

2018 Charter Renewal Program Review

Charter Renewal Application #000354

Renaissance Charter Schools At Pines

Location Code: 5710

Submitted To:

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

GENERAL

A. School Information

Open Date:
 Proposed Name: **Renaissance Charter Schools At Pines**
 School Type: **Elementary / Middle**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District:
 Neighborhood / Community:
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **10501 Pines Blvd Pembroke Pines, Florida 33026**
 Phone: **(954) 862-1283**
 Fax: **(954) 862-1284**
 Web Site: **recspines.org**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **Renaissance Charter School, Inc. (EMO)**

B. Primary Contact Person

Name: **Daniel Verdier**
 Mailing Address: **10501 Pines Blvd Pembroke Pines, Florida 33026**
 Mobile Phone: **305-987-1936**
 Alternate Phone: **954-862-1283**
 Email: **dverdier87@gmail.com**
 Current Employer: **Charter Schools USA**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	160	160	160	160	160	160	160	160	160	160
1	161	161	161	161	161	161	161	161	161	161
2	161	161	161	161	161	161	161	161	161	161
3	161	161	161	161	161	161	161	161	161	161
4	161	161	161	161	161	161	161	161	161	161
5	161	161	161	161	161	161	161	161	161	161
6										
7										
8										
Total	965	965	965	965	965	965	965	965	965	965

D. Board Members

Name	Title	Contact Information	Current Employer
Clark, Dennis	Board Vice Chairperson	P: 9542602695 M: 9542602695 E: clar1318@bellsouth.net	
Haiko, Ken	Board Chairperson	P: 9545621671 M: 9545621671 E: kenh618@aol.com	
Miller, Billie	Board Member	P: M: E: Mardo6725@gmail.com	
O'Brien, John	Board Director	P: 2393226501 M: 2393226501 E: obiejp@comcast.net	
Strum, Shane	Board Director	P: 9546688721 M: 9546688721 E: shanestrums@hotmail.com	
Verdier, Daniel	Emergency Contact	P: 954-862-1283 M: 305-987-1936 E: dverdier87@gmail.com	Charter Schools USA
Wheeler, Thomas	Board Director	P: 9547039044 M: 9547039044 E: twheel_2000@hotmail.com	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

N/A

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

See attached.

Attachments

Section 1: COVER SHEET

1.1	Cover Sheet	Verdier, Daniel, 11/16/18 6:25 PM	PDF / 29.361 KB
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SECTION BREAKDOWN

1. SECTION BREAKDOWN

N/A

Attachments
Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

A.

PINES is not required to implement a School Improvement Plan (SIP) due to low academic performance. However, we do implement a Title 1 SIP as required by the State of Florida since we are designated a Title 1 school.

B.

Targeting support for AMO subgroups begins with data chats that drive our strategic use of resources and scheduling to meet students' academic needs. We place students in groups for differentiated instruction based on analysis of NWEA MAP and unit assessment data. Prior to the start of the school year, grade level teams are developed based on strengths of the teachers and needs of students based on the previous year's data. All teachers are provided with data chat facilitation support and instructional coaching to ensure all appropriate learning resources, such as McGraw-Hill Wonders English Language Learner (ELL) supplemental materials and leveled readers, are used with fidelity. PINES places an emphasis on supporting teachers in the planning and delivery of effective, and data-driven instruction. Standards-based reteaching takes place as part of our Instructional Focus Plan (IFP) after each unit of instruction. IFP instruction takes place daily in each classroom, in a small-group format that allows teachers to provide explicit reteaching and administer posttests to determine if students have demonstrated mastery of priority standards or need further targeted instruction for catch up growth. IFP time is also used strategically to frontload new information for students who require additional time and practice with new concepts. We track class and individual student mastery of standards and monitor progress towards meeting established goals throughout each benchmarking period and curricular unit. In addition to ongoing small group instruction and IFP sessions, classroom teachers and team captains deliver tiered interventions in alignment with our RtI approach. We ensure that students are provided with appropriate accommodations during testing and support teachers in matching appropriate accommodations to instructional plans throughout the year. Additionally, we are focused on maximizing the use of adaptive instructional software, which is designed to reach students at varying proficiencies, by ensuring teachers are well versed in program monitoring tools and accompanying teacher-led lessons.

Outside of the regular school day, we provide an academic and enrichment program to 150 at-risk students in all grades, free of cost, as recipients of a 21st Century Community Learning Center Grant Program. Our program, PINES Future Citizens, allows us to provide extended learning opportunities designed to enhance academic growth. Students who participate in the program receive tutoring/homework help, academic project-based learning activities, and attend personal enrichment programs. Certified classroom teachers provide tutoring in English Language Arts and Math, with Science tutoring offered to students in Grades 5 & 8. Project-based learning activities will have students participating in hands-on assignments that will supplement the Florida Standards that they are currently working on in their classrooms. Each student can select a personal enrichment class, such as Robotics, Cooking, or Journalism, to work on daily at the end of their schedule. Additionally, students participate in a physical education period every week to promote a healthy and activity lifestyle.

C.

Students have made significant improvements annually, especially in the most recent year, in ELA, math, and science. In ELA, Black students scored 59% and Hispanic students 57%, which is the lowest performing racial subgroup and is tied to decreasing (ELL) subgroup performance in ELA. Economically disadvantaged students and Students with Disabilities (SWD) saw significant improvements in ELA for the 2017-18 school year, scoring 55% and 32%, respectively.

To increase ELA proficiency among our ELL students, we are using more visual aids for learning, increasing the amount of group work, encouraging visitation to the ELA classroom by ELL teachers, utilizing pre-teaching techniques, and incorporating culturally unique vocabulary.

In math, Hispanic students scored 68% and Black students scored 61%. ELL students improved their performance almost 15 percentage points from the previous school year to 43%, and SWD improved by more than 20 percentage points to 47%. Economically disadvantaged students also improved by 15 percentage points to 63%.

In science, subgroups achieved their highest performance levels yet in 2017-18. Hispanic students scored 61% and Black students scored 41%. SWD scored 31% while economically disadvantaged students scored 52%. There were less than 10 ELL students tested, and as such, data for that subgroup is not available.

D.

Every year since opening for the 2014-15 school year, our students have improved their proficiencies in ELA, math, and science. In our first year, students were performing below the average elementary school statewide. Since then, our students have improved their proficiencies in ELA, math, and science by over 20 percentage points each, now exceeding the average elementary school statewide. For detailed information regarding FSA proficiency data, please see **Attachment B**.

In addition to taking state-mandated assessments, students are assessed using NWEA MAP assessments 3 times a year, Unit assessments 6-9 times per year (depending on grade/subject), and MAP Skills assessments intermittently throughout the year for progress monitoring. These assessments provide school leadership and teachers with the data necessary to plan instruction and determine student progress toward standards mastery. Students receiving tiered interventions are progress monitored at regular intervals in specific skill development, as determined by diagnostic assessments, to track the rate of student improvement and effectiveness of instruction. Data chats focused on NWEA data disaggregation take place three times annually, in alignment with our benchmarking periods, to measure progress toward meeting standards and goals. More frequent progress monitoring takes place after the delivery of each unit of instruction. We have moved from conducting curriculum focused data chats every quarter in previous years, to conducting data chats after each curricular unit of instruction. This provides teachers more frequent opportunities to disaggregate data, self-assess instructional planning, share best practices in instructional delivery, and design more effective instructional focus plans (IFP). IFPs provide an outline of high priority standards (based on FSA specifications) that need to be retaught and practiced in the next 2-4 weeks before being reassessed. IFP lessons are in addition to, and separate from, the delivery of the next unit of instruction and are delivered in a small-group format to ensure students are receiving the targeted support necessary to demonstrate standards mastery. Teachers track standards in each classroom to provide a visual reminder of the alignment between standards-based instruction and the level of student understanding attained.

E.

In our second year, our students' growth was below the average elementary schools' performance statewide. As of 2017-18, our students significantly outperform the average elementary school

statewide, with 63% making at least a year's worth of growth in ELA and 68% in math, which is almost 10 percentage points above the state average in both subjects.

For detailed information regarding student learning gains, please see **Attachment E**.

F.

