

2019 Model Florida Charter School Application

New Charter Application #000439

Innovation Preparatory Charter Inc.

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:

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3716 South Pacific Breeze Circle, Apt 201 Fort Lauderdale Lauderdale Lakes, Florida 33309

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GENERAL

A. School Information

Open Date: April 3, 2019
Proposed Name: Innovation Preparatory Charter Inc.
School Type: Middle
Grade Levels: [6, 7, 8]
School District: Broward
Neighborhood / Community: Fort Lauderdale
Organization Type: Non-profit Corporation
Sponsoring Entity: State Board Of Education
Address: 3716 South Pacific Breeze Circle, Apt 201 Lauderdale Lakes, Florida 33309
Phone: 954-380-1429
Fax:
Web Site: <http://www.innovationpreparatorycharter.org>
Calendar Type: Standard - 185 instructional days
Educational Service Provider: PTA (None)

B. Primary Contact Person

Name: Wanda Collins
Mailing Address: 3716 South Pacific Breeze Circle, Apt 201 Fort Lauderdale Lauderdale Lakes, Florida 33309
Mobile Phone: 954-380-1429
Alternate Phone:
Email: collins@innovationpreparatorycharter.org
Current Employer: Crystal Lake Middle School

C. Attendance Projections

Grade Level	2019-20 Enrollment		2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		At Capacity 2026-27	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	100	200	120	220	140	240	170	270	210	320	270	380
7	100	200	120	220	140	240	170	270	210	320	270	380
8	100	200	120	220	140	249	170	270	210	320	270	380
Total	300	600	360	660	420	729	510	810	630	960	810	1140

D. Board Members

Name	Title	Contact Information	Current Employer
		P: 954-380-1429	Crystal

Collins, Wanda	Board Chairperson	M: 9543801429 E: innovationpreparatorycharter@mathconcentration.com	Lake Middle School
Collins, Wanda	Board Secretary	P: 954-380-1429 M: 9543801429 E: innovationpreparatorycharter@mathconcentration.com	Crystal Lake Middle School
Collins, Wanda	Board Treasurer	P: 954-380-1429 M: 9543801429 E: innovationpreparatorycharter@mathconcentration.com	Crystal Lake Middle School
Cross, LaShonda	Board Vice Chairperson	P: M: 954-775-4144 E: lcross@sosflorida.com	Sos Children's Village of Florida

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Collins, Wanda	Founder and Chief Executive Officer	P: M: 9543801429 E: innovationpreparatorycharter@mathconcentration.com	Crystal Lake Middle School
Cross, LaShonda	Authorized Representative	P: M: 9547754144 E: lcross@sosflorida.com	

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

- Complete Martina Blanco, 2/28/20
- Complete LoriAyn Stickler, 2/28/20
- Complete Ann-Marie Evans, 2/28/20
- Complete Dorina Varsamis, 3/2/20
- Complete Detra Adams, 3/2/20
- Complete Adrienne Reynolds, 3/3/20
- Complete Debbie-Ann Scott, 3/3/20
- Complete Cassandra Vallianos, 3/3/20
- Complete Reynaldo Tunnermann, 3/3/20
- Complete Jill Young, 3/3/20
- Complete Rhonda Stephanik, 3/4/20
- Complete Deborah Gavilan, 3/4/20
- Complete Ray Papa, 3/4/20
- Complete Khandia Pinkney, 3/4/20
- Complete Matt Schroeder, 3/4/20
- Complete Allisyn Axelrod, 3/4/20
- Complete April Kowalski, 3/4/20
- Complete Angela Lublin, 3/4/20
- Complete Louise Ball, 3/4/20
- Complete Debra Kearns, 3/4/20
- Complete Zuzel Rodriguez, 3/4/20
- Complete Denise Roberts, 3/4/20

- Complete Laurie Steinberg, 3/4/20
- Complete Marilyn Johnson, 3/4/20
- Complete Neena Grosvenor, 3/4/20
- Complete David Shelley, 3/4/20
- Complete Joe Luechauer, 3/4/20
- Complete Leyda Sotolongo, 3/4/20
- Complete Carmello Moussignac, 3/4/20
- Complete Sean Brown, 3/4/20
- Complete Lourdes Panizo, 3/4/20
- Complete Donte Collins, 3/4/20
- Complete Brenda Santiago, 3/4/20
- Complete Cortney Roberts, 3/4/20
- Complete Marion Williams, 3/5/20
- Complete Blanca Guerra, 3/5/20
- Complete Aneatra King, 3/5/20
- Complete Victoria Stanford, 3/5/20
- Complete Maria Yen, 3/6/20
- Complete Robert Hamberger, 3/6/20
- Complete Brian King, 3/9/20

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The application before you is being submitted by Innovation Preparatory Charter, Inc. to open Innovation Preparatory Charter Inc. in the school district of Broward County

Vision Statement: We are committed to striving for excellence in every area of our life.

