

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000449

Eagles Nest Middle Charter School

Location Code: 5356

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

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Submitted By:

Belinda Hope

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Middle**
 Grade Levels: **[6, 7, 8]**
 School District: **Broward**
 Neighborhood / Community:
 Organization Type:
 Sponsoring Entity: **Non-profit Organization**
 Address: **201 N. University Drive Coral Springs, Florida 33071**
 Phone: **(954) 341-5550**
 Fax: **(954) 341-5557**
 Web Site: **www.panaceaprep.org**
 Calendar Type: **- 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Belinda Hope**
 Mailing Address:
 Mobile Phone:
 Alternate Phone: **(954)341-5550**
 Email: **bhope@enccs.org**
 Current Employer: **Eagles' Nest Middle Charter School**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.								
6	18	20	18	20	18	20	18	20	18	20
7	18	20	18	20	18	20	18	20	18	20
8	18	20	18	20	18	20	18	20	18	20
Total	54	60								

D. Board Members

Name	Title	Contact Information	Current Employer
Burrows, Cassandra Burrows	Board Member	P: M: (305)342-1262 E: myhoney1@hotmail.com	
Hope, Belinda	Emergency Contact	P: M: (754)234-4177 E: bhope@enccs.org	Eagles' Nest Middle Charter School

Johnson, Bruce Johnson	Board Treasurer	P: M: (904)386-4410 E: brucejr44@gmail.com	
Mentis, Christine	Executive Director	P: M: E: cmentis@enccs.org	
Simpson, George	Board Chairperson	P: M: 954-816-1364 E: georgelsimpson@bellsouth.net	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation		Final Rating
No Action Required	Rhonda Stephanik, 11/21/19	No Action Required

In accordance with section 1002.33(7)(c)1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its charter agreement. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter if the sponsor finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown.”

In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Meets the Standard: *The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.*

Partially Meets the Standard: *The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.*

Does not Meet the Standard: *The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the*

issue in concept or ability to meet the requirement in practice.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, November 1, 2019. Only electronic documents submitted in Charter.Tools will be accepted.
- Please use the template provided in Charter.Tools to complete the Renewal Program Review.
- All attachments are to be included in the attachment section. **DO NOT UPLOAD THE REQUESTED DOCUMENTS AFTER EACH SECTION.**
- Only those who are identified as Authorized Users will be able to access the Renewal Program Review in Charter.Tools. If you wish to have access to complete the Renewal Program Review, please contact Shannon Gary to request an Authorized User Form and have a Governing Board Member sign off on it.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after November 1, 2019.

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation	
Complete Rhonda Stephanik, 11/21/19	Final Rating Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Eagles' Nest Charter Middle School

CHARTER SCHOOL LOCATION NUMBER: 201 N University Drive, Coral Springs, FL 33071

GRADES SERVED: 6-8

DATE: 9/20/19

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES ___ NO X

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES ___ NO X

NAME OF NON-PROFIT:

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Ms. Hope

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

MAILING ADDRESS: 201 N University Drive, Coral Springs, FL 33071

PRIMARY TELEPHONE: (954)341-5550

ALTERNATE TELEPHONE: (754)234-4177

E-MAIL ADDRESS: bhope@enccs.org

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Ms. Hope

Principal

Printed Name

Position/Title

9/20/19

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation	
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<i>– Not Rated –</i>	<i>– No Final Rating –</i>
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Renewal Program Review Section Breakdown

Section

Executive Summary

Educational Performance

Federal and State Accountability

Mission-Specific Accountability

Educational Program Implementation

Financial Performance

Financial Management

Financial Viability

Organizational Performance

Student Enrollment and Conduct

Facilities

Governance, Staff and Parents

Attachments

Educational Performance

Financial Performance

Organizational Performance

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

Complete Allisyn Axelrod, 11/12/19

Complete Donna Haynes, 11/18/19

Complete Reynaldo Tunnermann, 11/18/19

Complete Sean Brown, 11/19/19

Complete Lourdes Panizo, 11/19/19

Complete Cecilia Zereceda, 11/19/19

Complete Detra Adams, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Adam Iarussi, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Rhonda Stephanik, 11/21/19

Complete Celina Chavez, 11/21/19

Complete Celia Jimenez, 11/22/19

Complete Debbie-Ann Scott, 11/25/19

Complete David Shelley, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Louise Ball, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Merylyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Eagles' Nest Middle Charter School is a 6-8 Title I public charter school which opened in August 2005 and is currently located at 201 N University Drive, in the city of Coral Springs, Florida. From its inception, the Eagles' Nest Middle Charter School (ENMC) was determined to meet its goal of providing an incomparable educational experience for students, staff, and community. ENMC is co-located with its sister school, Panacea Prep Charter School, which are both governed by the same board. It is a Title I school that receives funding to support and supplement its educational programs. Having a choice in public education is a trend which is favorable amongst families. At ENMC, we never stop growing, learning, and changing to meet the needs of our students. This is the only way to ensure that year after year, families will continue to choose our school. This makes it necessary for us to work harder and provide the highest quality education for our students. The goals for the school over the next five years are to continue to provide a curriculum that is rigorous, standards based, and student centered. The school will continue to focus on providing professional development for educators to increase student achievement and we will ensure that our teachers are current in best practices for all subject areas.

ENMC is a place where children enjoy learning, teachers enjoy teaching and families are a fundamental part of the educational process. It is our school's vision to provide equitable high-quality education. It is our mission to develop in each child the love of learning, the ability to engage in critical thinking, and mastery of the academic building blocks necessary for a successful future. This requires classroom teaching to be a blend of whole-class, small group, and individual instruction. Our teachers are flexible in their approach to teaching and adjust curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Data drives our instruction. We rely on data to understand trends, weaknesses and strengths not only in our students but in our teachers as well. Our curriculum includes a proactive approach to teaching that meets children's needs and maximizes their growth as learners. We also strongly believe that students need to be proficient in the use of technology, therefore our curriculum is heavily infused with technology. We have Promethean Boards, laptops, and desktops in every classroom. We also have many software programs that support our reading, math and science curriculums.

Although the school is located in an affluent neighborhood, 97% of Eagle's Nest Middle Charter students do not live within walking distance of the school. The majority of students arrive by buses contracted by the school or by parent transportation. Currently, ENMC has 56 students. Approximately 86% of the school's student population is black or African American, and the other 14% includes other ethnic backgrounds. Three percent of the students receive Exceptional Student Education services and 10% are enrolled in the English for Speakers of Other Languages (ESOL) program. The school participates in the National School Lunch Program, whereby, 100% of the students receive free breakfast and lunch.

ENMC, which has a large minority and fragile student population, serves a number of students that enter the school performing below grade level in reading and mathematics. During the first year of the current renewal period, 99% of the population took all state-mandated assessments and brought the school to an overall grade of "C". The next year, 2015-16, the students scored so well, the school's grade was elevated to an "A". During 2016-17 the school did not receive an overall grade, but 39% of the students were proficient in English Language Arts and 69% were proficient in Math. Two consecutive years later, ENMC earned a "C". There are several factors affecting the decrease in the school's grade; students' proficiency, the transient population of neighboring charter and public schools, competing with the Broward County School District to keep highly qualified instructional personnel and a constantly changing administration. Consequently, those elements contributed to inconsistent academic performance.

Looking towards the horizon, strategically in the next five years, the school seeks to put itself in a much sturdier organizational position. With the re-establishment of a strong site-based leader at the principal position and a return to the solid academic outcomes from our earlier years, we believe we can recreate the kind of continuity that attracts the pupils and parents matriculating from our sister elementary school (Panacea Prep Charter School) to remain enrolled with us through the continuum of the secondary program offerings that we provide. Eagles' Nest Middle Charter School looks forward to continuing the collaborative relationship with Broward County Public Schools and working together to provide an outstanding educational program to all students.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation		Final Rating
Meets the Standard Adam Iarussi, 11/21/19		Meets the Standard

Explain the charter school’s current School Improvement Status.

- **How has the school met the standards required for federal and state accountability?**

2018-19 C, 2017-18 C, 2016-17 No Grade, 2015-16 A, 2014-15 C

Eagles' Nest Middle Charter School has met the standards required for federal and state accountability by maintaining a school grade of C. Based on the State Accountability requirements, ENMC's academic performance precluded the school from being required to submit a School Improvement Plan for the last two years.

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

- **Include data and a data analysis for each of the subgroups your school serves.**
- **Discuss programs implemented to address subgroup deficiencies and gap skills.**

Florida’s waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to report performance on annual measurable objectives (AMOs) in several areas of academic achievement. Since, ENMC has a small population, there were not enough students to meet the criteria of some of the sub groups (less than 10). As a result, the students that were included fell in the following sub groups; Black/African American, ELL and Economically Disadvantaged.

In 2015-16 each sub group excelled in each subject which resulted in 89% proficiency in English Language Arts and 100% proficiency in math for the total population. However, in the 3 subsequent years that followed, the proficiency rates decreased and the school’s grade dropped from an A to a C. Math proficiency rates for all students dropped each year (71%, 62.5%, 61.5%), whereas English language Arts proficiency rates fluctuated (45%, 54.7%, 38.5%). The Black/African American, English Language Learners and the Economically Disadvantaged sub groups followed the same pattern as the total population. In 2017-18 the school received its first scores in FCAT Science and Civics EOC. The school had less proficient students compared to the District and the State.