Among our lowest 25% of students, more than 50% have made a year's worth of growth for the past two years in ELA (63% in 2017-18 and 56% in 2016-17). In math, gains among the lowest 25% dropped from 45% in 2015-16 to 29% in 2016-17. However, gains significantly improved to 44% for 2017-18, and we are ensuring that students among the lowest 25% continue to grow in math by providing them with more centers-based learning and small-group pullouts to remediate foundational math skills, as well as instituting math labs and emphasizing hands-on learning activities.

For detailed information regarding performance of the lowest 25% of students, please see **Attachment E**.

G.

We have administered state-mandated assessments to over 98% of eligible students each year, and 100% in the 2017-18 school year.

H.

The schools listed below are elementary schools located within a 5-mile radius of PINES that serve comparable student populations:

- Sea Castle Elementary School
- Pines Lakes Elementary School
- Boulevard Heights Elementary School
- Palm Cove Elementary School

Among these schools, PINES ranked first in 2017-18 among school grade categories in ELA and math proficiency, math learning gains, and science proficiency. PINES ranked second in ELA gains and gains among the lowest 25%.

For detailed information regarding relative performance, please see Tables 1 and 2.

I.

As shown in Table 3, PINES has earned a school grade of "C" or above since the 2015-16 school year, and recently raised its grade to "B" for the 2017-18 school year.

In our opening year (2014-15), the school did obtain a grade of "D." As a result, numerous operational changes and improvements were made to better serve students. We instituted a simplified approach towards implementing a Response to Intervention (Rtl) schedule to better identify and serve struggling students. An emphasis was placed on small-group instruction to focus the staff on serving the specific needs of all students, especially those who struggled to attain grade-level standards. All classrooms now heavily concentrate on student centers, which has included staff training and professional development regarding effective implementation. This has resulted in significant improvement regarding student growth each year.

Our focus on differentiation also applied to professional development for staff by giving teachers a

list of offerings and letting them choose what they felt they needed most. Teachers were also placed in classrooms based on skill and where they were best suited as opposed to simply meeting staffing needs. More thought was also put into the placement of staff and the layout of classrooms. Areas were repurposed and shifted to create better spaces for teachers and students based on need. For example, science teachers permanently moved their classrooms into labs, and flexible seating/furniture was placed in intervention rooms and collaborative learning spaces. We have also expanded our science program by investing \$90,000 to purchase additional science resources including all-inclusive FOSS lab kits for all grades, which has resulted in increased science achievement.

During the past two school years, we have appointed team captains for each grade level. The team captains lead their grade-level teams in disaggregating data in order to determine which benchmarks and standards need to be a primary focus. Strategies are then devised on the best way to differentiate instruction to more effectively teach those standards, which includes utilizing instructional software with fidelity. This implementation of team captains and this process has helped the school improve from a “C” to be a “B” for the 2017-18 school year.

We use NWEA, Running Records, and FLKRS to assess students in grades K – 2.

J.

PINES is not required to implement a SIP due to low academic performance. However, we do implement a Title 1 SIP as required by the State of Florida since we are designated a Title 1 school.

K.

The school has not been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

L.

N/A

M.

N/A

N.

N/A

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

1.1	Table 3	Verdier, Daniel, 11/16/18 6:20 PM	PDF / 59.719 KB
1.2	Tables 1 & 2	Verdier, Daniel, 11/16/18 6:20 PM	PDF / 69.386 KB

2. MISSION-SPECIFIC ACCOUNTABILITY

A.

Old Mission: To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

Before the start of our second year, our staff conducted a 3-hour working session to develop a mission that was more indicative of what we wanted to achieve and the school culture we wanted to create. Together, we identified the following core values: high expectations, a passion for teaching and learning, and the determination to push through adversity. The mission was kept clear and concise in order to be easily understood, and teachers exemplify these values daily so students see it as actions instead of just words.

New Mission: We, the Patriots, achieve greatness through high expectations, passion, and perseverance.

The school-specific academic goals outlined in the charter agreement are no longer relevant, as those goals were developed in 2012 based on FCAT performance data and future projections. However, we have made significant progress towards our mission of achieving greatness through high expectations, passion, and perseverance.

Our students and teachers know the high standards expected of them and have exemplified this through FSA proficiency data, which has increased every year since opening in the 2014-15 school year. In our first year, students were performing below the average elementary school statewide. Since then, our students have improved their proficiencies in ELA, math, and science by over 20 percentage points each, now exceeding the average elementary school statewide. This shows that teachers are setting high expectations and students are meeting those expectations in order to achieve greatness.

Our students are now instilled with a passion for learning, which all starts with teachers' passion for teaching, and this has been exemplified through learning gains on the FSA. In our second year, student growth was below the average elementary schools' performance statewide. As of the most recent year, our students now significantly outperform the average elementary schoolwide statewide, with 63% making at least a year's worth of growth in ELA and 68% in math, which is almost 10 percentage points above the state average. This proves that PINES's culture has nurtured a passion for learning in its students and that they are dedicated to achieving greatness by learning each year.

Our students and teachers also possess a drive to persevere on our path to greatness. Together, the school collectively pushes through times of adversity that require the "extra mile," specifically during state assessments. We prepare each student and afford them the highest chance of success, execute the proper processes and procedures efficiently and effectively during actual assessment times, and use the data from those assessments to improve instruction and better target each individual student needs. Teachers are dedicated to this demanding work and our students reciprocate that by doing their part to prepare for the assessments, following the rules and procedures during assessment times, and being receptive to the feedback they receive in light of their assessment results. Furthermore, our gains among the lowest 25% of students (those who deal with academic adversity on a daily basis) are the ultimate embodiment of PINES's perseverance. Among our lowest 25% of students, more than 50% have made a year's worth of growth for the past two years in ELA (63% in 2017-18 and 56% in 2016-17). In math, gains among the lowest 25% dropped from 45% in 2015-16 to 29% in 2016-17. However, gains significantly improved to 44% for 2017-18, which again shows our school's ability to persevere in the face of adversity on our journey toward greatness.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

A.

In our opening year (2014-15), the school did obtain a grade of “D.” As a result, our mission was changed to reflect our new focus on achieving greatness through high expectations, passion, and perseverance. Numerous operational changes and improvements were instituted in order to better serve students and align with our new mission.

One of the barriers to achieving greatness in our first year was analyzing and leveraging student data to better inform instruction. As such, we have instituted team captains for each grade level. The team captains lead their grade-level teams in disaggregating data in order to determine which benchmarks and standards need to be a primary focus. Strategies are then devised on the best way to differentiate instruction to more effectively teach those standards, which includes utilizing instructional software with fidelity. This process has allowed us to more accurately analyze current data and determine what individual student, classroom, and grade level goals are realistic, and the instructional techniques needed to achieve them. To foster data ownership among students, all students are supported in setting their own goals based on individual NWEA data targets. Students set learning goals, confirm NWEA growth targets, and plan action items for meeting these goals. This process ensures that goals are realistic and that students fully understand the academic expectations to which they will be held accountable.

To create behavioral expectations and foster a passion for learning, we implemented our positive behavior plan using our behavioral reward tracking system, HERO. HERO allowed us to establish consistent behavioral rules, procedures, and consequences. Consistency in discipline and positive behavior reinforcement helped to build both cultural behavioral expectations as well a passion for learning amongst our students, which in turn helps fuel our staff’s passion for teaching.

Another weakness in our first year was a lack of personalized instruction. As such, small-group instruction became the staff’s primary focus to better serve the specific needs of all students, especially those who struggled to attain grade-level standards. All classrooms leverage small-group student centers, which has included staff training and professional development regarding effective implementation. We also provide an academic and enrichment program to 150 at-risk students in Grades K-5, free of cost, as recipients of a 21st Century Community Learning Center (CCLC) Grant Program. Our program, PINES Future Citizens, allows us to provide extended learning opportunities designed to enhance individual student academic growth. Teachers were also placed in classrooms based on skill and where they were best suited as opposed to simply meeting staffing needs. These initiatives have resulted in significant improvement regarding student growth on both state assessments and NWEA assessments, helping further instill a passion for learning within our school’s culture.

As a result of these implementations, we were able to institute a solid cultural foundation based on high expectations and passion. This cultural shift has allowed our school to collectively persevere through the “growing pains” of change to improve from a “C” grade in both the 2015-16 and 2016-17 school years to a “B” for the 2017-18 school year.

B.

