment*	Year	Projection
2014-15	95	2019-20	350
2015-16	192	2020-21	400
2016-17	258	2021-22	450
2017-18	323	2022-23	500

2018-19	320**	2023-24	500
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*Final unweighted numbers.

** Projection for this year.

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

Our community is represented in the demographic of the School’s enrollment. The racial/ethnic composition is reflective in our student body. Our current enrollment by ethnicity is represented in below table.

*K-8 Schools nearby	% WHITE	% BLACK OR AFRICAN AMERICAN	% HISPANIC/LATINO	% ASIAN	% TWO OR MORE RACES
BROWARD MATH AND SCIENCE SCHOOLS	19.4	44.6	29.5		5
RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS	25.7	25.8	38.9	6.4	2.6
RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY	16.5	70.6	9.5		
*Based on 2016-2017 SPAR					

Based on 2016-2017 SPAR, the largest subgroup student demographics are: Black (44.6%), Hispanic (29.5%), and White (33%), and 5% multiracial.

At Renaissance Charter School at Coral Springs, the current demographics reflect that the students are 38.9% Hispanic, 25.8% Black, 25.7%White, 6.4% Asian, and 2.6% multiracial. At Rise Academy, the current demographics reflect that the students are 9.5% Hispanic, 70.6% Black, and 16.5%White.

Please see the Table.7 in the attachment section of ORGANIZATIONAL PERFORMANCE for percentage of economically disadvantaged students, number of students enrolled and percent of minority students in our school.

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

The School implements enrollment procedures in compliance with applicable law and as described in the contract. The School opens to children in Kindergarten through 8th grade who submits a timely application. Every applicant will be given equal opportunity in the admissions process. The School emphasizes that any eligible applicant will be accepted regardless of race, color, national origin, religion, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or athletic performance.

The school will have an enrollment season. The deadlines for applications, lottery date, and registrations will be publicly announced on the school website. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery"). Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.

3. Students who are the children of an employee of the charter school.

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

During the second semester, the school sends home a re-enrollment form asking each parent to indicate if their student will return to the School the following school year. Additionally, the school asks if each attending student has any siblings that intend on enrolling next school year.

Once the forms are returned, the school calculates the number of students returning for each grade level and the number of new enrolling siblings.

After this information is aggregated, the school looks to see how many openings, if any, it will have. The school then notifies the public it is accepting new enrollment for the upcoming year and sets a preliminary date for the random selection process (the lottery). If there are more applications than seats available, the lottery process is used to determine who is enrolled. All students who are not selected in the lottery are placed on a waiting list. Any premature vacancies due to student withdrawals will be filled in from the waiting list. Students may withdraw from the charter school at any time and enroll in another public school as determined by policy set by the School Board of Broward County, Florida.

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

The School maintains a safe and secure learning environment. For any incidents that occurred at the school, the appropriate corrective actions are taken to ensure the safety and security of the school and its students. The School has a code of conduct and implements it to provide criteria for addressing the issues that will ensure the health, safety, and welfare of all students. In addition, with the recent requirements of the Marjory Stoneman Douglas High School Public Safety Act, the School will have a guardian on campus and participates guardian program by working with Broward Sheriff Office.

Furthermore, the School administration, teachers and staff work closely to have student supervision all the time during school hours. Staff are available for car line as students arrive in the morning and are dismissed in the afternoon. Student Safety Patrols are readily available to assist with monitoring hallway traffic and student arrivals and dismissals. The School has staff who are certified in CPR/Child Safety. All external doors and access doors to classrooms are locked during school hours. The School has cameras and in the process of installing front door buzzers in the main office area and conducting an annual active shooter and building safety training provided by local law enforcement.