Black/African			2016-2017	2015-2016
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American	2018-2019			2017-2018			Only served 6 th & 7 th grade students			Only served 6 th & 7 th grade students	
	School	District	State	School	District	State	School	District	State	School	District
Reading	36.4%	45.7%	39.4%	53.7%	43.8%	38%	39%	38%	34%	93%	39%
Math	54.5%	47.3%	41.8%	57.4%	45.3%	40.7%	69%	41%	37%	100%	56%
Science	28.6%	41.3%	38.5%	50%	41.1%	39.3%	No 8 th Graders			No 8 th Graders	
Social Studies	47.4%	61.1%	58%	53.8%	59.8%	56.5%	No Civics Data was Collected			No 7 th Graders	
English Language Learners	2018-2019			2017-2018			2016-2017 Only served 6 th & 7 th grade students			2015-2016 Only served 6 th & 7 th grade students	
	School	District	State	School	District	State	School	District	State	School	District
Reading	26.7%	47%	39%	41.7%	42.1%	35.6%	Population less than 10			Population less than 10	
Math	60%	54.8%	48.3%	66.7%	50%	45.5%					
Science		40.9%	37.5%		37.5%	35.9%					
Social Studies		55.4%	50%		52.2%	47.3%					
Economically Disadvantaged	2018-2019			2017-2018			2016-2017 Only served 6 th & 7 th grade students			2015-2016 Only served 6 th & 7 th grade students	
	School	District	State	School	District	State	School	District	State	School	District

Reading	38.5%	49.6%	46.8%	55.6%	49.3%	46.5%	48%	42%	41%	92%	44%
Math	61.5%	52%	50.2%	63.5%	51.4%	50.4%	72%	47%	46%	100%	45%
Science	38.9%	45.2%	47.1%	47.8%	47%	49.3%	No 8 th Graders			No 8 th Gr	
Social Studies	50%	64.2%	63.9%	66.7%	64.4%	63.6%	No Civics Data was Collected			No 7 th Gr	
Total Students	2018-2019			2017-2018			2016-2017 Only served 6 th & 7 th grade students			2015-2016 Only served grade stu	
	School	District	State	School	District	State	School	District	State	School	District
Reading	38.5%	59.5%	57%	54.7%	58.1%	55.9%	45%	53%	51%	89%	55%
Math	61.5%	61.2%	59.6%	62.5%	59.7%	59%	71%	57%	54%	100%	56%
Science	38.9%	55.3%	57.8%	47.8%	55.3%	58.7%	No 8 th Graders			No 8 th Gr	
Social Studies	50%	71.9%	72.2%	62.5%	71.2%	71.4%	No Civics Data was Collected			No 7 th Gr	

The school has not been able to maintain its school grade of C solely based on the number of proficient students, but based on the percentage of students earning annual learning gains. In 2018-19, 73% of the English Language Learners made a learning gain in ELA and Math. The total population followed the pattern with 76% of the students making learning gains in Math and 63% in ELA. To increase the school AMO, the school is focused on student learning by looking at past and present data in relation to the state standards; to create a professional development plan for each staff member based on student deficiencies. The school is monitoring bi-weekly data, utilizing print rich materials, and using differentiated instruction. Research-based instructional curricula is student-centered, creating a collaborative learning environment. The school's goal is to increase the AMO by pushing all students to achieve at least one year of academic growth within

the calendar school year in ELA and Math. The school has designed a calendar of targeted benchmarks that all students must achieve on a timely basis. Students are monitored, and the school has individual plans of action for remediation. The School will measure its progress through the implementation of various evaluation and assessment tools that rely on data derived from State Accountability Reports. In order to determine success toward meeting students' needs, said data will be analyzed and studied. Based on measurable outcomes a justification is made to determine that all students achieve at least a year's growth at their respective levels in all core subjects.

	2015-16	2016-17	2017-18	2018-19
	Only served 6 th Grade Students	Only served 6 th & 7 th Grade Students		
FDOE Grade	A		C	C
Calculated Grade	A	B	C	C
Total Points Percentage	88	59	52	49
ELA Achievement Percentage	89	46	55	38
ELA Learning Gains Percentage	78	65	52	63
ELA Gains Low 25%	Population Less than 10	Population Less than 10	53	55
Math Achievement Percentage	100	71	63	62
Math Learning Gains Percentage	83	52	73	76
Math Gains Low 25%	Population Less than 10	Population Less than 10	63	58

Science Achievement Percentage	Only served 6 th Grade Students	Only served 6 th & 7 th Grade Students	48	38
Civics Achievement Percentage	Only served 6 th Grade Students	The Civics Exam was not administered	63	50

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

- **Include data and a data analysis for each of the subgroups your school serves.**
- **Discuss programs implemented to address subgroup deficiencies and gap skills.**

The subgroups, Black/African American, English Language Learners and Economically Disadvantaged, did not achieve their AMO targets. The SWD subgroup enrollment was below a 10 student cell, so the percentage was not calculated in the school grade. Students who have not achieved AMO targets receive interventions (Tier II or Tier III). The school administers these interventions to these subgroups through a 60 minute intensive reading intervention block that focuses on NG Inside. Students are given biweekly assessments, and are provided 4-6 weeks to show improvement. Subsequent tests are given to evaluate whether the student needs further remediation or enrichment. The school also implements centers in our daily schedule. Centers are a way for teachers to remediate with struggling learners, while enriching self-sufficient students. Extended Learning Opportunities are implemented mid year which targets English Language Arts, Math, Science and Civics remediation for students who are not meeting AMO.

The adoption and use of these strategies are critical in meeting the educational and learning needs of all students including those subgroups that did not achieve their AMO targets. Data reveals the subgroup, Black/African American students as well as students who scored a level 1 or 2 continue to perform below grade level. Overall the students performing below grade level are being provided research-based and supplemental interventions along with direct instruction from research-based Math and Reading programs to improve their academic achievement as part of the school's Multi-Tiered Support System (MTSS) process.

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

The School has developed a culture of each teacher being the "Administrator" of his/her class. This shared leadership creates a responsibility on the teacher to create, gather, analyze and respond to their student's data. The "Administrator" meets every Wednesday to revise and implement Instructional Plans to ensure students in all sub groups and the lowest quartile increase their proficiency levels in all areas, with specific attention to the overall Learning Gains of all students. The Plan of Action includes:

- Strategic reallocation of staff to provide instructional expertise to weaker areas based upon past performance.

- Increase usage of iReady lessons during computer lab block.
 - Greater emphasis on differentiated groups to increase student achievement for students in the lowest quartile.
 - Professional development for staff on small group instruction, with attention on struggling students.
 - Bi-monthly grade level curriculum meetings to review data and progression through Instructional Focus Calendars (IFCs).
 - Targeted support materials sent home for low performing students to continue to build fluency in content areas.
- **If the school is not using state assessments such as FSA or EOC, what assessments are administered?**

Eagles' Nest Charter Middle School uses all the state assessments such as FSA, NGSSS Science and EOC.

- **How often is student progress monitored?**

Grades 6-8, are monitored 3 times per year utilizing I-Ready diagnostic assessment for Reading and Math. Formative assessments are given once a month for all students in Reading, Writing, Math, Civics and Science. Mid-year, all the students are assessed using the Broward Standards Assessment (BSA) which covers subject areas ELA, Math, Civics and Science.

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

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

The students are making one year's worth of growth annually in math and reading.

	2015-16	2016-17	2017-18	2018-19
	Only served 6 th Grade Students	Only served 6 th & 7 th Grade Students		
FDOE Grade	A		C	C
Calculated Grade	A	B	C	C
ELA Learning Gains Percentage	78	65	52	63
	Population Less	Population Less		

ELA Gains Low 25%	than 10	than 10	53	55
Math Learning Gains Percentage	83	52	73	76
Math Gains Low 25%	Population Less than 10	Population Less than 10	63	58

The school establishes its own "in house" annual growth in reading and math by comparing the results found in the iReady Beginning of the Year test to the results of last years' iReady End of Year test. Progress is monitored for all grades three times a year using iReady. Students will take the BSA and finally the FSA exam. All of these tests provide data that helps the teachers drive instruction. The data is also used to discover which professional developments the teachers need to learn more effective strategies, to address individual student needs and maintain fluid small group instruction based on student progress.

To ensure success on FSA, the students participate in biweekly progress monitoring assessments that identify strengths and weaknesses in reading, math, writing, civics and science. Teachers use instructional focus calendars to guide instruction and formative assessments to provide differentiated instruction. Our teachers also use supplemental and research-based resources such as iReady and NewsELA to ensure that our students demonstrate mastery with Florida Standards. Also, the school utilizes teacher assistants to conduct push-in or pull-out remediation/enrichment throughout the school day. Students identified as the lowest 30% or that have been identified by their teacher as needing additional academic support receive afterschool FSA tutoring using Florida Coach materials.

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

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

In the 2018-19 and 2017-18 school years, over 50% of the students in the lowest 25% have made one year's worth of growth annually in math and reading.

	2015-16	2016-17	2017-18	2018-19
	Only served 6 th Grade Students	Only served 6 th & 7 th Grade Students		
FDOE Grade	A		C	C

Calculated Grade	A	B	C	C
ELA Gains Low 25%	Population Less than 10	Population Less than 10	53	55
Math Gains Low 25%	Population Less than 10	Population Less than 10	63	58

Historically the FLDOE School Reports does not include any information on the lowest 25% for ENMC because the population is small. However, the school is so dedicated to improving the overall grade that a list of “Critical Students” has been created to capture this data. To increase the growth rate of students in the area of reading and math, ENMC incorporates the use of small groups and centers daily so that struggling students are targeted. In addition, we’ve added afterschool tutoring camp 2 days per week for the identified critical students.

The School has redesigned the master schedule inclusive of courses targeted to meet the unique needs of our lowest quartile.

- The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- The School will implement a specific Instructional Plan for each year which reflects an analysis of all end of year standardized assessments, to include high and low performing areas and a consequent detail plan of action for improvement.
- The School will address the Areas of Deficiency and implement the Response/Action Plans from the Onsite Programmatic Review (OSPR) related Literacy, ESE/SWD, and ESOL.
- The School will secure viable supplemental resources through Title III, Part A Program (Broward County Schools) to continue to support ESOL students to increase their annual growth. The School will continue offering professional development based on the school’s annual needs assessment survey and student performance data.
- The School will provide teachers with opportunities to participate in professional development aligned to the School's goals and to their professional development needs.
- The School will monitor the implementation of ESOL strategies in the general classroom setting, provide supplementary materials and native language support for ELLs, monitor progress for ELL students, and ensure that comprehensible instruction is being provided to every ELL student.
- The School will develop and adhere to an instructional support schedule to provide more direct support to English Language Learners.
- The School will continue to closely monitor teacher performance and classroom instruction using the approved evaluation tool to ensure that identified goals and strategies are implemented with fidelity and to provide immediate, corrective feedback that will increase student performance and teacher effectiveness.
- The School will continue to provide training and support for teachers on the implementation of the Florida Standards in reading and mathematics.
- The School will continue to implement a state-approved, research-based math series to increase the level of rigor needed to meet the requirements of the Florida Standards in Mathematics.

- The School will administer diagnostic and benchmark assessments to monitor performance by standard and to provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- The School will develop and sustain a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis process, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- The School-based Collaborative Problem-Solving Team (CPST) will ensure implementation of the Response to Intervention (RtI) process in order to provide appropriate intervention strategies and support students' academic, emotional, behavioral and social needs.
- The School will utilize the following technology resources to supplement the curriculum: iReady, software that accompanies textbook series, and approved internet resources.

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

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

The school registers each student to take the FSA ELA, FSA Math, EOC Civics and the FCAT Science assessments. The Proctor for each test has to complete a training. During the test there are materials that have to be completed and returned to the testing center. The School is appropriately administering applicable state standardized tests to its students and follows all Florida and Broward County Public Schools guidelines for administration. These include attention to testing procedures and windows, administrator and staff training, and protecting test security. The School has consistently tested a high percentage of students, with 99% being the lowest percent tested.

ELL and SWD students are provided appropriate accommodations for all standardized and school-based assessments based on their personalized ELL accommodation plans or their Individualized Educational Plan (IEP).

In previous years, in conjunction with the District, the School conducted a technology infrastructure test of its network capabilities to determine if it met the state qualifications for bandwidth connectivity. Teachers completed the required training tests for the administration of the computer-based Florida Standards Assessments (FSA) through the state Test Administrator (TA) Training Site. The TA Training Site and Student Training Site are designed to provide TAs and students the ability to become familiar with online testing settings they will experience when administering and taking the FSA online.