The CSUSA Education Model provides the framework for our standards-based instructional approach. The core of the Education Model is the Guaranteed and Viable Curriculum (GVC), which ensures an academic focus in every classroom that encourages steady academic progress toward mastery of the Florida Standards and the Next Generation Sunshine State Standards (NGSSS). School leadership actively monitors teaching and learning so that instructional content necessary for achievement within each grade or subject area is not disregarded or replaced. Recently, we have focused on enhancing three core areas that support full and effective implementation of the Education Model. Our work in each of these three areas is detailed below.

School Climate

School climate reflects the way PINES feels to visitors, teachers, students, and parents. Since year one, we have implemented Responsive Classroom as an evidence-based approach to developing students into responsible citizens and conscientious academic decision-makers. Guiding principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

In addition to Responsive Classroom, we have developed a schoolwide behavior plan that includes a social-emotional learning (SEL) focus, a behavior tracking and incentives system, an emphasis schoolwide values, and implementation of a character education program.

- HERO: Our discipline and behavioral reward tracking system, HERO, is used to establish consistent rules, procedures, and consequences throughout the school community. Consistency in discipline and positive behavior reinforcement encourages students to make good choices each day within the classroom, at recess, in the cafeteria, and during passing periods. Students earn positive behavior points through HERO which are redeemable at the student store or can be used to attend quarterly HERO reward celebrations, such as school dances and access to the student recreation room. HERO is an online program and the HERO app allows parents to receive regular alerts regarding their student's behavior. Our student of the month ceremonies and morning announcement spotlights are other ways that students who earn positive behavior points are recognized.
- SEL: Students are guided in identifying, understanding, and managing their feelings, and the feelings of those around them. As a way of developing empathy among students, the student store offers donations to charitable causes as an incentive choice. Students can work toward a class donation by combining HERO points which are then converted to monetary donations to the selected charity.
- Character Education Program: We have adopted schoolwide values that staff work to integrate into every aspect of our school community. Purpose, passion, integrity, and grit represent what PINES hopes to instill in each student and is embodied by staff, many of whom have worked their way from teaching to leadership positions. One example of how we build intrinsic motivation necessary for displaying purpose and passion is through

designated dress days, such as Formal Mondays when students wear Oxford shirts with ties or sashes with the mindful intention of starting the week off with success in mind.

Furthermore, we are in the third year of implementing our schoolwide behavior plan, and suspension rates have decreased each year. This is a testament to our students' increased awareness of school culture expectations and the behavioral standards to which they are held accountable.

Another manner in which we develop our school climate is through professional development (PD). Our professional development plans incorporate a mixture of small-group, grade-level specific, and all staff training, as well as one-one-one instructional coaching opportunities. Our goal for all PD experiences is to encourage growth mindsets among all teachers and create an environment where innovations are generated from the classroom level up. As previously mentioned, we offer teachers a choice in PD offerings, which are based in part by teacher self-assessment and observed needs as determined by school leadership. PD takes place throughout the year, based on the schedule below:

- **Team Meetings:** Held weekly on Tuesdays and facilitated by Curriculum Resource Teachers (CRTs) and administration. Expectations include arriving on time and prepared, bringing classroom playbooks which detail student data and IFP lessons, and demonstrating preparedness to discuss plans, standards, ideas, activities, and instructional software usage.
- **Professional Development:** Held during the summer, on designated no-student days as indicated on the instructional calendar, and on select afternoons throughout the year. PD sessions are based around the needs of specific grade levels and teachers. All teachers are expected to actively participate.
- **Data Chats:** Held quarterly and facilitated by team captains, CRTs, and administrators based on NWEA, unit assessments, instructional software reports, and any pertinent data related to student standards-based performance.

In addition to the PD opportunities listed above, we are piloting the use of Nearpod, an online tool for creating blended and flipped learning experiences. Implementation of Nearpod is intended to sharpen teacher technology integration skills and strengthen teacher ability to engage students as 21st century learners. Additionally, Nearpod provides another tool for differentiating student learning experiences. All teachers received initial training in the platform from Nearpod representatives, with ongoing technical support provided by CRTs.

Curriculum and Instruction

Curriculum and Instruction refers to the work that takes place in our classrooms and the critical elements necessary to meet student needs and create meaningful learning experiences. CRTs support teachers in developing standards-based lessons and provide instructional coaching to support effective delivery of lessons. Teachers utilize CHALK, an online platform for curriculum map management and instructional planning, which PINES piloted for the CSUSA network of schools. Through CHALK, lessons are easily linked to daily standards and shareable with colleagues and school leadership. A lesson planning template, suggested resources, and all NGSSS and Florida Standards as outlined in the GVC are pre-populated in CHALK for ease of use. CRTs and administrators conduct targeted weekly walkthroughs to observe lesson delivery and design support for teachers as needed. This practice supports our ongoing focus on the use of effective instructional strategies, including planning for centers and small-group instruction.

We began utilizing team captains, teachers assigned as grade level leads and instructional coaches, as additional supports to enhance curriculum planning and instruction. Team captains facilitate data disaggregation, lesson planning, and deliver small-group, tiered-interventions. This structure allows expertise to be developed at each grade level and ensures teachers and students

are receiving targeted support. Team captains also support the development of Instructional Focus Plans (IFPs), an outline of previously taught standards that require reteaching to individuals or groups of students. IFP instruction takes place each day in the morning in each classroom with the exception of one grade level. This year, a walk-to-read model has been implemented for reading in 2nd grade, with plans to expand to other grades in the future.

Departmentalization in grades 3-5 has also supported our focus on strengthening instructional delivery of grade level standards. Students in 3rd and 4th grades have one teacher for ELA and one teacher for math. Students in 5th grade have three teachers who each focus on delivery of ELA, math, and science standards. This not only supports teachers in developing subject area expertise, but supports students in the transition to middle school scheduling. The development of collaborative learning spaces has aided PINES in implementing a centers-based approach across subject areas. Purposeful centers support students in skill development and maximize use of instructional resources. Additionally, we have added a Capstone Lab that provides students with project-based learning opportunities and science labs utilizing repurposed spaces around campus to provide additional hands-on learning experiences outside of the school's two dedicated lab spaces.

Our tutoring program provides students with additional time outside of the school day to practice high-priority, grade-level standards. Our program begins in the first quarter of the school year and aims to support students in developing standards mastery and FSA preparedness. Tutoring is offered four times weekly, for 75 minutes, beginning in the first quarter of the school year.

Participation in the tutoring program is based on NWEA data, with 3rd-5th grade students in the lowest 25th percentile receiving invitations to participate in math or ELA. Science tutoring is offered to 5th grade students as well in preparation for FCAT 2.0. Teachers oversee lesson planning and student grouping to ensure a data-driven approach to standards-based tutoring. In addition to weekly tutoring, we operate a Winter Break Camp for three hours, four times a week over the winter holiday that operates as an open lab for students to receive extra academic support. Lunch is provided during camp and parents are informed of this opportunity well in advance.

We place special emphasis on reading success in 3rd grade by placing teachers strategically in the grade level and developing the team's expertise in teaching reading. Currently, there are two students previously retained in 3rd grade who are placed with a highly effective teacher. The majority of teachers on the 3rd grade team have completed CRT training through CSUSA as well, which also contributes to the team's ability to plan effective reading instruction. Our most recent FSA data reflects 3rd grade reading proficiency at 70%.

We provide teachers with instructional software training to ensure programs are fully implemented and student opportunities for targeted practice are maximized. Adaptive software, such as Reading Plus and Imagine Math, offer proven resources for the leveled practice required to progress toward standards mastery. Other instructional software resources, such as Lexia, provide teachers with small-group lesson plans aligned with students' leveled practice. Other instructional software utilized includes Lexia Core for grades K – 2, Reading Plus for grades 3-5, Imagine Math for grades 3-5, and Study Island for grades 3 – 5.

Data Literacy

Data Literacy ensures all stakeholders can access and interpret data related to our school, students, and teacher effectiveness, which helps determine next steps for our school's growth and opportunity. Data chats occur throughout the year and are a primary vehicle for ensuring teachers understand how to disaggregate data and make data-driven grouping and instructional decisions.

Team captains facilitate grade level data chats related to and work closely with CRTs and administrators to communicate needs, plans, and additional requests for support. Weekly team meetings are facilitated by the CRTs and Assistant Principal and are held with teachers by grade bands K-2 and 3-5. This supports consistent messaging in setting expectations for planning and grading, and provides time for teachers to bring up specific challenges they are experiencing. Additionally, data trend analysis takes place during this time which allows teachers to see the impact of instructional practices across the grade levels.