Mission Statement: We seek to provide rigorous lessons aligned to Common Core Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously.

Target Population: We will teach students in grade 6, 7, and 8th grade. We are targeting individuals in our surrounding and/or around the Broward county area. Innovation Preparatory Charter Inc. school will not discriminate on the basis of race, religion, sexual orientation, or national or ethnic origin in the admission of students and will implement a diverse enrollment and marketing plan in order to achieve racial/ethnic balances reflective of the school district. We will hold a lottery if necessary to ensure fair and equity for all who want to enroll in our school.

Educational Design: Currently, Innovation Preparatory Inc. is in the start-up stage. We have designed a curriculum charter in align with FLDOE, thus having met all criteria specified in F.S. 1002.331. We have done our due diligence to ensure our students will achieve academic excellence as part of the Florida Board of Education School System. The school will incorporate project-based lessons that are innovative and engaging to improve academic achievement. We have conducted extensive research and our findings have determined that Project-based learning, methodical approaches, and differentiated instruction are key components to a successful curriculum. This curriculum would be best for our students in and of itself because it allows our students to make real world connections. In a world with diverse learners, it is critical we create lessons that are not only dynamic in nature but are tailored to meet each student's needs. The school will provide adequate preparation for state assessments, strengthen the school-home connection and meet the individual needs of the student population while furthering the mission. The School will also feature technology-rich classrooms, be staffed with highly qualified teachers, thus providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and skills essential to their future development. We will also provide support staff with the professional development that they need in order to be proficient in such modalities as project-based learning and differentiated instruction. These strategies were not a focal point at the undergraduate level and therefore ongoing professional development after college is necessary.

It is a proven fact that teachers who are constantly honing their craft can connect with students to foster a classroom of sustainability versus teachers who are stagnant when it comes to learning new ways of approaching the subject. Teachers who crave healthy connections with their students are constantly researching ways to do so and reap great rewards as well. That is what our school is all about -creating lasting connections that will foster our youth to choose the right path. There are several ways teachers can connect with their students. They can get to know who their students are by having them complete an interest survey.

School Design and Culture: Innovation Preparatory Charter Inc. upholds an educational culture where academic excellence is our number one priority. We will create a climate where every individual is respected and cared for. Our philosophy is every child has the potential to be successful and we have high expectations because of our belief system. We are committed to educational excellence and empowering our future leaders. We expect our students and parents to be active participants in the learning process. We encourage parent involvement and collaborative infrastructure. In order to create a family culture, uniform guidelines, will be imposed. Innovation Preparatory Charter Inc. will offer programs and a support system for low-performing students (e.g. interventions, IEP's; afterschool tutoring), individualized services and programs for students with special needs (ESOL, ESE 504 and Gifted plan services) as well advanced academic initiatives for advanced learners (e.g. advanced courses, enrichment programs) in order to meet the needs of all our students .The school will provide a standard-based curriculum (with adequate preparation for state assessments) in order to meet the individual needs of the student

population. The school will also provide adequate preparation for state assessments such as common formative assessments. The School will also be staffed with highly qualified teachers, thus providing an enriching learning environment where students can grow mentally.

Capacity to successfully operate a high-quality school: The founding leader has taught at the middle school level for 13 years. The founding leader has been able to make learning gains with the lowest performing students in the school by building lasting connections. Innovation Preparatory Charter Inc. curriculum aligns with Common Core Standards. As part of an advanced accredited system, Innovation Preparatory Charter will open as an AdvacED accredited program from inception and will uphold our vision of striving for excellence in every area of our life. The founding leader is also enrolled at NCU to obtain her master's in Educational leadership to further her education and prepare her for her leadership role.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation		Final Rating
Meets the Standard	Cortney Roberts, 3/4/20	Meets the Standard

- EDUCATIONAL PLAN

Section 1: Mission, Guidelines Principles and Purpose

- Provide the mission statement for the proposed charter school. The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree

Mission Statement: We seek to provide rigorous lessons aligned to Common Core Standards to maximize our student’s potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life.