Eagles' Nest Charter Middle will continue to adhere to all State and District guidelines pertaining to preparation and implementation of standardized assessments.

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

The school met or exceeded the performance levels of closely comparable populations for the

2015-16, 2017-18 and 2018-19 school years, earning a school grade of “A” for the first year and a school grade of "C" for the last two years. In the 2016-17 school year, although Eagles' Nest Middle Charter School did not receive a grade, its performance level data equated to a grade of B (see chart below) which is closely comparable to student populations at neighboring schools.

	2014-15						
	ELA	Math	Science	Civics	Grade		
Eagles' Nest Middle Charter School	35	30	33	62	C		
Somerset Preparatory Charter Middle School	52	45	33	66	C		
Coral Springs Middle School	62	64	56	64	A		
Renaissance Charter School at University	56	63	53	65	B		
	2015-16						
	ELA	ELA Gains	Math	Math Gains	Science	Civics	Grade
Eagles' Nest Middle Charter School	89	78	100	83			A

Somerset Preparatory Charter Middle School	34	43	37	52	33	55	C
Coral Springs Middle School	57	56	59	57	53	80	B
Renaissance Charter School at University	57	58	56	48	50	66	B
2016-17							
	ELA	ELA Gains	Math	Math Gains	Science	Civics	Grade
Eagles' Nest Middle Charter School	46	65	71	52	Didn't have 7 th Grade	No Data Collected	The scores Calculated to a B
Somerset Preparatory Charter Middle School	32	49	47	62	21	74	C
Coral Springs Middle School	57	57	61	61	51	79	B
Renaissance Charter School at University	62	64	63	65	58	78	B

	2017-18						
	ELA	ELA Gains	Math	Math Gains	Science	Civics	Grade
Eagles' Nest Middle Charter School	55	52	63	73	48	63	C
Somerset Preparatory Charter Middle School	61	56	60	58	48	61	B
Coral Springs Middle School	61	56	63	60	51	86	B
Renaissance Charter School at University	57	57	60	54	52	83	B
	2018-19						
	ELA	ELA Gains	Math	Math Gains	Science	Civics	Grade
Eagles' Nest Middle Charter School	38	63	62	76	39	50	C
Somerset Preparatory	65	64	56	41	38	76	C

Charter Middle School								
Coral Springs Middle School	64	58	64	59	52	87	B	
Renaissance Charter School at University	67	68	70	73	60	82	A	

Identify the charter school’s school grade.

- **If the charter school did not obtain a school grade of “C” or above, what measures will the school implement or has the school been implementing to improve its grade?**
- **If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?**
- **If a charter school serves untested grades (K-2), what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?**

2018-19 Eagles' Nest Charter Middle School Received a "C"

2017-18 Eagles' Nest Charter Middle School Received a "C"

2016-17 No Grade

2015-16 Eagles' Nest Charter Middle School Received an "A"

2014-15 Eagles' Nest Charter Middle School Received a "C"

All grades are tested at the school.

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

Since ENMC made a school grade of "C", the school was not required to develop a state mandated School Improvement Plan.

Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

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

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

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

- **If the charter school has not received a rating of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?**

ENMC does not receive School Improvement Ratings.

Identify the charter school's graduation rate, if applicable.

- **Provide in-cohort and post-cohort graduation rate data.**
- **What has been the charter school's graduation rate goal?**
- **What steps has the charter school taken to meet or exceed this goal?**
- **What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?**
- **How has the charter school supported students in meeting college, career, and life readiness? (Provide specific schoolwide strategies)**
- **Describe the student support measures implemented to increase student attendance (SIR Schools only)**

N/A

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

N/A

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Final Rating

Meets the Standard Rhonda Stephanik, 12/3/19

Meets the Standard

What is the school's mission? Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement.

The mission of Eagles' Nest Middle Charter School is to develop in each child the love of learning, the ability to engage in critical thinking, and mastery of the academic building blocks necessary for a successful future. ENMC envisions a dynamic, community-oriented, inclusive school that recognizes and nurtures all human intelligence so that students and staff from varied backgrounds will achieve their full intellectual and social potential.

Teachers are considered the first learners and have enthusiastically participated in aligned professional development opportunities to sharpen their knowledge and skills in utilizing current brain-based research, technology, cooperative learning strategies, higher-order questioning techniques, multiple intelligences, and differentiation of instruction. Applying new learning to the classroom has resulted in students becoming active rather than passive learners. Students are observed working in cooperative learning groups, completing research on topics of their interest, utilizing technology on a daily basis, and using hands-on manipulative learning materials. Assessment data is routinely used to assess student performance and guide decision-making with regard to planning for instruction and teacher selection/retention.

Eagles' Nest Middle Charter School is making significant progress towards achieving the school specific goals as defined in the charter school's agreement. A key factor in the School's success has been an emphasis on positive discipline and character education. On a daily basis, opportunities are provided for students to develop self-discipline and community responsibility. Our focus on character education is enhanced by our "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

Eagles' Nest Middle Charter School was saddened by the tragedy that occurred at Marjory Stoneman Douglas High School. In an effort to follow the Public Safety Act, the school has established procedures for evaluating and responding to school climate and safety protocols.

One of the initiatives is The Coach Aaron Feis Guardian Program. The Marjory Stoneman Douglas Public Safety Commission found that having Guardians in schools is the best way to ensure highly trained personnel are in place to respond immediately in the event of a school shooting. Today, the school has an armed Guardian who aids in the prevention or abatement of active assailant incidents on school premises. The Guardian was hired after he passed psychological and drug screenings, and successfully completed a minimum of 144 hours of training.

As growing student anxiety raises concerns, the teachers at Eagles' Nest Middle Charter School have been learning how to best approach these conversations using a digital role-playing platform called Kognito. Kognito creates a digital experience where educators can practice how to talk to students in distress when discussing suicide and depression. The program uses the latest principles behind social cognition, and game mechanics to create simulated conversations with virtual humans where people learn, practice and self-assess their ability to manage conversations that can lead to positive changes in social, emotional, and physical health.

Finally, the school created the Active Shooter Response Plan. The plan was developed to provide instructions and guidance to effectively address the response to an Active Shooter incident. The school took the following steps while creating the plan:

A. Developed a Response Plan and Procedures

- Implemented a comprehensive Emergency Action Plan that includes incidents beyond an environmental emergency, such as active shooter or suspicious package.
- Reviewed and updated the facility's Emergency Action Plan with assistance from Coral Springs Police.
- Established communication procedures for employees to report signs, flags, and threats of workplace violence.
- Established alternative methods of communication with employees during an incident—including emergency notification system, e-mail, phone, cell phone, text message, and walkie-talkie announcements.
- Determined how to estimate the impact of an incident on facility operations and communicate that to customers, the public, and law enforcement.
- Communicated with emergency responders to manage facility expectations of response capabilities.

B. Employee Training and Awareness

- Trained all employees on general emergency plans and those designed for specific scenarios.
- Trained security personnel in providing guidance to employees in each scenario.

C. Prepared for as Many Incidents as Possible

- Management:
 - Learned how to recognize potential workplace violence and suspicious behavior.
 - Identified the location of the nearest exits, potential safe harbors, emergency response kits, and decontamination sites.
- Employees:
 - Became familiar with emergency procedures and regularly review checklists or materials provided on emergency procedures.
 - Identify individuals who can best assist them and what information to provide about the situation.

D. Exercised Emergency Action Plans Regularly and Repeatedly

- Scheduled monthly drills, tabletop and functional exercises.
- Assessed gaps in plans, exercises and training.

E. Established a Relationship with Emergency Responders

- Involved Coral Springs Police in facility training and exercises.
- Jointly mapped out incident management procedures and pre-identified a common, secure radio communication channel.
- Coral Springs Police has toured the school and provided details about the facility that will help responders to adjust their protocols if necessary.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

	Final Rating
Meets the Standard Allisyn Axelrod, 11/12/19	Partially Meets the Standard
Meets the Standard Donna Haynes, 11/18/19	
Meets the Standard Kim Punzi-Elabiary, 11/21/19	
Meets the Standard Laurie Steinberg, 11/21/19	
Meets the Standard Celia Jimenez, 11/25/19	
Partially Meets the Standard David Shelley, 11/25/19	
Meets the Standard Celina Chavez, 11/25/19	
Does Not Meet the Standard Louise Ball, 11/25/19	
Meets the Standard Merilyn Johnson, 11/26/19	
Partially Meets the Standard Hanne Rega, 11/26/19	
Partially Meets the Standard Detra Adams, 11/26/19	
Does Not Meet the Standard Matt Schroeder, 12/3/19	

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

The key to implementing the school's mission is the collaboration and teamwork with the stakeholders: parents, students, teachers, administration and the surrounding community. The administration uses progress monitoring data to make important decisions about the curriculum and technology programs that are available for teachers and students. Teachers develop a thorough understanding of the standards and the formative assessment data that guide their instruction. Teachers also receive professional development to keep them up to date with the latest teaching trends, best practices and best instructional strategies. Every Wednesday, the teachers participate in common planning to discuss data and other important topics that drive instruction. Our learning environments foster collaborative learning, exploration, curiosity, literacy development and integration of the content areas. Families also receive valuable information in a quarterly parent newsletter that they can use to help their child experience success in school. Academic success is of utmost importance, but social expectations are equally important.

Students learn about good citizenship and other valuable traits through our character education program. Once a month, one student from every class is recognized for exhibiting the trait of the month in our Student of the Month ceremony. We also have school-wide events, such as assemblies on social expectations, Family Literacy Night, Math and Science Night, Multicultural Day and Career Day, aimed at promoting positive social interactions among all stakeholders. Most importantly, these events foster a safe and respectful environment, where students can share their ideas, learn from others, and celebrate diversity. As the teachers learn about new strategies and research in the educational field, we find ways to implement them in our curriculum to create lifelong learners prepared to contribute in a society that is constantly evolving.

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

Eagles' Nest Middle Charter School successfully implements district-approved curriculum and research-based strategies for daily whole group and small group differentiated instruction. Teachers use the same textbooks that the Broward County School District is using: Collections, Go Math, Fusion, My Reflections Civics and social studies material on-line at My HRW. To ensure the curriculum is focused on standards-based lessons, the teachers use CPalms as a resource for instructional planning. Additionally, teachers and students also have access to technology programs, such as iReady, Readworks, Kahn Academy and curriculum-based online resources, that reinforces important skills and provide multiple practice opportunities. In the beginning of the year, teachers receive instructional focus calendars, which provide a timeline and help them set short-term and long-term goals for their students. Teachers use formative assessments in the classroom to analyze data and make instructional decisions to address individual student's needs. Administration consistently communicates the importance of using the instructional focus calendar in combination with formative assessment data. Formative assessments are very powerful when the data is analyzed and students are provided with immediate feedback. Administrators conduct classroom walk-throughs to ensure that the teachers follow their schedule, and that the research-based curriculum and strategies are implemented with fidelity. During walk-throughs, lesson plans are reviewed to ensure that teachers are addressing the needs of all students, including those with an Individualized Educational Plan, Education Plan for Gifted Learners and English Language Learners.