Another way we develop data literacy is through the development of each student's Personalized Learning Plan (PLP). The PLP is paramount to ensuring ownership of learning through deep understanding of progress towards standards mastery and personal goal attainment. Students work collaboratively with teachers to review NWEA data and class grades, set learning targets, and record specific next steps to reaching individual goals. In support of student data ownership, students in grades 3-5 are trained in PowerSchool Gradebook to understand their current progress and grades. By ensuring students understand how to monitor their grades, students develop their own data literacy and learn to action plan in support of meeting PLP goals.

Parents are supported in understanding student progress and standards mastery through conferences and trainings throughout the year. Parent-teacher conferences are conducted three times annually across all grade levels and offer a one-on-one setting for teachers to share information on grades, behavior, and PLP goals. Parents are also invited to attend trainings, which include two PowerSchool focused sessions that encourage active monitoring of student grades, FSA nights specific to grade level demands, and curriculum information sessions intended to highlight core instruction in ELA, math, and science. Additionally, teachers ensure parents understand the use of Edmodo, a private learning network that allows teachers, students, and parents to interact in a seamless manner that blends social networking tools with traditional school communications tools. Parents are supported in the use of Edmodo to ensure this communication and learning tool is maximized in monitoring their student's assignments and classroom contributions. Instructional software training is also made available to parents to ensure full and effective use of programs at home.

C.

We focus on building student intrinsic motivation and a positive school culture over the past three years has aided in addressing struggling students' academic needs. Our efforts around positive reinforcement and social emotional learning needs has helped create an environment where students own their data and understand personal learning goals. This has helped participation in the tutoring program as struggling students have a better understanding of areas in need of improvement and see the connection between standards-based tutoring and personal goal fulfillment. Teachers benefit from team captains that provide guidance in designing effective lessons for small-group tutoring sessions and provide instructional coaching as needed to ensure tutoring sessions are as impactful as possible.

We continue to focus on enhancing our planning and delivery of high-quality and engaging instructional strategies as outlined in *The NEW Art and Science of Teaching* (Marzano, 2017). Teachers chunk information and incorporate periodic checks for understanding and mini-assessments as a regular part of instruction, and work in teams to determine which instructional strategy is most effective for each lesson. Our focus strategies, which are used during small-group and whole-group instruction, include: using scales and rubrics for providing specific feedback, examining similarities and differences, previewing information, and incorporating academic games. Our teachers also plan for small-group instruction and centers regularly to ensure the time necessary to meet individual student needs. Small-group instruction is flexible and based on data or specific to introducing content or learning activities. Teachers work with CRTs and grade-level team captains to plan differentiation based on grade-level content,

process, product, or learning environment. To support teachers in conducting daily small-group instruction and centers-based learning, the leadership team conducts regular walkthroughs and instructional coaching is monitored. Our goal is to support the development of each student's ability to be self-directed, work independently, and practice collaboration skills while teachers conduct small-group instruction.

Student PLPs are utilized to track and monitor progress in meeting standards-based, grade-level goals as well as personal learning objectives. Teachers partner with students to practice tracking progress and data chat facilitation skills. This helps nurture the data ownership among students needed to participate in tri-annual conferences. Additionally, teachers participate in ongoing PD opportunities focused on instructional software and data analysis that help them make strategic decisions about which resources to utilize, such as NWEA Learning Continuum which breaks down specific skills students are ready to practice or require remediation in.

D.

Through regularly scheduled data chats, teachers are guided through the use of data to plan for student reteaching and enrichment needs. Team captains and school leadership facilitate data chats throughout the year at the end of each instructional unit and at the three benchmarking periods. As active participants in the data chat process, teachers use anecdotal records and classroom-based formative assessments to track student learning between data chats and make adjustments to lesson plans and student groupings as necessary. CRTs for grades K-2 and 3-5 also support teachers in checking for standards mastery and using all instructional resources appropriately. CRTs are critical in developing individualized PD opportunities for teachers to ensure planned data-driven instruction is delivered effectively and instructional strategies are employed flexibly to target specific student needs.

To support students in data ownership, all students are supported in setting their own goals based on individual NWEA data targets. Analysis of NWEA data and performance in core classes allows students to self-assess with the support of classroom teachers. Students set learning goals, confirm NWEA growth targets, and plan action items for ensuring goals are met.

E.

We provide quality Exceptional Student Education (ESE) services for eligible students as defined in the school's charter contract and as required by applicable law. Students entering the ESE Program benefit from the implementation of our Education Model, which is beneficial in meeting the needs of exceptional students and students who enter the school below grade level. We provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all district, state, and federal guidelines; the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act (ADA), to ensure that the educational goals for each student are addressed.

We currently serve 62 students in our ESE program, which includes three students with a gifted exceptionality and two students who are twice exceptional (gifted and speech impaired). The ESE student body consists of students with a diverse group of needs. At this time, we are serving students with primary exceptionalities of Speech Impaired (40%), Language Impaired (8%), Specific Learning Disability (26%), Autism Spectrum Disorder (6%), Developmental Delay (5%), Other Health Impairment (10%), and Gifted (5%). Currently, our ESE Department is comprised of three ESE Teachers, one of whom oversees ESE compliance and contracted service providers in various disciplines who work at PINES on a part-time basis. Based on the needs of the current ESE student population, these contracted services are provided in the areas of speech/language therapy, occupational therapy and mental health counseling. One of our team captains is gifted endorsed and one of her responsibilities is to serve the school's gifted population.

PINES is an appropriate placement for ESE students whose needs can be met 80% or more of the time in the general education setting. We provide services to students with disabilities by providing a continuum of services within this Regular placement level. Based on the needs of our current ESE student population, this continuum currently includes consultation, collaboration, specialized instruction, speech therapy, language therapy, occupational therapy and counseling services. We continually collaborate with Broward County Public Schools to ensure that students are placed in the least restrictive environment appropriate to meet their needs. Should a student's IEP Team determine that we cannot adequately address his or her needs, we will partner with Broward County Public Schools to refer the student to an appropriate placement within the school district.

Our students who have been identified and qualify for a Gifted Education Program each have an Educational Plan written at least every two years, which includes a statement of the child's present levels of educational performance; a statement of goals, including measurable short-term instructional objectives; a statement of the specific services to be provided to the child; and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the goals are being achieved. Annually, in the spring, the Cognitive Abilities Test (CogAt) assessment is administered to all 2nd grade students to determine gifted education eligibility. Students in 3rd – 5th grades are assessed using the Kaufman Brief Intelligence Test (KBIT). In addition, when a child performs well above average in an academic area, the team collaborates with its district assigned school psychologist related to the child's academic performance to determine if further evaluation is recommended.

Each quarter, our gifted teacher works in conjunction with the teachers of record to analyze the NWEA test results of our gifted student population. After determining enrichment areas, teachers work with the GVC to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between NWEA tests. Within the effective Gifted Education Program, there is a focus on setting student goals that are high but achievable, regularly reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weaknesses. Students who are eligible for gifted services are placed in a high achiever classroom in the elementary school grade levels. Our gifted provider consults with the students' general education teachers to ensure that the students' gifted needs are being met.

At the end of the year, several sources of data are considered in evaluating our services to gifted students. State assessment data, NWEA data, and classroom assessment records are analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

At the present time, we have 15 students enrolled with 504 Plans. The Student Services Coordinator ensures that we remain compliant with Section 504 of the Rehabilitation Act of 1973. If it is determined that a student is disabled under Section 504, then we develop and implement the delivery of needed related services and/or accommodations. The determination of what accommodations and/or related services are needed is made by a group of people knowledgeable about the student. Appropriate accommodations for 504 Plan-eligible students are implemented in general education classes and throughout the school building to meet the student's needs.

F.

The mission of the ESOL program is to prepare and successfully equip ELLs with different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement, in

accordance with the policies and procedures of the State of Florida and the Broward County School District, serve students identified as having limited proficiency in English. At the present time, we currently educate 145 ELL students (15% of total student enrollment).

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any of the survey questions are referred to the ESOL coordinator for language screening. Parents are advised that the student will need an aural/oral language assessment (the IDEA Proficiency Test) of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school.

To ensure that the reading/writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and writing subtests are administered to all identified students in grades K – 5.
- This testing is completed within 20 days of the identification of the student. Broward County School District ESOL Program staff inform our ESOL coordinator of the results to ensure appropriate student placement is made.