B. Provide the **section number(s)** of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Please note that for the electronic version you must specify the **SECTION** where the information can be found and not the page numbers as specified for the hard copy. *In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. SECTION(S): 3*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. SECTION(S): 22*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. SECTION(S): 4, 6*

C. Provide the **section number(s)** of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. Please note that for the electronic version you must specify the **SECTION** where the information can be found and not the page numbers as specified for the hard copy.

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

- *Improve student learning and academic achievement.* **SECTION(S): 3, 4, 5, 6**
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* **SECTION(S): 6, 20**
- *Encourage the use of innovative learning methods.* **SECTION(S): 3, 4, 5, 6**
- *Require the measurement of learning outcomes.* **SECTION(S): 4, 6**

D. Provide the **section number(s)** of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". Please note that for the electronic version you must specify the **SECTION** where the information can be found and not the page numbers as specified for the hard copy.

This section is optional.

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

- *Create innovative measurement tools.* **SECTION(S): 3,4,5,6**
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* **SECTION(S): 6**
- *Expand the capacity of the public school system.* **SECTION(S): 3, 20**
- *Mitigate the educational impact created by the development of new residential dwelling units.* **SECTION(S): 3**
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* **SECTION(S): 12, 13**

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

Notes

Jill Young, 3/2/20 7:39 PM:

Mission Statement: We seek to provide rigorous lessons aligned to Common Core Standards to maximize our student’s potential. Innovation Preparatory Charter Inc. curriculum aligns with Common Core Standards. Florida has a new plan to end Common Core testing in schools

2. Target Population and Student Body

Section Evaluation

Does Not Meet the Standard Jill Young, 2/29/20

Partially Meets the Standard Marion Williams, 3/5/20

Final Rating

Does Not Meet the Standard

Section 2: Target Population and Student Body

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

The mission of Innovation Preparatory Charter Inc. is to provide rigorous lessons aligned to Common Core Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life.

We anticipate a student population of 6th, 7th, and 8th graders. Our mission and vision statements are in direct alignment with how we will meet our students needs. To propel our students to reach their maximum potential, the school will implement project-based learning; differentiated instruction; and methodical approaches. These approaches in addition to the mandated common core standards curriculum will prepare our students to master the Next Generation Sunshine State Standards (NGSSS).

We will have an open admissions policy in which the school will provide equitable choice opportunities for all students across grades 6th-8th. Innovation Preparatory Charter Inc. will be open to school aged children eligible to attend grades 6th -8th grade in Broward County. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process.

In accordance with 1002.31(2)(a), beginning by the 2017-2018 school year, the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's open enrollment process.

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

Innovation Preparatory Charter Inc. will utilize the current Broward County School facilities.

- Provide enrollment projections in **section C under the General category** for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per

section 1002.33(10), F.S.

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

The enrollment projections are based on calculations of class size and inconsideration of the number of students in existing programs throughout Broward county.

E .Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

The rationale for the projected numbers of students considers the enrollment and growth of Broward County serving students in grades 6th-8th grade as well as the current demand for Charter schools in certain grade levels. There are many students currently on waiting lists. The enrollment projections are based on having more classrooms in these feeder grades in order to promote stable school growth. The school will grow in a realistic manner adding sections to grades that are in demand until full capacity.

1For operators intending to apply and be eligible for federal funding under the US Department of Education’s Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V,Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

Attachments

Section 2: Target Population and Student Body

– No Attachments –

Notes

Marion Williams, 3/5/20 12:52 PM:

Will the targeted population be served according to FS. IE: aligned to Common Core Standards to maximize our student?s potential. FLDOE has established new standards for all public schools.

Jill Young, 2/29/20 7:15 PM:

No enrollment projection provided only a statement on page 10. Section C Enrollment projections projects from 2023/24 to 2026/27. What happens in years 2024/25? Florida has a new plan to end Common Core testing in schools. This application states it will be aligned to Common Core.