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

In order to implement effective instructional strategies that support struggling students, teachers analyze FSA scores and the progress monitoring data from iReady assessment period 1. For reading, teachers use NG Inside for Tier 2 students 60 minutes per day to remediate deficient skills. Tier 3 students receive the same interventions for 60 minutes with a teacher assistant push-in for a more intensive remediation. For math, Tier 1 students are provided differentiated instruction in the general classroom via Go Math. Tier 2 intervention is provided as an additional 20-30 minutes 3 times per week for math interventions. Curriculum for Tier 2 intervention is Go Math Strategic, Go Math Version D worksheets, assessments and quizzes, Go Math Reteach and Go Math Reading Strategies. Students with similar deficiencies in Math are grouped for direct small group instruction 2-3 times per week. Students in Tier 3 intervention receive an increase in intensity. The increase in time and intensity for math is from 20-30 minutes 4 to 5 days per week. Curriculum for Tier 3 is Go Math Strategic, Go Math Version D worksheets, assessments and quizzes, Go Math Reteach and Go Math Reading Strategies. This is in accordance to the MTSS plan described in Section G. In conjunction with teacher-led interventions, teachers will continue to review iReady reports to monitor usage and the progress of students on their individualized learning plan. IReady provides lessons that teachers use to teach specific skills when students are not proficient, and also provides reinforcement activities that students can complete independently before starting a new level. Administration monitors students' usage in iReady on a weekly basis. We have teacher assistants that push-in and/or pull-out of classrooms to assist students daily. All SWD and ELL students are included in our remediation plan and

provided accommodations based on their individual educational needs. Afterschool tutoring is offered to students that have been identified as the lowest 30% or have been identified by their teacher in need of additional academic support. By working as a team, we ensure that effective instructional strategies are truly assisting struggling students to achieve grade level proficiency.

When students are suspected of having a disability, the Parent Information Form and Student Rating Form is completed, and consent for formal testing is requested before submitting documents to Psychological Services to review.

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

Frequently, qualitative and quantitative data is collected, interpreted and utilized to inform and guide instructional planning that is aligned with the Florida Standards and the Next Generation Sunshine State Standards. Before the start of a new school year, teachers, and administration collaborate in vertical planning meetings to identify standards that students are mastering and standards that need to be addressed differently to ensure that students are able to master prerequisite skills prior to entering the next grade level. The discussion includes the use of specific instructional strategies and resources that can be used to teach the identified standards. Qualitative data will be collected through teacher growth plans, walkthroughs, mentoring, and teacher feedback from weekly common planning meetings. This qualitative data is also helpful in guiding instructional planning, not only in the classroom, but also to guide professional development that impacts instruction. After walkthroughs, administrators discuss and note teacher strengths and specific areas of need. Lead teachers model how to teach Florida Standards and Next Generation Sunshine State Standards in Science. In post conferences teachers, administration and lead teachers take the time to review formative assessment data collected in the lesson and discuss how the student evidence was used during the lesson to address student needs, or how it can be used in the future. In these post conferences and in weekly common planning meetings, team leaders and teachers discuss quantitative data from progress monitoring assessments and other classroom assessments to help teachers make data driven decisions. Using the 2018-2019 data from assessment period 3, administrators set goals for the 2019-2020 school year.

	2016-17		2017-18		2018-19	
	Percent Proficient		Percent Proficient		Percent Proficient	
	iReady	FSA	iReady	FSA	iReady	FSA
Reading	46%	45%	42%	55%	40%	38%
Math	67%	70%	53%	63%	62%	62%

E. Elaborate on how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.

Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.

All students with disabilities (SWD) are provided a free appropriate public education. Individual Educational Plans (IEPs) are updated on a yearly basis with input from parents, educators, providers (Speech and Language Pathologists, ESE/SWD counselors, etc.), student progress monitoring data, and the student (whenever appropriate). Each IEP addresses the student's priority educational need as related to the impact of the disability on the student's educational program. Annual goals are developed for SWD learners and a report on the progress toward the annual goal(s) is sent home with the quarterly report cards. Apart from providing the specific services listed in a student's IEP, like specialized instruction, consultation, and/or collaboration, we will also differentiate instruction as necessary and will offer after school tutoring services and/or other assistance to ensure all students remain successful. SWD students access the general education curriculum with accommodations, supplemental aids and support facilitation in the Least Restrictive Environment possible. This is in addition to therapeutic services like Speech and Language, Counseling, Occupational and Physical Therapy for eligible students. Administrators, together with the ESE/SWD Specialist, make sure that teachers receive the necessary support to implement any needed accommodations that involve changes in instruction and/or assessment. During State or District assessments, students with disabilities are provided with accommodations as listed on their Individual Educational Plans. ESE/SWD staff attend trainings and monthly district meetings to receive current information regarding policies and procedures involving students with disabilities.

Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.

Under the ESE umbrella we also service gifted learners. Teachers or parents can make a recommendation for gifted screening. Upon meeting Gifted eligibility, an Educational Plan (EP) is created with the Gifted-Endorsed ESE Specialist, parent, administrator, general education teacher, gifted teacher, and student (where applicable) along with progress monitoring data to determine enrichment academic goals and services, like enrichment/gifted-high-achievers classes, for the upcoming two years. Bi-Annual goals are developed for Gifted learners and a report on the progress toward the bi-annual goal(s) is sent home with the quarterly report cards. Gifted students who have disabilities (such as speech or other health impairments) receive annual goals and services.

Describe the testing plan and progress monitoring plan for SWDs.

During State or District assessments, students with disabilities are provided with accommodations as listed on their Individual Education Plans. Gifted students do not receive accommodations unless they have a disability. ESE/SWD proctors receive a copy of each student's testing accommodations and document that the student received required accommodations on state mandated testing forms. ESE/SWD staff attend trainings and monthly district meetings to receive current information regarding policies and procedures involving students with disabilities.

Each quarter ESE/SWD teachers, gifted teachers, and providers (Speech and Language pathologists, ESE/SWD counselors, etc.) gather data based on the student's IEP/EP goals and generate a quarterly ESE/SWD progress report which is sent home with the student's general education report card. For ESE/SWD students whose progress stagnates or declines for two consecutive quarters, an ESE/SWD meeting is convened for the purpose of generating an Interim IEP where new goals and/or services are proposed.

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

What is the school's plan for identifying, placing and scheduling ELLs?

Eagles' Nest Middle Charter School has effective programs and services that meet the needs of English Language Learners. The school includes less than 10% of its pupils participating in the English as a Second Language (ESOL) program. During registration, part of the initial process is to fill out the Home Language Survey, which discloses familial information of the child being exposed to any other language in the home other than English. If the parent answers in the affirmative to any question on the Home Language Survey, the ESOL identification process begins. The student is administered the IPT Language Proficiency assessment to determine their level of language acquisition. If the language acquisition level has been determined to qualify for ESOL services, the student will receive services within the classroom as well as during all assessment periods. According to the Florida META Consent Decree, Eagles' Nest Middle Charter School's ELL students will be given a fair, appropriate, and equivalent chance to participate in all resources and programs offered in Broward County.

After a student is entered into the ESOL program on TERMS, the school's ELL Committee convenes and creates a personalized plan for that student. The plan identifies both classroom as well as any/all assessment accommodations that ensure the student receives equal access to instructional resources. ESOL students are assessed using all Florida Standard Assessments, and they are also administered the Florida ACCESS for ELLs. In order to be deemed proficient and exiting the ESOL program, students must score at a level 4.0 in reading as well a 4.0 composite, averaging all of the other sections (listening, speaking, reading, and writing). Students in grades 6-8 will also need to score a level 3 or higher on the ELA FSA to exit the ELL program.

Describe how the school has and will continue to comply with the state-approved district ELL Plan?

Students who have been exited continue to be monitored after the first report card, then the first semester, and finally yearly, for two consecutive years. An additional method of exiting an ELL student from the ESOL program may occur by the ELL Committee convening to analyze data to determine if the ELL student met any exit criteria as outlined in the District ELL Plan. The ESOL Contact will ensure that all ELL plans are accurately implemented and updated in ELLevation, TERMS and on the student's ESOL folder.

Eagles' Nest Middle Charter School has acquired a highly effective ESOL Contact, who is available on a daily basis, should there be any questions or concerns regarding students in the ESOL program. Active ELL students are monitored monthly, and as needed according to teacher recommendation. The ESOL contact participates in monthly collaborative video conference calls with members of the District and Charter Bilingual/ESOL department. The ESOL contact at Eagles' Nest Middle Charter School assists instructional staff in carrying out assessment accommodations on classroom testing issues as well as on Florida assessments. In addition, the

ESOL contact documents all available information on TERMS, and ELLevation, the electronic filing system used by Broward County.

Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

Teachers receive the students' levels and use the information to plan lessons and differentiate instruction to meet their needs. Using the Broward County Literacy Guide, teachers have access to the WIDA English Language Development Standards and the "Can Do" descriptors, which guide teachers in making instructional decisions that support ELLs. Additionally, teachers are provided with the matrix that includes instructional strategies and codes used in lesson plans to indicate the selected ESOL strategies for daily lessons. In our school, teachers use sensory supports, graphic organizers and interactive supports, such as working with a peer, to scaffold instruction and maximize their learning opportunities. Teachers utilize the Collections' ELL resources and also use the ELL resources from Go Math and Science Fusion. In addition to instructional strategies, teachers will ensure students have access to all ELL accommodations in accordance with their ELL plan (such as access to Heritage Language dictionaries and Content Glossaries, extended time, etc.).

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.

Eagles' Nest Middle Charter School implements a four step Collaborative Problem-Solving Process (CPSP) model, utilizing student data to guide instructional decisions.

Step 1: Identify if a problem exists and define the desired goal to be obtained in objective and measurable terms.

Review incoming student data from students who have data. Sources of data include BASIS, CUMULATIVE folders, and initial registration packets of transfer students coming from private schools and out of county. The school's primary data source is BASIS. Students with Early Warning Sign indicators of Yellow and Red are monitored during this process.

- All retained students are automatically in tier 2.
- All students scoring level 1 or 2 on FSA are automatically in Tier 2.
- All students already in the tier 2 or tier 3 process will begin the year with continued interventions.

Step 2: Identify possible reasons why the desired goal is not being obtained.

- Early Warning Sign indicators (attendance, homelessness, etc.) are to be considered.
- Focus, Productivity and Attention concerns are to be considered.
- Emotional/behaviorial concerns are to be considered.

Step 3: Develop and implement a well-supported plan, involving research-based strategies to obtain the goal.

Step 4: Evaluate the effectiveness of the plan in relation to the goal.