In order to promote both literacy and proficiency, the ESOL program provides ELLs with English language development instruction that is age and grade appropriate, and tailored to the student's English proficiency level. ELLs are in a climate that promotes not only listening, speaking, and reading skills, but also writing skills. ELLs receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

We educate our ELL students through mainstream/inclusion instruction. Instruction is provided to ELL students in amounts, sequence and scope equal to the instruction provided to non-ELL students at the same grade levels. Students are provided accommodations such as extended time on tests and assignments, small group testing, and ability to use a dictionary/google translate, during the school day. These ESOL strategies are documented in the teacher's lesson plan, and in the student's ELL folder. The effectiveness of these ESOL strategies is determined by teacher observations, administrative classroom walk-throughs, data chats, site visits, and district fidelity checks.

All ELL students are required to participate in the Florida statewide annual proficiency assessment program World-Class Instructional Design and Assessment (WIDA) Access for ELLs 2.0 which is in accordance with guidelines provided by the FLDOE Bureau for Student Achievement through Language Acquisition. We ensure that all ELL students participate in the FSA. They are also monitored for two years after exiting the program through periodic reviews, in accordance with district policy, to ensure they are maintaining a level of proficient performance.

G.

Please see **Attachment H** for Early Warning System data.

Below is an outline of our RtI Model, which we use as behavioral intervention to support vulnerable student populations as identified by the EWS.

Our RtI model outlines a multi-tiered approach to providing services and interventions to students not meeting grade level expectations academically and behaviorally. RtI is essential to ensuring all students are given the additional support they need to succeed. Our multi-tier approach supports students in making the necessary catch-up growth to be successful in grade-level content and behavioral expectations.

Our Problem Solving Team (PST) ensures our multi-tiered approach is followed and the PST Facilitator coordinates teacher support as needed. Intervention plans, which include evidence-based resources aligned to a student's focus area, are documented and progress monitored. ESE, 504, and ELL students are included in the Rtl process. Our Rtl process is detailed below:

- Tier 1 – Standards-Based Classroom Learning

All students participate in core instructional programs and universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the Florida Standards and NGSSS through a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports. We maximize resources included core instructional materials, such as McGraw-Hill Wonders, and use NWEA as a universal screener. If a student is not making sufficient progress or has been identified through NWEA as being "at risk," students are placed in Tier 2 interventions.

- Tier 2 – Needs-Based Learning

In addition to Tier 1, targeted students participate in the appropriate Tier 2 intervention delivered within the classroom. Students are progress monitored and data is collected over a 6-8 week intervention period. If a student is not responding to the intervention after this period, teachers complete the "PST 1: Student Data Collection: Cumulative Review and Teacher Input" form. During the first PST meeting, the team identifies/revises a new intervention that the teacher will implement in the classroom. The team also identifies a progress monitoring tool to collect student data for a minimum of 6-8 weeks. Teachers collect data based on the specific interventions implemented and complete the Progress Monitoring Plan provided during the PST Meeting. At the conclusion of the 6-8 weeks, the PST meets again to discuss the data collected on the Tier 2 intervention and determines if students need to be placed in a Tier 3 intervention, or if they require extended time receiving Tier 2 interventions. An example of a Tier 2 intervention is Lexia Core 5 Skill Builders.

- Tier 3 – SST-Driven Learning

If the PST determines a Tier 3 intervention is needed, the identified intervention teacher delivers instruction and collects data on the intervention for a period of 8 weeks. The PST Facilitator provides specific data-collection forms that must be completed. At the conclusion of the eight weeks, the PST meets again to discuss the data collected on the Tier 3 intervention. Tier 3 interventions are in addition to Tier 1 and Tier 2 supports. An example of a Tier 3 intervention used includes Leveled Literacy Intervention kits. The PST team determines the next steps after the conclusion of the eight weeks.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

Notes

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

A.

In addition to being a “B” rated school, PINES is fully enrolled, has a waitlist, and maintains a secure fund balance. As described below, we implement an effective system of internal controls over revenues, expenses, and fixed assets; exercise good business practices; and adhere to generally-accepted accounting principles.

We continue to maintain financial viability through balanced budgets and a positive cash flow. All financial obligations are in good standing, and the school has a sound and sustainable long-term financial plan as shown in the 5-Year Projected Budget included as **Attachment Q**. The June 2018 audit resulted in a total fund balance of \$97,591. This represents approximately 1.24% of total revenues and 1.20% of total expenditures for FY 2018. Past years’ independent audits are **on file** at the Broward County School District. The most recent audit resulted in an unqualified opinion and there were no significant deficiencies or material weaknesses found, as well as no management letter comments.

The governing board, Renaissance Charter School, Inc., entered into a management agreement with CSUSA to provide educational and financial management services to PINES. CSUSA has well established processes and procedures that we have adopted to safeguard assets, ensure fiscal responsibility, and maintain sound internal controls. We use a financial policy manual that has been approved by the governing board, which includes: the establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the FLDOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting Broward County School District and FLDOE data reporting requirements. The financial management and internal accounting processes used by the school are set up so that they coincide with FLDOE and Broward County School District procedures. In the event the State or District modifies the accounting or reporting system, the school will adopt the new standard.

We employ a School Operations Manager (SOA) who serves as a liaison to CSUSA’s finance and accounting departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The SOA and CSUSA’s finance department work with the principal to ensure adherence to the board-approved budget.

Below is a summary of some of the finance and accounting functions that the SOA performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to board-approved policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit purchase orders according to company policy.
- Prepare and submit check requests to accounts payable department.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.

B.

PINES has had unmodified opinions in all of its audits since inception. The school's financial statements are prepared on a monthly basis by CSUSA's accounting team and are distributed to both school leadership and the governing board. Monthly financial statements are prepared using General Accounting Standards Board's (GASB) 34 and GASB 54 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools," as recommended in Florida statute. Monthly financial statements include a comparison of actual results as compared to the approved budget.

C.

In compliance with Florida statute, the school obtains annual financial audits, performed by an independent certified public accounting firm, that are compliant with the GASB requirements for fund balance reporting. The audit is submitted to the Broward County School District within the required timeframe. In addition, the audit report is submitted to the Auditor General of Florida within 45 days of receipt from the audit firm, as required. Please see **Attachment N** for our Fixed Assets Report dated September 30, 2018. All required monthly, quarterly, and annual financial reports are submitted to the Broward County School District in compliance with the timelines set forth by the district.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

A.

On an annual basis, the governing board adopts a comprehensive budget that includes all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance. Amendments to the budget require the approval of the governing board. Annual Budgets are **on file** as described in the renewal application instructions. As requested, a projected 5-Year Budget is provided as **Attachment Q**.

In addition to preparing a conservative budget, the governing board, in conjunction with PINES and CSUSA, has a rigorous budget management process to ensure that the school achieves the desired positive financial results. Budget management is a 3-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results.

To supplement the financial statements, the accounting team provides monthly dashboard reports to PINES's leadership team. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a meeting attended by school leadership and the accounting team. Any material items are presented to the governing board in a timely manner.

As budget variances arise and are managed, new forecasts are developed each month to ensure

the school stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the school and are presented to the governing board on a quarterly basis.

Training for the principal and SOA is provided by CSUSA. On an annual basis, these school administrators are required to attend training provided by CSUSA, which includes instruction on budgeting, financial management, human resources, and educational best practices. In addition, ongoing training is provided via quarterly meetings, at a minimum. These trainings focus on current developments in industry best practices.

B.

Our financial obligations are in good standing. Annual Budgets are “**on file;**” Financial Reports are “**on file;**” and Annual Financial Audits are “**on file.**”

C.

As requested, a projected 5-Year Budget is provided in as **Attachment Q.** The 2018-2019 Revenue Estimate Worksheet is provided as **Attachment R.**

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

A.

Throughout the term of the charter, PINES has had steady enrollment that has increased every year consistent with projections with the exception of a slight drop off from the 2016-17 to 2017-18 school year. This slight decrease was due to the transiency of our student population. Currently, we are fully enrolled with 956 students and we currently have a waiting list of 150 students. Sixty-seven percent of our students are receiving either free or reduced priced lunch and we serve a student population that is 97% minority. Please see **Attachment S** for Student Enrollment Reports.

B.