3. Educational Program Design

Section Evaluation

Meets the Standard	Martina Blanco, 2/28/20
Meets the Standard	LoriAyn Stickler, 2/28/20
Meets the Standard	Ann-Marie Evans, 2/28/20
Meets the Standard	Louise Ball, 3/3/20
Meets the Standard	Matt Schroeder, 3/4/20
Meets the Standard	Zuzel Rodriguez, 3/4/20
Meets the Standard	Merilyn Johnson, 3/4/20
Partially Meets the Standard	Neena Grosvenor, 3/4/20
Meets the Standard	Joe Luechauer, 3/4/20
Meets the Standard	David Shelley, 3/4/20
Partially Meets the Standard	Cortney Roberts, 3/4/20
Partially Meets the Standard	Blanca Guerra, 3/5/20
Meets the Standard	Detra Adams, 3/5/20

Final Rating

Partially Meets the Standard

Section 3: Educational Program Design

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

The proposed school will maintain an emphasis on academic achievement. The emphasis of the Innovation Preparatory Charter Inc. is a “project-based” hands-on approach method of preparing students to maximize their potential, wherein students are encouraged to delve into the assignment with an open mind. The project-based model allows students to be independent thinkers who are able to solve real-world problems that are challenging. They are meant to be rigorous, but attainable.

We will have “pull-outs.” Students who are struggling and/or underachieving will be pulled out for one-on-one remediation. We will use an intensive tutoring program aligned with common core standards to meet their needs. As a result, students will be better prepared for success in middle, high school (and subsequently college) preparation coursework. These and other Innovation Preparatory Charter Inc. “best practices” are established to meet the needs of all learners.

We have high standards for student achievement using relevant lesson plans that are in aligned to the Florida Standards in ELA and Mathematics and literacy standards for science and the Florida NG-SSS, as applicable to course and grade level. The lesson plans will incorporate the following:

Theme: The theme is the concept or big idea that the study is centered around. It should be a concept that is important to the concept that is being taught

Essential Questions: These questions help focus students on the most important aspects of the theme. Teachers and students consider two or three substantive questions throughout the unit and analyze them from multiple perspectives.

Learning Goals: These goals describe what students should learn and be able to do as a result of the unit of study. Learning Goals are divided into three areas: habits of mind, skills, and content standards.

Habits of mind—The ways of thinking and being that the school values

Skills—What students will be able to do by the end of the unit

Content Standards—The knowledge that students will acquire during the unit

Assessment: Ticket-out the door- a question relevant to the days lesson

Ongoing Assessments, and Reflection, assessment is designed so that students and teachers know how they are doing and what they have to do to improve.

Ongoing Assessments—The work and assignments that show how students are doing as the unit progresses

Culminating Assessment—A project or performance that asks students to apply the knowledge, skills, and habits of mind they develop throughout the unit. All the work and learning of the unit build toward the creation of the culminating assessment. **Reflection and Self-assessment**—Occurs throughout the unit as part of ongoing assessment and at the end of the unit when students and teachers look back on the unit to see what worked well and what can be improved.

Selection and Sequence of Learning Experiences: These are the ways in which students engage with the content, learn the skills, and develop the habits of mind that are the goals of the unit. The sequence of activities should be designed to move students toward achieving the learning goals and creating the culminating assessment.

Accordingly, the school will combine the best practices shared by other teachers verbally and electronically. Essentially these strategies will drive school reform nation-wide. Innovation Preparatory Charter Inc. will provide all students with a core curriculum established by Florida Board of education: English/language arts (ELA), Mathematics, Civics, Science, Music, Art, Physical Education, Financial Literacy, Dance, World Languages, Home Economics and Technology. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress.

Using data, teachers will identify students who are struggling and/or below-grade level. We will also provide additional support such as remediation courses as well as concept specific classroom-based strategies with target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential.

The curriculum will provide a solid academic foundation for students to have success at subsequent levels. We will expose our students to areas of concentration they struggle with. They will participate math talk and reading talk; create reflective journals; and use proven strategies such as CRISS to increase reading fluency. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners). In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FSA in ELA and the FSA in Mathematics will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The school will monitor growth and adjust interventions using mini-assessments, formative assessments; bellringers; walk-throughs, silent sustained reading as necessary, depending upon the student's academic growth.

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

The basic learning environment at Innovation Preparatory Charter Inc. will support the school's mission in that the educational program is designed to serve all students and accommodate diverse needs and

learning styles.