The MTSS Framework at Eagles' Nest Middle Charter School involves parents on a Collaborative Problem-Solving Team to look at student needs. The essential components of MTSS include:

- Multiple tiers of evidence-based instruction service delivery.
- A problem-solving method designed to inform the development of interventions.
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

Eagles' Nest Middle Charter School uses the three-tiered model for delivery of intervention services:

Tier 1:

During Tier 1, all students are provided differentiated instruction in the general classroom via HMH Collections which is administered through the 30-60 minute language arts block, and 30-60 minutes of math. The research-based curriculum for Language Arts is the HMH Collections Program, and the research-based curriculum for Math is Go Math.

Tier 2:

Tier 2 intervention is provided as an additional 60 minutes of reading instruction daily and an additional 20-30 minutes 3 times per week for math interventions. Curriculum for Tier 2 intervention in reading is as follows:

NG Inside Levels A through C and iReady for disfluent students in need of phonics interventions. Go Math Strategic, Go Math Version D worksheets, assessments and quizzes, Go Math Reteach, Go Math Reading Strategies. Students with similar deficiencies in Math are grouped for direct small group instruction 2-3 times per week.

Tier 3:

Students in Tier 3 intervention receive an increase in intensity. They receive small group direct instruction for 20 of the 60 minute Reading block. The increase in time and intensity for math is from 20-30 minutes 4 to 5 days per week. Curriculum for Tier 3 is as follows:

NG Inside and iReady for disfluent students in need of phonics interventions. Go Math Strategic, Go Math Version D worksheets, assessments and quizzes, Go Math Reteach, Go Math Reading Strategies.

When students are suspected of having a disability, the Parent Information Form and Student Rating Form is completed, and consent for formal testing is requested before submitting documents to Psychological Services to review.

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

Eagles' Nest Middle Charter will continue to follow its MTSS/Rtl process for the next charter agreement term. Adjustments to the school's plan will be made as needed to ensure compliance with any changes made in district and/or state mandates.

Weekly MTSS/Rtl consultations will continue to be conducted with the Cooperative Problem Solving Team to review and graph (as needed) student progress. The team will continue to meet during each cycle (4-6 weeks) to review student MTSS/Rtl goal/progress as indicated in the Rtl plan. The students who are in tier 2 and tier 3 will continue to be tracked and monitored through the school's MTSS/Rtl database where progress monitoring, parent meetings, and Rtl graphs are tracked and reviewed by administration. When student information is out of compliance, administration will convene a meeting with the team to discuss remediation.

Professional development describing the MTSS process will remain a component of the pre-planning week before school begins, as well as providing additional training in various staff meetings. During this time teachers may make appointments for individual or small group meetings for assistance in documenting Tier 1, Tier 2, and Tier 3 for specific children. Continued weekly assistance is provided throughout the year.

Describe the charter school's collaborative problem-solving team (CPST).

The Eagles' Nest Middle Charter School's Collaborative Problem-Solving Team (CPST) consists of the following team members:

- MTSS/RTI Coordinator leader and facilitator of the team, the coordinator provides professional development and assistance for teachers.
- General Education Teacher: the teacher notifies the MTSS/Rti Coordinator of students who are struggling, provides Tier 2 and Tier 3 instruction as needed and documents in MTSS/Rtl binder and school database in addition to providing graphic evidence to parents.
- Parent: the parent meets with the teacher regularly, providing input into the process, parents are fully informed throughout the process.
- Administrator: Principal or Principal Designee/Academic Coach verifies the fidelity of implementation and assists in the decision-making process.
- SWD/ESE Representative: SWD/ESE teacher, SWD/ESE Specialist, Speech/Language Pathologist, evaluation specialist, etc. provides input on general education strategies and interventions.

Curriculum Used:

NG Inside Level A through C and iReady for disfluent students in need of phonics interventions. Go Math Strategic, Go Math Version D worksheet, assessment and quizzes, Go Math Reteach, and Go Math Reading Strategies.

Progress Monitoring Used:

6-8 -iReady for Reading and Math (Assessment Period 1-3)

6-8 - NG Inside, Go Math Version D worksheet, assessment and quizzes, Go Math Reteach, and Go Math Reading Strategies.

Progress Monitoring Used: (Biweekly and weekly)

Describe the charter school's data analysis process for all tiered interventions.

The team meets regarding each case at least once to analyze the progress monitoring data (iReady, Progress Monitoring Assessments, etc.) to determine if Tier 2 is required. The team meets approximately every 1-2 weeks, after implementation of Tier 2, to analyze the progress monitoring data (NG Inside, Go Math, iReady, etc.). In approximately 4-6 weeks, the team will reconvene with the parent to present a graphical representation of the student's progress (comparing the student to intervention group and class peers) and to determine if the intervention was effective or if Tier 3 intervention is required.

The data will inform decisions about using National Geographic Inside Level A-C and which math intervention is appropriate. If Tier 3 is implemented, the team meets approximately every 1-2 weeks again to analyze the progress monitoring data (NG Inside, Go Math, iReady). In approximately 4-6 weeks, the team will reconvene with the parent to present a graphical

(comparing the student to intervention group and class peers) representation of the student’s progress and to determine if the intervention was effective or if additional changes need to be made. The team also at this time considers whether or not the student needs to be referred for a formal evaluation.

H. Explain the charter school’s current process to implement an Early Warning System (EWS).

- **Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement**

Eagles' Nest Middle Charter School obtains data for At-Risk students via Basis 3.0. The information is updated quarterly in TERMS to show current information for each student. The school has 32 students on the Early Warning System list because they scored a level 1 on the statewide assessment. There is also 1 student who failed ELA or Math, who is also on the list.

- **Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.**

Early Warning System Data (K-12)

Indicators	Grade 6	Grade 7	Grade 8	Grade	Totals
Attendance below 90 percent					0
One or more suspensions					0
Course failure in ELA or Math			1		1
Level 1 on statewide assessment	12	6	14		32
Students exhibiting two or more indicators					0

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:

Indicator: Course Failure in ELA or Math

- The principal and teachers will meet at the end of each quarter to discuss any students that are fragile to implement a success plan to get them back on track. This will include afterschool tutoring, providing required make-up assignments and MTSS interventions.
- Students will receive content area packets to complete in lieu of the course they failed. Classroom teachers will also use intervention strategies to accommodate students' not meeting proficiency.
- Students who have failed the same core class more than once, will be enrolled in Florida Virtual.
- Parent meetings will be provided so parents are aware of credit deficiencies.

Indicator: Level 1 on Statewide Assessment

- The principal and teachers will meet at the end of each quarter to discuss any students that are fragile to implement a success plan to get them back on track. This will include afterschool tutoring, providing required make-up assignments and MTSS interventions.
- Classroom teachers will use intervention strategies to accommodate students' not meeting proficiency. Teachers will use diagnostic tools for all students. All students in grades 6-8 will be using the Florida Ready program to supplement our regular curriculum and provide more rigor as part of the Florida State Standards.
- Students who are working below proficiency will be enrolled in an Intensive Reading class utilizing NG Inside Curriculum. The math students will be grouped accordingly and will utilize the Go Math Intensive Curriculum. Below proficiency students are also given free tutoring after school on Mondays and Wednesdays using Coach's Reading and Math program.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard Reynaldo Tunnermann, 11/18/19		Partially Meets the Standard
Partially Meets the Standard Lourdes Panizo, 11/19/19		

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

The Governing Board entered into a financial services agreement with School of Choice Accounting Services to provide financial services to Eagles' Nest Charter Middle School. School of Choice Accounting Services has established processes and procedures to ensure fiscal responsibility and sound internal controls, which Eagles' Nest Charter Middle School follows. They follow a financial policy which includes: the establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties, authorization and processing of disbursements, establishment of a payroll system and a process for meeting Broward County School District and FDOE data reporting requirements. In the event the State or District modifies the accounting or reporting system, the school will adopt the new standard.

Eagles' Nest Charter Middle School employs an administrative personnel who serves as a liaison to School of Choice Accounting Services for financial matters relating to cash collection and accounts payable. The liaison also works with the school's Principal to ensure adherence to the board approved budget. Below is a summary of some of the finance and accounting functions performed:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts
- Submit documentation for all receipts and disbursements made at the school level
- Prepare and submit purchase orders according to company policy
- Prepare and submit check requests to School of Choice Accounting Services
- Review and approve expenditure invoices with School Principal

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

The school's financial statements are prepared on a monthly basis by School of Choice Accounting Services and are distributed to both the 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. In addition, 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.

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

In compliance with Florida statute, the school obtains annual financial audits that are 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. The audit report is also submitted to the Auditor General of Florida in a timely fashion, as required.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

	Final Rating
Partially Meets the Standard Cecilia Zereceda, 11/19/19	Partially Meets the Standard

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

On an annual basis, the Governing Board adopts a comprehensive budget that includes all forms of revenue and expenditures. Amendments to the budget require the approval of the Governing Board. Annual budgets are on file as described in the renewal application instructions.

In addition to preparing a conservative budget, the Governing Board, in conjunction with the school and School of Choice Accounting Services, has a rigorous budget management process to ensure that the school achieves the desired positive financial results. Eagles' Nest Charter Middle School's budget management is a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results.

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

The school's financial obligations are in good standing. Annual budgets are “on file;” financial reports are “on file;” and annual financial audits are “on file.”

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

The Governing Board prepares comprehensive budgets that includes all forms of revenue and

expenditures. The Board reviews these budgets during it's board meetings, and, if changes are needed, an updated budget is prepared. Enrollment has been consistant over the last 5 years, a 5 year financial projection is provided in Attachment Q.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/19/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

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

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

The enrollment for Eagles' Nest Middle Charter School has not been consistent with its projections. The initial application anticipated larger enrollment numbers than the school has been able to recruit, but the enrollment is consistent with the facility space to support the program.

Although the initial application anticipated larger enrollment numbers, the school ensures that its enrollment supports fiscal responsibilities required to operate its programs and physical responsibilities necessary to guarantee that the school is in compliance with local regulations and guidelines regarding occupancy. The school’s actual enrollment is relatively consistent with the projections submitted to the District annually. It should be noted that Eagles' Nest Middle Charter School is collocated with its sister school, Panacea Prep Charter School, both under the same governance. Therefore, the total enrollment numbers of both entities cannot exceed the maximum allowable occupancy as determined by the local Building Official. As of the October 2019 FTE, the school has a total of 54 students enrolled and the building's occupancy is 220 students.

Eagles' Nest Middle Charter School seeks to serve a diverse population of students. The school’s objective is to fill open seats at each grade level. The school has also established a hotline to answer questions from the community and provide information to parents or guardians of potential students.

Recruitment of new students is an ongoing process. An extensive marketing strategy to attract students from the surrounding community, including students from “hard to reach” families has been implemented. These efforts include:

- Direct mailing to parents/guardians
- Community focus groups
- Program tours and open house for prospective students Parents/guardians and community members
- Media coverage
- Recruiting students of staff members

Posting and distributing of flyers in facilities, (such as religious institutions, libraries, and grocery stores) service providers, and community centers.

It is our belief that through the recruiting and marketing plan described above, we will be successful in attracting families reflective of the community. Informational meetings will be conducted in facilities, to include evening and weekend presentations. In addition, coordination of additional services such as parent involvement with the parent teacher group, and community based work-study programs will further serve as strategies to attract families.