Since our enrollment is based on applicants throughout Broward County, we have a student demographic that is more diverse than our surrounding community and representative of the county as a whole. This is based on PINES's historical student enrollment by ethnicity as listed in Table 4. Please note that this data is from the FLDOE database and current year data is not yet available.

Similar Schools' Demographics

Table 5 shows our current free and reduced lunch (FRL) and minority populations compared to that of the local community (the average FRL and minority populations of public schools that serve grades K – 5 within a 3-mile radius of PINES). According to the most current available data on the FLDOE database (2017-2018), the average FRL percentage for public schools within 3 miles is 55%, while at PINES we serve an FRL population of 67%. The average minority population within 3 miles is 86%, while PINES serves a 97%% minority population. These numbers show that PINES serves a more diverse population than that of the local community.

C.

We are committed to enrolling a diverse student population, and we abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status. Enrollment registration forms are available in a wide variety of languages, including English, Spanish, Haitian Creole, and Portuguese.

We admit students of any race, ethnicity, national origin, gender, disability, or marital status. Pursuant to § 1002.33(10)(b), Fla. Stat. – Eligible Students, we enroll any eligible student who submits a timely application, unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants have an equal chance of being admitted through a random selection process. Enrollment also follows § 1002.33 (7)(a)8, Fla. Stat., which includes enrolling students according to racial/ethnic balance provisions. In accordance with § 1022.33 (10)(d), Fla. Stat., we give enrollment preference to populations denoted in Florida statutes and our charter contract. We also comply with the Controlled Open Enrollment statute (§ 1002.31(2)(a), Fla. Stat.), which allows a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to PINES, as long as the school has not reached capacity.

We continuously accept applications through our online enrollment system, ACE. Applicants may apply via the ACE Parent Dashboard using their computer, smartphone, or tablet. If applicants do not have access to the internet or need assistance completing their application, they may contact the school and a staff member will assist them in completing the application.

Open Enrollment for the following school year typically begins in early January and ends in late February. All applications submitted within the Open Enrollment period have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment. If the number of applications submitted within the Open Enrollment period exceeds the number of seats available for any grade level, a system-generated random lottery is processed to determine who is offered a seat at the school. The number of seats available is determined by the capacity minus the number of students who recommit. All applications received within the Open Enrollment period are randomly scheduled for enrollment or placed on a numerical waiting list based on the school's available preferences. All applications received after the Open Enrollment period are placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents are notified by email of their child's acceptance and will have a specific timeline to respond using the ACE Enrollment System of their decision to attend. If an accepted applicant decides not to attend, the slot will be given to the next eligible person on the waiting list.

Each applicant selected in the lottery receives an email containing a confirmation code specific only to that applicant. This confirmation code is linked to the applicant's file in ACE, which makes tracking and confirming each applicant's plans for attendance more expedient. An applicant has five business days, starting from the date the offer was made, to respond to the offer online via ACE. They have the opportunity to confirm their plans for attendance at the school, by either accepting or declining the offer in ACE. If the applicant fails to respond to the offer, in either the affirmative or the negative, the offered seat is rescinded and offered to an applicant on the waiting list.

Should the applicant decide to accept the offered seat, they receive a confirmation email within 24 – 48 hours of their response. The email contains instructions for completing the enrollment and registration process. Starting from the day of the applicant's acceptance, the applicant has 10 business days to complete the online registration form and provide the required documents. If these specified registration items are not submitted within 10 business days, the applicant loses their seat.

Related to students with disabilities, we follow an enrollment process that was developed through collaboration with CSUSA and Broward County Public Schools. In accordance with federal, state and district policies, we do not request any information related to a student's disability status until after that student's family accepts an offered seat and is designated as an enrollee.

During the enrollment process, after a seat has been accepted, parents complete a Special Programs Information form which asks the parent for information regarding student ESE status. If the parent indicates that the student has an IEP, a copy is requested from the family as well as from the student's prior school. Once we are provided access to the student's IEP, the ESE Lead reviews it to identify service needs and begins making preparations to allow for services to be implemented. At that time, should it be discovered that a student has enrolled who requires services in an ESE setting for more than 20% of the time, we will contact the family by phone to explain the level of service provided at the school and to advise the family that the student can return to the prior school or their boundaried home school for more information on where the student's IEP can be implemented. As a courtesy, the ESE Lead may notify the district program specialist that this conversation has occurred. As we do not unilaterally decide to withdraw a student, if the parent is not in agreement with the school's enrollment position, the ESE Lead then

contacts the district assigned program specialist as well as the ESE program specialist in the charter school office to allow for a collaborative decision to be made based on the student's needs as identified in the current IEP. At no time during this process is a student's IEP changed based upon the school's placement level. Services on an IEP are only changed by an IEP Team if there is student level data to support this.

D.

A safe and secure learning environment is one of our primary concerns. We strive to provide an environment that is safe, orderly, and nurturing. We use positive reinforcement via a school-wide behavior plan and a behavioral RtI team to minimize negative behavior and create positive school culture. There is a School Resource Officer (SRO) dedicated to ensuring student safety on campus at all times and two additional Law Enforcement details (one in the morning and one in the afternoon) to help direct traffic and ensure student safety during drop-off and pick-up. Through partnership with CLPS Consultancy Group (CLPS), a security, protection, and emergency management consulting company, PINES complies with the Marjory Stoneman Douglas High School Public Safety Act requirements. CLPS provides us with online resources to train our staff in responding to a wide variety of threats. This has allowed us to establish an internal threat assessment team and mental health assessment team. Our partnership also gives us access to the TAP App, a cutting-edge hazard and threat management communications application that provides our staff and other key stakeholders with the ability to effectively communicate during emergencies in real-time from their smart phones, iPads, and other mobile devices.

In combination with the schoolwide behavior plan, the Responsive Classroom program is built into the morning routine and supports our character education program, which is infused into school-wide lessons on a daily basis. Our teachers and staff consistently model and teach appropriate behaviors, focusing on positive reinforcement and social-emotional building in students.

The impact of the school-wide behavior plan, which is in its third year of implementation, on student discipline is supported through the decrease in student suspensions annually. For detailed discipline reporting, please see **Attachment T**.

Our Mental Health Plan, in alignment with FL SB 7026, utilizes the school's share of state appropriated funding to help address student mental health needs. The Mental Health Plan utilizes a tiered approach to its identification and treatment of students with mental health needs.

- **Tier 1 – Low Risk:** Full school and classroom level interventions
- **Tier 2 – Moderate Risk:** Family referred for services through a private provider or community mental health agency. We request that authorization be provided to allow for collaboration between the school and treatment provider. We then collaborate with the provider to allow for services to be provided on campus, if desired by the family/clinician.
- **Tier 3 – High Risk:** Our Mental Health Liaison refers students to the contracted mental health clinician. The clinician develops a treatment plan and works to secure parent consent if services are recommended. Tier 3 interventions are provided by the contracted mental health provider with available support from a Board-Certified Behavior Analyst (BCBA), if warranted.

We have contracted with an external agency to bring mental health services into the school, utilizing an evidence-based framework developed in collaboration with Clemson University's Center for Behavior Analysis. We have also designated a school mental health liaison who is tasked with coordinating the components of the plan. The Mental Health Team, which meets regularly to review student data and monitor program implementation, is comprised of the Principal, Dean of Students, Assistant Principal, and the mental health liaison.

The Mental Health Plan consists of the following components:

- **Planning and Screening:** Completion and analysis of MSD Public Safety Act Disclosure Forms for all students and screening based on at-risk student indicators. Data is then reviewed by the Mental Health Team.
- **Assessment and Intake:** Administration of Adverse Childhood Experiences (ACEs) Assessments, multidisciplinary assessments, and identification of tiered interventions described further below.
- **Treatment Plans and Roll Out:** Treatment plans developed by contracted clinician. Student reviews conducted by the Mental Health Team.
- **Intervention:** Individual and group sessions conducted, parent empowerment meetings held, and Classroom Functional Behavior Assessments implemented. Student reviews conducted and data analyzed by the Mental Health Team.
- **Evaluation and Transition:** Treatment plans regularly revisited, progress monitoring, and identification of students for transition.

For safety information regarding our facility, please refer to the Facilities section of this application.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

1.1 [Tables 4 & 5](#)

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Notes

2. FACILITIES

A.

PINES is located at 10501 Pines Blvd., Pembroke Pines, Florida 33026.