At the start of the school year, teachers will review their student's previous year data as well as administer a pre-test to properly assess their student's needs. They will also assess their student's learning styles by having them complete a learning styles questionnaire to create dynamic lessons that will meet their individual needs. They will also have student's complete an interest survey to get to know their students. Consequently, they can create lessons that will meaningful to their students. The school will use USA test prep to asses our students. This will allow the school to gather the most current data in order to determine areas of students' strengths and weakness, to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services.

The educational program will be structured according to the required minutes of instruction per class and grade level. in accordance with our academic schedule will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Classes will consist of a teacher: student ratio of 1:18 for 6th- 8th grade. There will be 4 core course and 2 elective courses daily plus a mandatory 60-minute pre-planned enrichment lesson strengthening areas of weakness. The classes will consist of 50-minute block periods.

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

Core content will be delivered using the instructional materials, strategies and best practices that research has found to be successful in the classroom. The governing board will oversee the implementation of the following practices/activities to ensure that the program is replicated

implement with fidelity: -Teachers will meet periodically by grade level and/or subject area to plan and share best practices and creating lesson plans to be submitted to department heads for review and administration for approval. Teachers will be trained on Common board configuration -outlining the objectives, agenda, essential questions, and home learning assignments for each class-Principals will ensure implementation through modeling, mentoring, and classroom walkthroughs-Ensuring that the new school implements the same curriculum, materials, and scheduling.We will use appropriate grade level pacing guides and focus calendars and use state-approved curriculum in content areas. To ensure teachers are adhering to professional standards and the curriculum, Formal observations will be conducted annually (bi-annually for new teachers). Informal observations will be conducted through classroom walkthroughs periodically and ongoing review (at least quarterly) of student performance data and results to inform instruction. We will access student performance using qualitative and quantitative data to inform and guide instructional planning. We have provided a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B (Note: if approved, the Governing Board will formally adopt an annual calendar)See Attachment B -Sample Daily Schedule and Annual Calenda

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B.(Note: if approved, the Governing Board will formally adopt an annual calendar)

See Attachment B -Sample Daily Schedule and Annual Calendar

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

Innovation Preparatory Charter is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, our goal is to ensure every student can demonstrate mastery of the Florida Standards and NGSSS. We will have a Reading and a Math coach to assist new and veteran educators with supplemental resources in addition to the text. We will have adequate ELL and ESE personnel, and counseling staff to adequately support and properly service students as deemed necessary and according to their individual needs. We will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success. The school will also offer courses such as financial literacy to introduce our students to building credit, opening checking and savings accounts; writing and balances their check books and other financial literacy aspects we deem vital to their future success.

Character education will be infused during homeroom to foster values and virtues of being a productive member in our society. Free tutoring will be provided afterschool to fill any learning gaps as well as afterschool clubs. To support attainment of the state-adopted standards for our intended student population, the school will provide: Data-Driven Individualized Supports for all Students: The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (Rtl) team composed of administrators, teachers, and specialists trained to use the MTSS/Rtl Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs.

Teachers will participate in professional development classes to continuously monitor student progress and make data-driven decisions so they can effectively deliver instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs and devise a plan accordingly. Teachers must read their students Individualized Education Plan (IEP)

for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; The school will offer advanced/gifted as needed in grades 6th-7th.

We will provide additional services for students below grade level and/or at risk of failure: We will target students not making progress in the core curriculum and provide them with intensive instruction matched to their needs including, but not limited to:

- Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs;
- Additional tutoring opportunities with qualified interventionist using research-based interventions
- Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines;
- Progress monitoring through data tracking logs and mini-assessments aligned to strengthen their areas of weakness.

Attachments

Section 3: Educational Program Design

3.1	Annual Calendar	Collins, Wanda, 5/11/19 4:50 AM	PDF / 58.956 KB
3.2	Bell Schedule	Collins, Wanda, 5/11/19 4:49 AM	DOCX / 16.776 KB

Notes

Detra Adams, 3/5/20 3:26 PM:

Secondary Literacy: Is it the School's intention to follow Florida's new B.E.S.T. Standards for Literacy? Is it the School's intention to opt-in to the District's K-12 Comprehensive Evidence-Based Reading Plan and follow it in its entirety (student placement, curriculum, progress monitoring)? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) The application failed to provide evidence of a clear and coherent educational program design for ELA, Intensive Reading, and Writing. How will the School support students in attaining proficiency of the Florida Standards for ELA/Writing? What curriculum will you use to support this process? The FLDOE has approved the implementation of new standards for ELA/Writing. This will necessitate the adoption of new curriculum and progress monitoring tools. The School will need to transition to these new requirements to meet compliance.