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

The City of Coral Springs, is located in Broward County, Florida approximately 10 miles north west of Fort Lauderdale. As of the 2010 United States Census, the city had a population of 121,096 residents. 2017 data shows there were 41,814 occupied households of those, 18,293 have children under the age of 18 living with them. The racial ethnic composition of Eagles' Nest Middle Charter School's student body is not reflective of the community it serves. As a charter school, Eagles' Nest Middle Charter School has no official school boundary inside of Broward County. Which means, as long as parents can transport students to and from school in a timely manner, any child within county limits may attend. Additionally, the school offers bus transportation for students that reside between a two to four mile radius. Many of the students that attend our school come from neighboring cities, such as: Tamarac, Lauderdale Lakes, Margate and Lauderdale Hill, which explains why Eagles' Nest Middle Charter School's student demographics, the surrounding community and neighboring school's demographics do not align.

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

Enrollment Policy and Procedures

Eagles' Nest Middle Charter School accepts enrollment applications from all students in grades 6-8 residing in Broward County who would otherwise qualify to attend any other public school. The School has an open admissions policy, utilizing a "first come, first served" process as required by state statute. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building. Upon enrollment, parents/guardians of students who enroll in the school receive an Enrollment Package in the parent's primary language. The first form included in the packet is the Broward County School District's Registration form. The packet contains information about the school, a checklist of items necessary for registration, and required forms to be completed by parents.

Lottery Process

If the number of applicants exceeds the capacity of the program, class, grade level, or building; all applicants shall have an equal chance of being admitted through a random selection lottery process consistent with Florida's Charter School Legislation. Students are admitted without regard to ethnicity, national origin, race, gender, sexual orientation, or disability. Applications are accepted during an established and publicly announced enrollment period. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. If the number of qualified applicants exceeds the capacity of any grade level, a lottery is conducted within that grade level. Students are selected by a random drawing of names from the pool of eligible students until all available spaces for that grade level are filled. At this point all additional names are drawn and numbered to form a hierarchal order on the Eagles' Nest Middle Charter School's waiting list. Future available spaces

and openings during the course of the school year will be filled from the waiting list as necessary. If the waiting list is exhausted and spaces remain to be filled, another open enrollment period will be advertised and conducted following the procedures outlined above.

Enrollment Preferences

Consistent with F.S 1002.33(10)(d)1,2,3 - Enrollment preference is given to siblings of enrolled students, children of board members, and children of Eagles' Nest Middle Charter School's staff members. Students, who express a desire to re-enroll, have enrollment priority for the following school year. Consistent with F.S. 1002.33 (10)(e)(4). Enrollment may be limited to students residing within a reasonable distance of the school.

Enrollment Timeline

Applications are made available on January 1, at the school and on the school's website. Each application received is time stamped and dated. Applications are considered during a two-month application window. Applications must be fully completed and signed to be considered submitted. Applications postmarked, or received in-hand by 5:00 p.m. on the final day of the two-month application period will be considered. Parents are contacted by telephone to schedule an enrollment interview. At this time instructions for providing scholastic records and meeting all school district and state health requirements are given. If the number of qualified applicants exceeds the number of available spaces in a particular grade level, the lottery procedure is put into effect. All applications submitted during the designated enrollment period are reviewed. All applications must be complete and signed by a parent or guardian. Both parent and prospective student must agree, during their enrollment interview, that the educational program offered at Eagles' Nest Middle Charter School would best suit their educational needs, interests, and abilities.

The following timeline is followed with regard to admissions:

- February 1 - Begin Acceptance of Student Applications
- April 1 - Enrollment Window Ends
- April 29 - Lottery Conducted (If needed)
- May 2 - Letters of Acceptance Sent

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

SUPERVISION

Eagles' Nest Middle Charter School's primary concern is safety and a secure learning environment. The Principal and the Dean of Students are on staff daily to supervise students. Teachers are available for car lines as students arrive in the morning and are dismissed in the afternoon to ensure entering and exiting the building are secure for all students. Student Safety Patrols are readily available to assist with monitoring hallway traffic and student arrivals and dismissals. Several teachers are certified in CPR/Child Safety and fire safety biannually. All doors are locked between 8:30am and 3:15pm.

BEHAVIORS

Our teachers and staff consistently model and teach appropriate behavior to our students. Students are awarded a Character Award throughout the school year for demonstrating appropriate behavior in school. Character lessons are implemented and modeled monthly in all classrooms. Eagles' Nest Middle Charter School maintains high standards for academics and behavior. The school has adopted and follows the Broward County Code Book of Student

Conduct incorporating the documented policies for discipline, suspension, dismissal and recommendation for expulsion as identified in Policy 5006. In addition to the requirements found in the Broward County Code Book of Student Conduct, the school has developed a School-wide program that recognizes positive student behavior to promote and sustain a safe and positive learning environment.

PUPIL AND PARENT EXPECTATIONS

Students and parents will be expected to uphold the school's principles. Additionally, parents will be expected to participate in their child's education by:

- Staying informed of their child's progress in school and assisting with their child's studies
- Participating in parent-teacher conferences and participating in school events
- Dealing promptly and constructively with any disciplinary or academic issues their child may have in order to achieve a positive outcome
- Ensuring that their child is present for classroom instruction and programs
- Assisting by whatever means necessary to insure the safety and well-being of their student and increasing the possibility for the academic success of their child.

The Eagles' Nest Middle Charter School's Board of Directors follow the Broward School Board's Code of Conduct and has developed its own Parent Contract. The contract requires parents and students to read and sign that they will comply with the Code of Conduct and Parent Contract agreement as part of their enrollment requirement. The contract also requires parents and students to work collaboratively with the School to ensure the student's success. This contract describes basic parental responsibilities. Student responsibilities described in the contract include such basic items as the student's responsibility to wear the proper uniform, to behave appropriately and to be responsible for timely submission of class assignments and/or homework. Students not fulfilling their responsibilities as stated in the agreement will be subject to the regular disciplinary procedures in place at the school. Parents have every opportunity to fulfill their agreement, but if a parent shall consistently or flagrantly disregard the school's expectations then the school may withhold an offer of reenrollment to the family's students, depending upon the circumstances.

EMERGENCY ACTION PLAN

Emergency Management and Recovery Plan - The Security Action Plan prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather, security, etc. The School cooperates with the District and the local municipality to provide the safest school possible for staff and students. The school also incorporates all the applicable and appropriate District approved emergency efforts in order to maintain a safe school environment. Accordingly, the school adopted the emergency plans for active shooter, fire and tornado drills currently in effect within the District.

All staff members are trained regarding all the above emergency effort procedures. Staff are trained to implement each action plan within the appropriate emergency situations. Both students and staff are trained in planning for these events through routine drills and practice.

ACTIVE SHOOTER DRILLS

Active Shooter drills are conducted monthly to ensure both students and staff are properly prepared for crisis situations. Detailed Active Shooter procedures were created in concert with the City of Coral Springs Police and Fire Department, the details of which are known to the appropriate school, City, and District personnel.

FIRE DRILLS

Two Fire drills are conducted within the first 2 weeks of school. Starting in September, fire drills occur each month until the end of the school year. The school strives to assure all students evacuate the building in under 2 minutes. Drills are conducted utilizing both the primary and secondary evacuation routes and when possible in conjunction with the Coral Springs Fire Department.

TORNADO DRILLS

Tornado Drills are conducted twice a year. The first conducted in September and the second happens during the Severe Weather Awareness Week. Faculty, staff and students practice prescribed safety procedures to ensure safety during all weather related emergencies. Written procedures and plans are provided to teachers and staff through the employee handbook.

EXPLOSIONS WITHOUT STUDENTS OR STAFF INJURED

- Do not touch anything or allow anyone in the area (Crime Scene) Notify principal (or administrator in charge)
- Call 911 (phone specific)
- Evacuate the building to at least 300 feet away from the facility.
- Call Charter School Support Office (954) 321-2135
- Homeland Security (800) 237-3239

Be aware of a secondary device targeting the first responders

EXPLOSIONS WITH STUDENTS OR STAFF INJURED

- Do not touch anything or allow anyone in the area (Crime Scene). Notify principal (or administrator in charge)
- Call 911 (phone specific)
- Call Charter School Support Office (954) 321-2135
- Evacuate the building to at least 300 feet from the facility.

BUS TRANSPORTATION ACCIDENT

WHEN INFORMED OF BUS ACCIDENT WITH STUDENT INJURY

- Call Charter School Support Office (954) 321-2135
- Go to the scene of the accident; reassure students with your presence.
- Make list of students sent to hospital and identify which hospital for each student.
- If students are injured, have member (s) of faculty accompany students to hospital
- Send the completed list of injured students and hospitals to the school, Area Office Risk Management and Special Investigative Unit.

DEAN OF STUDENTS/OFFICE STAFF

- Stay in office
- Notify all parents of students involved in accident, including those not injured.
- Tell any callers that there has been an accident and that you do not have full details but expect a report quickly.
- Refer media to the Main Office (954) 341-5550

HAZARDOUS MATERIALS SPILL

If spill occurs in neighborhood the school administration will follow instructions from fire/rescue officials.

Location of emergency kit: Main Office

Notify principal (or administrator in charge) to decide CODE RED/CODE YELLOW.

- Call 911 (phone specific)
- Notify staff that 2-way radios are being turned off
- Turn radios off
- Evacuate the area or building immediately around the hazardous materials which is upwind, up- stream, uphill, to reduce exposure.
- Notify building security and/or building services and secure area.
- Secure Emergency Kit: Main Office

(ATF) Person In Possession Of A FIREARM

- Notify principal (administrator in charge)
- Call 911 (phone specific), if applicable
- Call Firearms (ATF) (954) 453-6001
- CODE RED/CODE YELLOW initiated by individual observing armed person
- Principal notifies staff that 2-way radio system is being turned off
- Turn radios off
- Principal activates School Response Team (SRT) which includes School Guardian
- Follow the directives of the police department upon their arrival

DO NOT CONFRONT OR TRY TO DISARM INDIVIDUAL

OBSERVING ABANDONED FIREARM

- Cover with empty container to preserve for evidence
- Notify principal (administrator in charge)
- Call 911 (phone specific), if applicable
- Notify building security and or building services

“DO NOT TOUCH FIREARM”

CODE RED/CODE YELLOW PROCEDURES

- Indicates there is an emergency that requires that all areas of the building be secured (lockdown). Staff should remain in place with students. 2-way radios and bells are turned off.
- Stay in classroom or get to classroom as quickly as possible, and take roll.
- Teachers lock classrooms; building services lock exterior doors
- Establish fire watch (ignore fire alarms)
- Await further instructions

FURTHER INSTRUCTIONS MAY COME OVER THE 2 WAY RADIO SYSTEM OR FROM INDIVIDUAL AT THE DOOR WHO WILL SLIDE HIS/HER PHOTO IDENTIFICATION UNDER THE DOOR.