We comply with facility requirements as stated in § 1002.33(18), Fla. Stat. Our facility was built to Florida Building Code standards and satisfies all State and County requirements for educational purposes. The facility receives all routine, normal inspections and is being continually maintained by internal maintenance personnel and key vendors. Evidence that we comply with applicable health and safety laws is seen in the onsite evaluation report that is created by Broward County Public Schools, which shows that we have all building, fire, and safety inspections **on file**. At this time, there are no pending building improvement projects. Daily maintenance of the building takes place and is the responsibility of the maintenance supervisor.

We've had minor renovations done to help improve building safety, such as installing gym pads as well as an exterior fence rail to keep students safe during arrival and dismissal.

B.

Evidence that we have complied with applicable health and safety laws are provided in the

documents **on file** with the district, including fire drills, tornado drills, and Emergency/Evacuation Plans. In addition, we conduct active shooter drills as required by state law.

The school facility meets all commercial and life safety codes required for a school. All local and state policies related to health and safety are met through rigorous oversight of facility maintenance by a CSUSA Facilities Maintenance Supervisor based at PINES with additional oversight from the principal and the CSUSA Facilities Superintendent. Preventative maintenance and inspection calendars are developed using CSUSA's tools and templates and all facility repair items are tracked via CSUSA's web-based facility help ticket system. PINES will continue to meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues. The facility is also equipped with security cameras throughout the hallways, stairwells, and entrances.

Visitors

To provide for the safety and security of employees and the facility, only authorized visitors are allowed in the workplace and school building. Restricting unauthorized visitors helps maintain safety standards; ensures the security of our students, confidential information, and equipment; protects against theft; safeguards employee welfare; and avoids potential distractions and disturbances. The front doors remain locked at all times from the outside. Per the Jessica Lunsford Act, all visitors must have photo identification and are scanned using the Raptor system. All visitors must enter the office through the reception area and check in with the receptionist or front office. All visitors are required to wear a visitor badge, and all volunteers are required to wear a brightly-colored volunteer vest. Authorized visitors receive directions or are escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on school premises, employees should immediately direct the individual to the reception area, or if necessary notify their administrator. Cooperation enables us the ability to provide a safe and orderly learning environment for all students.

Operations

It is the governing board's policy to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and avoid accidents involving injury to personnel or damage to property. The school will continue to follow all applicable federal and/or state run Occupational Safety and Health programs. All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee takes an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

A.

Renaissance Charter School, Inc. is the non-profit governing board.

Governance Training

The administrators and governing board members are trained in the areas of non-profit board governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

Board Roles and Responsibilities

The following is a narrative description of the organizational relationship:

- Renaissance Charter School, Inc. leads the organization and has ultimate authority and responsibility for school operations.
- The governing board has contracted with CSUSA to be the ESP and manage the day-to-day operations of the school.
- CSUSA is accountable to the governing board.
- The principal is an employee of CSUSA.
- The principal is responsible for managing all staff.

Figure 1 depicts the organizational structure between the governing board and PINES.

The direct relationship between the governing board and CSUSA provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the school's performance and CSUSA is actively involved in managing the school's operations. While the principal does not report directly to the governing board, a strong relationship exists. The principal provides a monthly status report to the governing board and attends all board meetings. During board meetings, the principal presents the school's status report and fields any questions. CSUSA maintains primary responsibility for reporting to the governing board and conducting follow-up action items.

The governing board is the charter holder and is responsible for the affairs and management of the school. The governing board provides continuous oversight of the school's operations, including effective and proper use of public funds. The governing board is responsible for developing and outlining the mission, vision, and values of the school, and for developing the appropriate policies to ensure those fundamentals are maintained. The governing board has contracted with CSUSA to provide all necessary management and professional expertise. CSUSA assists in marketing the school, as well as organizing its finances, human resources, curricula, and operations. CSUSA is responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the governing board and other stakeholders.

The governing board is responsible for the legal and financial obligations of the school. The governing board establishes policy consistent with PINES's mission and ensures that the school's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. The governing board will continue to uphold PINES's mission and vision through visible leadership and stewardship of the school, including the following:

- Communicating PINES's mission and vision to the community.
- Recruiting and mentoring future members to ensure they have shared values.
- Holding CSUSA accountable for achieving PINES's mission and vision.
- Participating in fund raising and other community events on behalf of the school.
- Leading by example in their personal and professional endeavors.

CSUSA provides comprehensive education management services and performs all necessary tasks to operate PINES according to the governing board's mission. CSUSA is held accountable for the school's performance via a performance-based management agreement with the governing board.

According to statute, the governing board presents an annual progress report to Broward County Public Schools. This report includes: 1) the school's progress towards achieving the goals outlined in the Charter; 2) the information required in the Annual School Report; 3) financial records of the charter school, including revenues and expenditures; and 4) salary and benefit levels of school employees.

Principal's Biography: Mr. Daniel Verdier grew up in South Deerfield, Massachusetts where he attended Frontier Regional High School. He later received his Bachelor of Science in Elementary Education from Fitchburg State College in Massachusetts. In 2001, Mr. Verdier began teaching for Miami-Dade County Public Schools as a 5th grade teacher. While serving in this role, he received his Masters of Science in Educational Leadership from Florida International University. Since 2008, Mr. Verdier has been with Charter Schools USA where he has held the role of Assistant Principal for Aventura City of Excellence School, as well as Curriculum Specialist and Principal for Renaissance Charter School at Cooper City. Currently, he is the Principal at Renaissance Charter Schools at Pines.

B.

Governing board procedures follow State Statute, Florida Sunshine Law, and Broward County School Board policy for open, public meetings. Meetings are run under Robert's Rules of Order and presided over by the Chairperson of the governing board, Ken Haiko. Public meetings and records requirements are adhered to for all governing board meetings as stated in the Florida Sunshine Laws.

The governing board provides reasonable notice of all such meetings. Public meetings are properly notified in writing by posting a Public Notice on the school website and displayed at the school in a visible area where parents are able to view. The meetings are open to the public and are easily accessible by all persons, and are attended by the parent liaison. The minutes of all governing board meetings are promptly recorded, and such records are made part of the public record upon conclusion of the meeting. All other requirements, as stated in Statue and Florida Sunshine Laws, are enforced and followed.

C.

Instructional Staff Hiring Qualifications

We comply with Sections 1002.33(9)(1)4 and 1012.315 of the Florida Statutes. Disqualification from employment, and the minimum and preferred qualifications for each instructional and student service position applicable to PINES is available for review. Qualification information includes: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials are verified by CSUSA. The verification process includes checking for clearance of disciplinary actions. All employees are fingerprinted and have background checks conducted as required by § 1012.56 (2)(d), Fla. Stat. We contract with Broward County Public Schools to process fingerprinting and background checks.

CSUSA – Florida Teachers

To help address teacher certification concerns, CSUSA's new partnership with Florida Teachers presents a flexible, online, state-approved alternative to educator certification for recent college graduates and career changers. Available to eligible faculty beginning this school year, the CSUSA Teacher Certification Program aims to develop career professionals and aid in teacher retention. Certification areas include Elementary Certifications, Middle Level Certifications, Secondary Level Certifications, Exceptional Students Education Areas, Degree Career and Technical Education, World Language Certifications, and all K-12 Level Certifications. Advisors from Florida Teachers met with PINES staff earlier this year to share program information and review eligibility potential with individuals.

Upon admission to the program, teaching candidates may apply for a Statement of Eligibility and begin working through Part I – Classroom Readiness Training, which consists of 86 clock-hours of coursework and field experiences. Concurrently, program participants may begin preparation for the General Knowledge Test. After completing Part I, participants may apply for a Temporary Certificate and begin Part II – Excellence in Teaching and Learning Training, which consists of 190 clock-hours of coursework and field experience. During Part II, teachers have access to the Professional Education Test review, are evaluated by administration and a Field Supervisor, complete the Florida Educator Accomplished Practices portfolio, and take all Florida Teacher Certification Exams.

To date, 4 of our teachers have enrolled in the CSUSA Teacher Certification Program. We plan to offer reimbursements and stipends to teachers participating in the program.