More importantly, our teachers and staff consistently model and teach appropriate behavior to our students. Students are awarded a Character Award throughout the school year for demonstrating appropriate behavior in school. Character lessons are implemented and modeled monthly in all classrooms.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

1.1 Table 7	GUMUS, ALI, 11/16/18 1:58 AM	PDF / 89.174 KB
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Notes

2. FACILITIES

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

Before the opening of the School, the building had to pass all required inspections including Health, Fire, and Safety inspections to obtain a certificate of occupancy, which are on file. The School submitted proof of the appropriate facility certification (including all certificates of occupancy and/or certificates of use that are required by applicable building codes) to the Sponsor before the initial opening day of classes. The school complies with all applicable laws, ordinances, and codes of federal, state, and local governance, including the IDEA, the ADA, and section 504 of the Rehabilitation Act. The School obtained all necessary licenses, permits, zoning, use approval, facility certification, and other approvals required for use and continued occupancy of the facility as required by the local government or other governmental agencies. The School complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, except as otherwise provided for under the requirements of the State Requirements for Educational Facilities (SREF). The School complies with the state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located, including reference documents, applicable state and federal laws and rules. The School does not have any religious or partisan political symbols, statues, artifacts, etc., on or about the property and facilities.

During the first term of the charter, the onsite evaluation reports by the district acknowledge that the school facilities are up to code and that the facilities are conducive to a good learning environment in compliance with applicable facilities laws. The School receives annual fire inspection by fire and district building department and twice a year health inspection by health department in each fiscal year. All inspection reports are submitted to the District regularly.

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

The School complies with all applicable state and/or federal laws relating to the health, safety, and welfare of students. This is evidenced by the Fire and Health Inspection Reports which are on file. The School has records of all facility inspections for building, fire, and safety on file.

The School has shown no violations with all health and fire inspections. Fire and tornado drills are conducted and logged on a monthly basis in compliance with the law and provided to the Broward County Public School charter school office. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. Evacuation plans and Comprehensive Emergency Plans are posted within each classroom, office, and in common areas.

The School has policies and procedures for severe weather, fire, violent student behavior, dangerous intruder, and death at school, contagious outbreak, lockdown procedure and many others.

The School also carries all required insurances specified by the charter contract. Furthermore, the School is in compliance with requirements of recent Marjory Stoneman Douglas High School Public Safety Act, and will have a guardian on campus and participates in the guardian program by working with Broward Sheriff Office.

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 legal entity that will organize and/or operate the school is Riverside Science, Inc., a Florida nonprofit corporation doing business as Broward Math & Science Schools which already has 501(c)3 status. Riverside Science, Inc., has four board of directors and those directors are governing board members of the School. The officer positions are president, vice president and secretary. The certificate of the Incorporation and by Laws of the entity are on file.

The corporation is managed by its board of directors (“Governing Board”). The Governing Board has the responsibility for all of the affairs and management of the School, policymaking, and provides continued oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governing structure as defined in the charter contract, by laws, and articles of incorporation.

Some of the responsibilities of Governing Board of the School:

- all fiduciary, legal and regulatory compliance issues
- annually adopt and maintain an operating budget and submit the approved budget to the

District each year along with a copy of the minutes of the meeting showing approval of the budget by the Governing Board

- retain the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the Governing Board;
- review and approve the audit report, including audit findings and recommendations for the financial recovery plan;
- monitor a financial recovery plan in order to ensure compliance, if applicable;
- establish, define, refine and oversee the School's educational philosophy, operational policies and procedures, academic accountability procedures, and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;
- exercise continuing oversight of the School's operations;
- participate in governance training approved by the Department of Education that must include government in the sunshine, conflicts of interest, ethics, and financial responsibility;
- make full disclosure of the identity of all relatives employed by the School in accordance with Section 1002.33(7)(a)18, Florida Statutes;
- adopt policies establishing standards of ethical conduct for instructional personnel and School administrator in accordance with Section 1002.33(12)(g)3, Florida Statutes;
- avoid all conflict of interest, including, but not limited to, being employed by, owning, or serving on the board of directors of any entity which contracts with the School;

The Governing Board members are trained by the Charter School governance training in the areas of government in the sunshine, conflicts of interest, ethics, and financial responsibility. Certificates of governing board training for current governing board members are on-file.