CODE YELLOW

- An emergency that requires that all students be under supervision and accounted for
- School Response Team (SRT) reports to pre-designated
- 2-way radios are turned off

- Each teacher gets students in classroom and takes roll

AWAIT FURTHER INSTRUCTIONS FROM ADMINISTRATOR OR OTHER MEMBERS OF EMERGENCY TEAM.

WEATHER RELATED EMERGENCIES FLOODING, HURRICANES, TORNADO

Countywide emergencies will be dealt with at the county level. Any serious emergency, which affects a local school, should be handled locally.

- LOCATION OF EMERGENCY KIT: MAIN OFFICE
- Turn bells off
- Secure emergency kit: Main Office
- Notify building security and or building services
- Return students to building from buses, recess, portables, classroom, etc.
- Cancel open lunch, recess, and class changes that require students to go outdoors
- Notify staff to close blinds and move students away from exterior windows
- Move students to first floor where possible
- Monitor news broadcasts
- Refer to emergency message via 2-way radio
- Use battery operated radio to listen to stations WIOD 610 AM

When/if flooding occurs, be prepared to evacuate the building if necessary

FIRE REPORTED

- Activate fire alarm
- Notify Principal (administrator in charge)
- Call 911
- Evacuate the building
- Call Charter School Support Office (954) 321-2135
- Notify building security and or building services of fire's location, if known Dep.
- Direct building security and or building services to secure area
- Secure emergency kit: Main Office

RE-ENTER WHEN AUTHORIZED BY JOINT DECISION OF SCHOOL ADMINISTRATION: FIRE AND LAW ENFORCEMENT FIRE ALARM ACTIVATED

- Call 911
- Notify Principal (administrator in charge)
- Evacuate the building
- Call Charter School Support Office (954) 321-2135
- Notify building security and or building service if location is known
- Secure emergency kit: Main Office

EMERGENCY KIT THE SCHOOL EMERGENCY KIT SHOULD CONTAIN:

- Battery operated radio (AM/FM)
- Flashlights
- First aid kits
- Blood borne pathogen

- Megaphones
- Staff cell phone list
- Map of school and local area (5 copies)
- Roll of yellow caution tape
- Identification vest
- Paper and pencil

PERSON IN CHARGE OF SECURING KIT DURING EMERGENCY:

- Office Manager Dean of Students
- Dean of Student is designated to check the contents of the kit every month, especially the condition of batteries and flashlights and the accuracy of the SID list.

BOMB THREAT TO SCHOOL

- Use Bomb Threat Card while caller is on phone
- Activate Call Trace after hanging up but before taking another call on that line *69
- Contact principal (administrator in charge)
- Principal (administrator in charge) will notify staff that the 2-way radio system is being turned off
- Turn off bell system Main Office
- Call Charter Schools Support Office (954) 321-2135
- Principal decides whether to evacuate the building
- Secure Emergency Kit: Main Office

“IF EVACUATION IS IMPLEMENTED, DO NOT USE FIRE ALARM SYSTEM”

UTILITY FAILURE

- Call utility company: Florida Power and Light: On File
- AmeriGas Company: On File
- Call Charter Schools Support Office (954) 321-3135 Notify Building security or building services
- Secure emergency kit: Main Office

Gas Leaks

- Notify Principal
- Call 911
- Call utility company AmeriGas Company: On File Notify staff that 2-way radios are being turned off
- Turn off radios and bells
- Evacuate affected area sections, or building
- Call Charter Schools Support Office
- Secure emergency kit: Main Office

Water Failure

- Notify Principal
- Call utility company (954) 572-2420
- Notify building security and or building services
- Call Charter School Support Office (954) 321-2135

TELEPHONE FAILURE

- Notify Principal
- Use emergency cell phone to contact Area North Office (754) 321-2135 to notify them of the situation.
- Inform Charter School Support Office of cell phone number where you can be reached.
- Notify phone company (954) 780-2222

BOMB THREAT CALLED IN TO OUTSIDE AGENCY

- Notify Principal
- Assess threat and determine whether evacuation is necessary Principal activates School Response Team
- Call Charter School Support Office (754) 321-2135
- Coral Springs Police Department (954) 344-1800
- Firearms (ATF) (954)453-6001

BOMB DEVICE FOUND OR SUSPECTED

“DO NOT TOUCH THE DEVICE”

“DO NOT USE RADIO OR CELL PHONE WITHIN 300 FEET OF DEVICE”

- Call 911
- Principal activates School Team (SRT)
- Principal (administrator in charge) will notify staff that the system is being turned off
- Turn off bell system
- Call Charter School Support (754) 321-2135
- Secure emergency Kit: Main Office

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

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

Eagles' Nest Middle Charter School is located at 201 N. University Drive, Coral Springs, FL 33017. The school is leasing space from Our Lady of Health Catholic Church. The facility was built to Florida Building Code standards and is zoned for educational purposes; therefore, it satisfies all State and County requirements for the identified use. The facility receives all the routine health,

fire and safety inspections. The Health Department conducts routine compliance visits twice a year to ensure the school meets with all required health and sanitation regulations. Items of review include site cleanliness, food service operations and overall conditions of the facility; and throughout our years of operation, the school has been regularly compliant. Officials from the Coral Springs Fire Department administers annual safety walk-throughs to ensure the school meets with all mandated fire, safety and casualty codes; the school has historically remained in compliance. Broward County School Representatives perform yearly Comprehensive Safety Inspections to ensure all facility standards of safety are being met. These inspections are geared towards ensuring the school operates a safe and secure learning environment. All liability insurance and facility inspections are up-to-date and the school complies with facility requirements as stated in Section 1002.33(18), Florida Statute, (2016).

The School is housed in a facility that offers space for 220 students. The building has enough space to accommodate offices, storage, restrooms in sufficient numbers for students, and separate restroom facilities for adults. It is the governing board's policy to manage and conduct its facility's 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 follows 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. At the beginning of each academic year, employees receive initial and refresher trainings on school safety policies and procedures to assure they are current and knowledgeable on the safety aspects of their jobs. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform.

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

The school facility meets all commercial and life safety codes required for health and safety. All local and state policies related to health and safety have been met through rigorous oversight of program and facility maintenance. The School will continue to meet all local, state and federal requirements for health and safety issues.

FOOD SERVICES

The School contracts an independent Satellite Food Service from a National School Lunch Program approved vendor list from the Florida Department of Agriculture to provide healthy and nutritious meals for students. All food delivered to the school are in accordance with standards established by the Florida and Federal Departments of Agriculture.

An area inside the facility designated for meal services has met health regulations. Basic equipment for serving meals is maintained and food is served fresh and stored at the proper temperatures. The school provides meals in accordance with dietary guidelines set forth by the National School Lunch and Seamless Summer Food Program. Our Food Service Permit to Operate is up-to-date and posted in a visible location in the school's cafeteria. We also post on our website and in the main office the most current Broward County Health Department Inspection Report. Required annual inspections (A minimum of two satisfactory Broward County Health Department Inspections annually) are conducted to maintain the Florida Department of Health Food Sanitation Certificate. All the reporting requirements and documentation meeting specifications of the annual sanitation certification are adhered to. The contracted food vendor maintains current copies of their food inspections and insurance certificates and are required to maintain and supply the school with the daily production records of all meals served.

HEALTH SERVICES

Qualified personnel are assigned to provide student health services, including mandatory health screenings, such as for vision, hearing, and scoliosis. The necessary results are recorded on health records that are maintained in fireproof files secured by lock, after the information is entered into TERMS, and reported to the appropriate school departments and agencies. The Board ensures that the school complies with all local, state, and federal laws as they apply to charter schools and the health and safety of all students and employees, including Civil Rights Laws, Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA). Administration acts quickly to stop possible breaches of safety, ineffective procedures, or interference with effective health and safety operations.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

		Final Rating
Meets the Standard	Maria Yen, 11/6/19	Meets the Standard
Meets the Standard	Khandia Pinkney, 11/6/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/25/19	
Meets the Standard	Brenda Santiago, 12/2/19	

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

The school is a non-profit organization. We are incorporated with the State of Florida as a non-profit and have a 501(c) (3) from the Internal Revenue Service (IRS). Eagles' Nest Middle Charter School, Inc. is the administering agency for the school and the Board of Directors governs the school. Eagles' Nest Middle Charter School's governing Board oversees the direction of the Principal, supervises audits and business practices, and is responsible for handling complaints concerning the operation of the school. The Board performs these duties through regular meetings and routine monitoring. The organization as a whole is responsible for the school's performance and the governing Board is actively involved in managing the school's operations. While the principal does not report directly to the governing Board, a strong relationship between them 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 answers

any questions of the governing Board. The educational consultant (superintendent of schools) 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. They provide 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. All necessary management and professional expertise is provided by the Governing Board. Annually, the Board adopts and maintains the School's official operating budget and exercises oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body provides for a balanced general operating fund. The Board reviews the School's monthly financial statements and the performance of school administration at regular intervals and assesses the school, the educational program's success, and areas in need of improvement.

The Board consists minimally of three to seven uneven voting members to assure a quorum on any issue requiring a vote can be reached. The Board convenes no less than twice per school year, which allows for them to remain in compliance with Statutory meeting requirements and updated on all school occurrences. All Board members have been fingerprinted and cleared through the third-party District approved vendor and are in compliance with the Jessica Lunsford Act.

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

Procedures for the Governing Board 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, Mr. Simpson. Public meetings and record 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 website and displayed at the school in a visible area where parents are able to view. In addition, parents are properly notified 5 days prior to convening the meeting. The meetings are open to the public and are easily accessible by all persons, and are attended by the parent liaison whenever possible. 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 Statute and Florida Sunshine Laws, are enforced and followed. Members of the public who wish to speak at a Board meeting are recommended to contact the Board to make such arrangements at least 12 hours prior to the meeting's start time. All members of the public that wish to address the Board have a maximum amount of time (3 minutes) to speak at the discretion of the Board Chair. Meeting minutes, budgets, and audited financial reports are posted on the school's website. The Governing Board members have all participated in the Board Governance Training as required by the State of Florida Department of Education under the tutelage of State approved trainer attorney, Kathleen Schoenberg. As per public record law, parents may request to inspect and copy their child's record in writing, in person or over the phone. The school responds to requests in a timely manner and produces the records in accordance with applicable law. Parents who are unable to attend Board meetings may find the parent liaison's contact information on the website. This person works to bridge the communication between school and home by helping parents get the information, help and support they need to ensure their child's academic and social success in school. Eagles' Nest Middle Charter School maintains an updated website, in order to enrich parental engagement and comply with s. 1002.33 (9)(p), F.S..