Instructional Staff Certification Monitoring

Teachers' certification statuses are actively monitored throughout their careers with PINES. The SOA, in conjunction with our leadership team (principal and assistant principal), oversee and monitor teacher certifications. The Human Resources department maintains a file for every teacher, staff member, and partner with the SOA and our leadership team to ensure that his or her certification remains current. It is the responsibility of CSUSA to ensure that teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Temporary (non-renewable) certificates and 5-year renewable requirements are also actively monitored for compliance. Our current staff list displays the qualifications of the educational staff, and all teachers are certified to teach in their area of certification. The Staffing Report can be found in **Attachment U**, and the Certification Self-Audits can be found in **Attachment V**.

Evaluation System

Our instructional and administrator evaluation systems can be found in **Attachment X**. In addition, details regarding PINES's participation in a pay-for-performance plan and salary schedule is provided in **Attachment Y**.

Instructional Evaluation System (IES)

The purpose of the IES is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The IES is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice and professional growth have the largest impact on a teacher's score (55%) with student performance (growth) accounting for 45% of the final evaluation. Pursuant to § 1012.34(3)(a)2., Fla. Stat., at least one-third of the evaluation is

based upon instructional practice. The instructional practice component of the IES is comprised of two tools: (1) the Teacher Feedback and Evaluation Tool (TFET) (35%); and (2) a teacher's Deliberate Practice Plan (DPP) (20%). All teacher evaluations are conducted by the school leader.

The Teacher Feedback Evaluation Tool

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to CSUSA's five strategic priority areas – 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Excellence, and 5. World Class Team and Culture. These focuses reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The five strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning. For detailed information regarding TFET scoring, please see **Attachment X**.

Deliberate Practice Plan

All teachers identify 3 TFET indicators to focus on and develop throughout the year. Each selected element becomes a goal in the teacher's DPP. The DPP is created, reviewed, and monitored collaboratively with the school leadership team. For detailed information regarding DPP scoring, please see **Attachment X**.

Student Performance Measures

We base 45% of the overall performance rating on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. For all full-time staff members in instructional roles, including "newly hired" teachers, pursuant to § 1012.34 (7)(b), Fla. Stat., we utilize three years of nationally normed growth data from NWEA MAP assessments in math and ELA. Students are monitored and assessed at least two times per year with MAP, which are aligned to the FSA as well as college and career readiness standards (ACT/SAT). MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for a teacher's students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLS are incorporated per the specifications outlined in Florida statute. Preliminary value ratings associated with performance on this metric are presented in Table 6. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

For staff members that have a school-wide impact, pursuant to § 1012.34 (7)(b), Fla. Stat., we utilize the school-wide student growth measure in math and ELA.

Leader Evaluation System

The Leader Evaluation System (LES) is used for all school administrators and is based on sound educational principles and contemporary research in effective educational practices. The LES contains two components: (1) the Leadership Performance (LPE) instrument (55%) and Student

Performance Measures. (45%). Evaluations of administrators are conducted by the school leader, and the school leader is evaluated by the regional director.

Leader Performance Evaluation (LPE)

The LPE is based on the research of Robert J. Marzano and aligned to the Florida Leadership Principal Standards. The LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement, and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and students. The LPE's domains are organized according to CSUSA 5 strategic priorities: 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance, and 5. World Class Team and Culture. The LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each CSUSA administrator and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). For detailed information regarding LPE scoring, please see **Attachment X**.

Performance of Students

Forty-five percent of an administrator's overall performance rating is based on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. Three years of nationally normed growth data from NWEA MAP assessments in math and ELA are utilized. Students are monitored and assessed at least two times per year with MAP, which are aligned to the FSA as well as college and career readiness standards (ACT/SAT). MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for all students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs will be incorporated per the specifications outlined in Florida statute. Preliminary value ratings associated with performance on this metric are presented in Table 6. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

D.

Parental involvement is more than conferences and advisory meetings. Parents participate in school-wide and individual class events as volunteers and chaperones. The faculty, staff, and administration encourage all parents to become active members of the school community. Parents are encouraged to volunteer in in our school, on fundraisers, and during special activities. Per § 1002.33, Fla. Stat., the parent liaison's contact information is located on the school's website.

Active parental participation is required at PINES per our Parent-Student handbook. Parent participation is the key to the success of the overall program and is solicited for the development of our goals and objectives. Parents sign a contract agreeing to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents volunteer a total of 30 hours per school year. Parents are given access to PowerSchool, which allows them to track their volunteer hours. The volunteer coordinator verifies the completion of the hours and

their credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours.

We communicate via email with parents regarding school-wide events using Edmodo as well as weekly Parent Links. Parents use PowerSchool to inform them of the daily activities of their child. Parents can communicate with teachers via email and Edmodo, and view their child's assignments in PowerSchool. In addition to this, a weekly newsletter is sent to inform parents of the various activities taking place at PINES. Semi-annual parent surveys are distributed to all parents to receive input for school improvement and satisfaction. This supports continual and meaningful parental involvement in each student's education.

School events are organized and led by a teacher-based committee with parental support. Committees are established at the start of each school year and led by committee chairpersons. Parents actively participate in the planning and execution of school events and are involved in the culture of the school. They extend learning beyond the classroom by helping students with personalized goal setting and challenging students academically at home. Our sense of passion within the school has reverberated beyond our walls into the local community, increasing the involvement of stakeholders such as parents, local businesses, and city leaders.

Examples of events include FSA Nights, Curriculum Nights, Instructional Software Nights, Grandparent Breakfast, Book Fairs, Trunk or Treat, Fall Festival, an annual 7k Walk for Breast Cancer, Family Nights at local restaurants, and more. Parents receive monthly newsletters (**Attachment W**) that highlight upcoming volunteer opportunities, curriculum focuses, school events, and important dates.

Parental participation in the school's operations and governance is fostered by:

- A parental contract between the parent, student, and PINES.
- Governing board meetings that are open to the public and noticed as per Sunshine Law.
- Parent/teacher conferences, which serve as forums for open discussion and a mechanism for building parent/teacher understanding and support.

Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

3.1	Table 6	Verdier, Daniel, 11/16/18 10:03 PM	PDF / 11.631 KB
3.2	Figure 1	Verdier, Daniel, 11/16/18 9:59 PM	PDF / 107.048 KB

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

See attached.

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	Q. Projected 5-Year Budget for 2019-2024	Verdier, Daniel, 11/16/18 10:43 PM	PDF / 1.353 MB
1.2	W. Sample of School Newsletters Requesting Parental Involvement	Verdier, Daniel, 11/16/18 9:44 PM	PDF / 1.634 MB
1.3	I. Summary of Progress Monitoring Reports	Verdier, Daniel, 11/16/18 9:44 PM	PDF / 8.262 MB
1.4	Y. Pay for Performance Plan and Salary Schedule	Verdier, Daniel, 11/16/18 4:35 PM	PDF / 2.235 MB
1.5	X. Teacher and Administrator Evaluation Tools	Verdier, Daniel, 11/16/18 4:35 PM	PDF / 3.535 MB
1.6	V. Certification Self-Audits	Verdier, Daniel, 11/16/18 4:34 PM	PDF / 1.606 MB
1.7	U. Staffing Reports	Verdier, Daniel, 11/16/18 4:33 PM	PDF / 1.659 MB
1.8	T. Discipline Reporting	Verdier, Daniel, 11/16/18 4:33 PM	PDF / 1.498 MB
1.9	S. Student Enrollment Reports	Verdier, Daniel, 11/16/18 4:32 PM	PDF / 1.42 MB
1.10	N. Fixed Assets Report Reconciled with General Ledger	Verdier, Daniel, 11/16/18 4:32 PM	PDF / 1.425 MB
1.11	R. 2018-19 Revenue Estimate Worksheet	Verdier, Daniel, 11/16/18 4:29 PM	PDF / 1.482 MB
1.12	H. Early Warning System Data	Verdier, Daniel, 11/16/18 4:05 PM	PDF / 1.111 MB
1.13	F. FLDOE Report Card	Verdier, Daniel, 11/16/18 4:04 PM	PDF / 1.387 MB
1.14	E. FLDOE School Grade	Verdier, Daniel, 11/16/18 4:03 PM	PDF / 2.375 MB
1.15	D. AMO Standards	Verdier, Daniel, 11/16/18 4:02 PM	PDF / 1.775 MB
1.16	B. FSA	Verdier, Daniel, 11/16/18 4:02 PM	PDF / 1.619 MB

1.17 [A. FCAT 2.0](#)

Verdier, Daniel, 11/16/18 4:01 PM

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