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.

To ensure that parents/guardians will have ready access to the governance of the School, meetings of the Governing Board are open to the public in accordance with Section 286.011, Florida Statutes, unless confidentiality is required by law. The Governing Board provides reasonable public notice of the date, time, and place of its meetings and maintains at the School's site detailed minutes of its meetings, which are regularly scheduled. These meetings are open to the public, and the minutes are available for public review. The School's Governing Board publishes a calendar on its website that contains a schedule of all Governing Board meetings for the school year, including the date and time of the meetings and the locations. The School holds all meetings of its Governing Board at the school site within Broward County, Florida. Meeting minutes, budgets, and audited financial reports are posted on the school's website and provided to the Sponsor.

C. Employment/Staffing

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

The School promotes and creates diversity in its staff and its employment practices are nonsectarian not violating the anti-discrimination provisions of Section 1000.05, Florida Statutes ("The Florida Education Equity Act"). In compliance with certification requirements, the School's teachers are certified and teaching in-field and the School's support staff have attained at least two (2) years of college education or have passed an equivalent exam. In conjunction with Title I funds, the School employs highly qualified teachers.

The School may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in Chapter 1012 and as provided by State Board of Education rule for charter school governing boards; however, all teachers in core academic areas are certified/qualified based on Florida Statutes and highly qualified as required.

In the event that the principal is unable to fill open an open position with a candidate who meets the certification criteria, an interim substitute teacher is hired. The open position is continuously advertised and the principal actively interviews in order to replace interim substitutes with appropriately certified instructional staff members. Parents are notified when their child's teacher is an interim substitute and/or when their child's teacher has an Out-of-Field agreement.

The School requires all employees to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Members of the governing board of the charter school are also be fingerprinted in a manner similar to that provided in Section 1012.32, Florida Statutes. Any person serving in any capacity with the School or its governing body must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. The School does not allow any person (whether employed directly by the School or its governing body or by a contractor) to serve in any position requiring or involving direct contact with students who has been convicted of a felony crime or moral turpitude.

As outlined in the charter contract, the School agrees:

- not to knowingly employ an individual for instructional services if the individual's certification or licensure as an educator is suspended or revoked by this or any other state.
- not to knowingly employ an individual who has resigned in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school district with respect to child welfare or safety.
- that its employees will be required to abide by the guidelines set forth in Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida.

The School has adopted its employee handbook, which is in-file and each member of the staff adheres to the school's policies and procedures as stated in the employee handbook.

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

The School uses the Florida Consortium of Public Charter Schools Model Evaluation for teacher and administrator evaluations, which is in file.

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

The school's Governing Board approved and adopted a pay for performance plan and salary schedule.

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.

Parental involvement in school matters is an integral and a required part of the philosophy and operation of the School. The School established a communication system that includes parents, teachers, and the community members involved in the school. This system functions to assist school administration and teachers. The following areas represent a sampling of parental involvement:

- Parents are encouraged to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Programs are set up and information is shared with parents about how they can assist their own children to learn;
- Parents are encouraged to become involved in instructional and support roles at the school and at home;
- Parents serve on various committees such as the school beautification committee, academic enrichment committees, public relations committee, etc;
- Parents attend parent conferences and "open houses" designed to keep communication and active involvement ongoing;
- Parents are surveyed annually, using parent satisfaction or school climate surveys; and
- Parents' remarks, comments, and suggestions are heard during regular board meetings.
- Lines of communication between the school's governing board or management team and

parents are always kept open.

- Monthly Newsletter
- Home Visits
- Class Dojo
- Call-em-All
- School website and social media pages

The board recognizes and values the parents' rights to information concerning board actions, school policies, and the educational and business operations of the school. Board members' and admin teams' contact information are shared with parents, and the principal has an open door policy.