C. Employment/ Staffing

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

Teachers employed by Eagles' Nest Middle Charter School are certified or certifiable as required by Chapter 231 of Florida Statutes. If the employee does not have a Professional Certificate at the date of employment, the employee must be eligible for and obtain a Temporary Certificate that will remain valid throughout the term of their employment, as long as the Board of Directors approve. The employee must also be in the process of obtaining his/her Professional Certificate. If the employee is required to update his/her certification or license by taking an exam, the employee will have two opportunities to pass the required test or ask for an extension with the approval of the Board. The School implements an internal certification monitoring process to ensure teachers are completing necessary coursework, in-service opportunities and certification exams to maintain their certification status. As a Title I school, Eagles' Nest Middle Charter School complies with the Federal Right to Know requirements in notifying parents of their child's teacher's certification status. The qualifications of teachers are disclosed to parents by sending home notices with students. The Governing Members may contract with skilled non-certified personnel (not teachers) to provide instructional services or to assist instructional staff members as educational consultants in the same manner as defined in Chapter 1012, and as provided by State Board of Education rule for Charter School Governing Members.

The School complies 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 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. The verification process includes checking for clearance of disciplinary actions. All employees are fingerprinted and have background checks conducted as required by Section 1012.56 (2)(d), Florida Statute, (2016). The School utilizes the District approved third-party vendor to process fingerprinting and background checks.

Extensive background reviews are conducted to verify past experiences and ensure the safety of the students. Background screening protocols include, but are not limited to, professional reference checks, verification of previous employment, review of educational transcripts showing all degrees conferred, Google and Social Media searches and mandatory fingerprinting of all potential employees and others serving in an official capacity of the School. The School is in compliance with the anti-discrimination provisions of the Florida Education Equity Act and all other pertinent state and federal laws. The School does not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Copies of all personnel documentation are maintained in each employee's respective personnel file.

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

Teacher performance is evaluated via the current Governing Board approved appraisal system, the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System, which is aligned to the Florida Educator Accomplished Practices (FEAPs) in accordance with Florida Statutes. Evaluations focus on (A) Instructional Design and Lesson Planning, (B) The Learning Environment, (C) Instructional Delivery and Facilitation, (D) Assessment, (E) Continuous Professional Development, and (F) Professional Responsibility and Ethical Conduct. Performance evaluations are used as a means of providing immediate instructional feedback with the purpose

of improving the quality of instruction thus enhancing student performance. A copy of the written performance evaluation is provided to the teacher at the time of the post-observation conference. The final evaluation report is signed and retained by the Principal in the employees' personnel file. Supervisors and employees discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position or within 10 days before or after the end of the 120- day period. This period, known as the introductory period, allows the supervisor and the employee time to discuss job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. This method of evaluation not only addresses the teacher's performance but it identifies teacher's weaknesses, which are used as a tool for professional growth. Eagles' Nest Middle Charter School will also determine employee effectiveness through analyzing outcomes. Specifically, teacher effectiveness will be determined by analyzing student assessment data on a quarterly and annual basis through benchmark assessment tests, District Assessment Tests, the FSA, FCAT Science and EOC Civics performance results. Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via an in-house assessment tool and individual conferences. All performance appraisal evaluations will serve as opportunities for growth to ensure that continuous improvement goals are being met.

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

The Board adopted and approved salary schedule exist to provide a clear and concise means of transparency as it pertains to the employee pay structure. It was developed with the intent to provide an escalating calendar of compensation commensurate with current industry standards for each position that is competitive with the pay of similar sized schools. Eagles' Nest Middle Charter School's policy states that if an employee receives a less than satisfactory overall year-end evaluation, he/she shall not receive a salary increase the following school year and will not be eligible for a merit bonus. If an evaluator gives an administrator an overall score of Needs Improvement or Unsatisfactory, he/she must tell him/her there will be no pay increase for the following school year. In accordance with Statute 1012.34, teachers and administrators on the Performance Pay Structure must be evaluated and assigned ratings of Highly Effective, Effective, Needs improvement, or Unsatisfactory. The annual salary increases for "Highly Effective" rated teacher or administrator assigned to the Performance Pay Schedule must be greater than the increase provided to a Grandfathered employee.

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

Parental involvement is essential to student success and therefore essential to the success of the School. Parents participate in the governance and operation of the School via representative participation on the Parent Teacher Resource Group (PTRG). Parent surveys are distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey are included in the Annual Report distributed to all parents. Less than satisfactory ratings by parents are addressed at the Board meetings. The School developed a specific plan of action to improve home to school communication and volunteer requirements that reflects the parent's ongoing commitment to their child's schooling. Parents are provided opportunity to meet a minimum annual 20-hour commitment based on the belief that a parent should be able to dedicate two hours per month (September to June) to in-school or out-of-school activities in direct support of the School and their child. Eagles' Nest Middle Charter School is a 501(c)(3) organization, under the IRS tax code. This allows parents, philanthropic foundations, and other community entities to make tax deductible donations to our school, which if tapped into, will afford us a

tremendous opportunity to enhance the high quality educational programs we currently provide to our students. Presently, we have partnerships with Publix and Sarpino's. Additionally, we are seeking partnerships with neighboring universities such as Florida International University whereby the school can accommodate student interns and the university can provide student volunteers as well as professional development for teachers.

Research indicates that parental involvement and community support are essential to optimal student development and the success of school programs. Therefore, we are committed to fostering high-quality relationships with parents and community stakeholders to gain strong support from them by creating an inviting school environment. Parents are involved in program planning and assisting in providing services that will meet the needs of students, families, and community stakeholders. We work cooperatively with parents and ensure that parents and community members are provided extensive opportunities to get involved in all aspects of the school programming. The School publishes a calendar of activities and programs, which offers parents, teachers, and other community members, opportunities to become actively engaged in the school's operation. The school's Governing Board has appointed a Parent Liaison to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Contact information for the Liaison is provided in writing to parents each year, and is posted prominently on the charter schools web site. The Liaison appointed by the Governing Board is physically present at PTRG meetings and other pertinent events and gatherings. Examples of areas where parents and community members are involved are listed below:

- Quarterly Parent/Teacher Conferences – will be scheduled at the school during the evening hours. Parents will be able to review their child's performance with their teacher and discuss strategies targeted at providing continued support and encouragement. Parental support may include parents dedicating volunteer time to offer their assistance at the school in various capacities.
- Open House Days, Career Fairs, Family Picnic – Such events will be held annually to foster and maintain communication and active involvement between the School and community stakeholders in and the surrounding community.
- The school's website, monthly newsletters, ParentLink, Social Media and monthly event calendars will all be used as a form of providing information to parents and encouraging their active involvement in the school. The above will also be used to maintain open lines of communication with parents.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
Attachments Added Rhonda Stephanik, 12/3/19	Final Rating Attachments Added

Educational Performance

- B. FSA (applicable years during the term of the current charter agreement)
- C. EOC
- D. AMO Standards
- E. FLDOE School Grade (prior 5 years)
- F. FLDOE Report Card
- H. Early Warning Systems Data
- I. Summary of Progress Monitoring Reports (prior 5 years), Most recent results AP1

Financial Performance

- N. Fixed Assets Report Reconciled with General Ledger
- Q. Projected Five (5) Year Budget for 2021-2025
- R. Revenue Estimate Worksheet for 2020-2021

Organizational Performance

- S. Student Enrollment Reports
- T. Discipline Reporting (Each Category, Prior 5 Years)
- U. Governing Board Member Training Certificates and Fingerprint Records

Staffing Reports

V. Certification Self-Audits

W. A sample of School Newsletters Requesting Parental Involvement

X. Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan if recently updated

Y. Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan if recently updated

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	B. FSA Reading	Hope, Belinda, 11/1/19 1:39 AM	PDF / 187.045 KB
1.2	B. FSA Math	Hope, Belinda, 11/1/19 1:38 AM	PDF / 216.644 KB
1.3	C. EOC Science	Hope, Belinda, 11/1/19 1:37 AM	PDF / 148.213 KB
1.4	C. EOC Civics	Hope, Belinda, 11/1/19 1:36 AM	PDF / 143.311 KB
1.5	D. AMO Standards	Hope, Belinda, 11/1/19 1:34 AM	PDF / 285.576 KB
1.6	E. FLDOE School Grade	Hope, Belinda, 11/1/19 1:33 AM	PDF / 287.807 KB
1.7	F. FLDOE Report Card 18-19	Hope, Belinda, 11/1/19 1:33 AM	PDF / 765.694 KB
1.8	F. FLDOE Report Card 17-18	Hope, Belinda, 11/1/19 1:32 AM	PDF / 668.727 KB
1.9	F. FLDOE Report Card 16-17	Hope, Belinda, 11/1/19 1:32 AM	PDF / 156.498 KB
1.10	F. FLDOE Report Card 15-16	Hope, Belinda, 11/1/19 1:31 AM	PDF / 206.94 KB
1.11	F. FLDOE Report Card 14-15	Hope, Belinda, 11/1/19 1:31 AM	PDF / 197.223 KB
1.12	H. Early Warning Systems Data	Hope, Belinda, 11/1/19 1:29 AM	PDF / 236.874 KB
1.13	I. Summary of Progress Monitoring Reports 19-20	Hope, Belinda, 11/1/19 1:28 AM	PDF / 63.496 KB
1.14	I. Summary of Progress Monitoring Reports 18-19	Hope, Belinda, 11/1/19 1:28 AM	PDF / 249.496 KB
1.15	I. Summary of Progress Monitoring Reports 17-18	Hope, Belinda, 11/1/19 1:27 AM	PDF / 314.438 KB
1.16	I. Summary of Progress Monitoring Reports 16-17	Hope, Belinda, 11/1/19 1:26 AM	PDF / 362.551 KB
1.17	N. Fixed Assets Report Reconciled with General Ledger	Hope, Belinda, 11/1/19 1:23 AM	PDF / 91.479 KB
1.18	Q. Projected Five (5) Year Budget for 2021-2025	Hope, Belinda, 10/30/19 5:16 PM	PDF / 199.34 KB

1.19	R. Revenue Estimate Worksheet 2020-21	Hope, Belinda, 10/30/19 1:36 PM	XLS / 222.5 KB
1.20	S. Student Enrollment Reports	Hope, Belinda, 10/28/19 4:04 PM	PDF / 29.87 KB
1.21	T. Discipline Reporting	Hope, Belinda, 10/28/19 4:04 PM	PDF / 39.516 KB
1.22	U. Governing Board Member Training Certificates/Fingerprint Records	Hope, Belinda, 10/28/19 4:02 PM	PDF / 59.845 KB
1.23	Staffing Report	Hope, Belinda, 10/28/19 4:02 PM	PDF / 38.227 KB
1.24	V. Certification Self-Audits	Hope, Belinda, 10/28/19 4:00 PM	PDF / 39.742 KB
1.25	W. A sample of School Newsletters Requesting Parental Involvement	Hope, Belinda, 10/28/19 3:59 PM	PDF / 79.958 KB
1.26	X. Teacher and Administrator Evaluation Tools	Hope, Belinda, 10/28/19 3:57 PM	PDF / 93.022 KB
1.27	Y. Pay for Performance	Hope, Belinda, 10/28/19 3:56 PM	PDF / 81.33 KB

Recommendation

School Name:	Eagles Nest Middle Charter School
Primary Contact:	Belinda Hope
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Eagles Nest Middle Charter School's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.