The School informs the parents with their rights and responsibilities through its student handbook. The School has an online portal that parents can receive live feedback about their child's progress. In addition, faculty are assigned to work closely with the parents using one-on-one settings and group activities. Working with the parents in this way are the responsibility of each faculty member.

The School teachers encourage parents to be intimately involved in their children's education. This requires an understanding on the teacher's part, of what it is like to be a parent. Teachers attend all parent activities to achieve this goal. Our parents participate in individual class events as volunteers and chaperones. They plan different activities for the students, such as in-house fieldtrips, Fall Festival, Hispanic Heritage Night, Black History Month activities, STEM days and Thanksgiving Night, etc. Parents are encouraged to volunteer in classrooms, on fundraisers, and in special activities.

The School consistently communicates with parents and guardians with Class Dojo messages and written notices in student agendas, regular phone calls, emails, and Call-Em-All phone blasts. Parents and guardians are made aware of students' educational, material, physical, and emotional needs. The School facilitates academic meeting with parents so parents learn how to work with their children at home. Parents are encouraged to communicate with, and attempt to solve all problems with, classroom teachers as classroom teachers understand students than other staff members. If lingering issues between parents and classroom teachers remain, parents are encouraged to consult with the principal and a law enforcement officer, when necessary. If the issue cannot be resolved at the school-based administrative level, parents are referred to the Governing Board.

In addition, the School develops an annual Title I Parent Involvement Plan. Parental involvement initiatives and events are planned and facilitated, and parent participation is recorded and reported. The Board has also Parent Liaison who facilitates communication and concerns among parents, board members, and the administrative team. The Parent Liaison shares parent feedback, insight, and concerns with the principal continuously.

In summary, Parent involvement opportunities include but are not limited to Governing Board Meetings, Curriculum Nights, School Events, Parent Teacher Conferences, Classroom and Grade Level Communications, Climate Surveys.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	Appendix A	GUMUS, ALI, 11/16/18 2:04 PM	PDF / 57.309 KB
1.2	Appendix B	GUMUS, ALI, 11/16/18 2:04 PM	PDF / 1.592 MB
1.3	Appendix C	GUMUS, ALI, 11/16/18 2:04 PM	PDF / 228.97 KB
1.4	Appendix D	GUMUS, ALI, 11/16/18 2:04 PM	PDF / 439.653 KB
1.5	Appendix E	GUMUS, ALI, 11/16/18 2:04 PM	PDF / 101.872 KB
1.6	Appendix F	GUMUS, ALI, 11/16/18 2:03 PM	PDF / 317.31 KB
1.7	Appendix H	GUMUS, ALI, 11/16/18 2:03 PM	PDF / 75.679 KB
1.8	Appendix I	GUMUS, ALI, 11/16/18 2:03 PM	PDF / 546.741 KB
1.9	Appendix L	GUMUS, ALI, 11/16/18 2:02 PM	PDF / 760.486 KB
1.10	Appendix N	GUMUS, ALI, 11/16/18 2:02 PM	PDF / 114.093 KB
1.11	Appendix Q	GUMUS, ALI, 11/16/18 2:02 PM	PDF / 451.229 KB
1.12	Appendix R	GUMUS, ALI, 11/16/18 2:02 PM	PDF / 248.325 KB
1.13	Appendix S	GUMUS, ALI, 11/16/18 2:01 PM	PDF / 100.379 KB
1.14	Appendix T	GUMUS, ALI, 11/16/18 2:01 PM	PDF / 992.036 KB
1.15	Appendix U	GUMUS, ALI, 11/16/18 2:01 PM	PDF / 122.599 KB
1.16	Appendix V	GUMUS, ALI, 11/16/18 2:00 PM	PDF / 74.218 KB
1.17	Appendix W	GUMUS, ALI, 11/16/18 2:00 PM	PDF / 9.532 MB
1.18	Appendix Y	GUMUS, ALI, 11/16/18 1:59 PM	PDF / 252.451 KB