Blanca Guerra, 3/5/20 3:08 PM:

Does not specify curriculum alignment to Florida World Languages Standards

Cortney Roberts, 3/4/20 5:33 PM:

Explain the schoolwide design specifically for MTSS implementation.

Neena Grosvenor, 3/4/20 5:05 PM:

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized? 1006.40 (3) (d) School library media services; establishment and maintenance. Establish and maintain a

program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

4. Curriculum and Instructional Design

Section Evaluation	
Meets the Standard Martina Blanco, 3/2/20	Final Rating Does Not Meet the Standard
Meets the Standard LoriAyn Stickler, 2/28/20	
Partially Meets the Standard Ann-Marie Evans, 2/28/20	
Does Not Meet the Standard Louise Ball, 3/4/20	
Meets the Standard Matt Schroeder, 3/4/20	
Meets the Standard Zuzel Rodriguez, 3/4/20	
Partially Meets the Standard Neena Grosvenor, 3/4/20	
Partially Meets the Standard Marilyn Johnson, 3/4/20	
Meets the Standard Joe Luechauer, 3/4/20	
Does Not Meet the Standard David Shelley, 3/4/20	
Partially Meets the Standard Cortney Roberts, 3/4/20	
Partially Meets the Standard Blanca Guerra, 3/5/20	
Does Not Meet the Standard Detra Adams, 3/5/20	
Meets the Standard Brian King, 3/9/20	

Section 4: Curriculum and Instructional Design

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

We will provide exceptional education, high expectations, and consistent standards-based curriculum for all students in alignment with the Innovation Preparatory mission and vision. We will provide a diverse curriculum embedded with Common Core Standards that are challenging for all students and based on the expectation that all students can achieve high standards if we provide them with individual support tailored to meet their specific needs. We will infuse lessons that focus on the school's mission of individualized instruction to maximize our student's full potential. Our teachers will attend professional development training to use varying instructional strategies to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level.

SWD students will have equal access to the core curriculum. ELL students will also have the same access. Both groups will be placed in a mainstreamed classroom with their peers. However, they will be given additional support on an as needed basis. While the School will follow a standards-based curriculum, it will distinguish itself through the educational environment. We do not want to strain our students by focusing only on FS/NGSSS standards. We will also give our students what we call "Brain Breaks." We do not want to overload our students with work causing them to be stressed and worried about the test. Instead, we will also allow them to attend 2 elective courses instead of the traditional 1 elective course they are given in the traditional school setting. We want to set our students up for success by allowing them time to breathe and relax so they can regroup and rewire their brains for the next academic course.

We want our school to be a place of comfort and security with low minimal stress as possible. Our classrooms will be the pillar of their future success, so we want to create an atmosphere of positivity. We will achieve this by building rewarding relationships with our students. Therefore, our classrooms will be arranged in a visually appealing manner that gives the impression that we care. The classroom culture will consist of whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

We will have the normal traditional class curriculum such as Reading/Language Arts (LAFS) to teach reading, language arts, and writing. The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. We will use district-adopted pacing guides for instruction, the school's curriculum will cover the standards within each of the Clusters in each Strand. The ELA program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond.

The School will implement the State-adopted Comprehensive Research-Based Reading Plan(CRRP) in the instruction of Reading. (See Attachment D for Reading Curriculum) Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction. We will also used project-based learning activities to differentiate instruction and make real world connections.

We will use formative and summative assessment data to create an effective plan focused on systematic and explicit instruction for vocabulary building to read and comprehend complex text that is grade level appropriate. We will group students according to their reading ability. The lower-level students will be given small-group instruction while the higher-level students will work independently. To optimize instruction, teachers will rotate groups to ensure higher-level students stay on track. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.

While students are working in groups, they will complete various activities based on their academic level. These activities are geared towards reinforcing and extending what students have already learned. Students will practice reading, writing, speaking, listening, and working with FSA vocabulary words. Students will work with the teacher to practice their writing and reading skills using context clues. They will read with the teacher and answer comprehension questions to assess whether or not they comprehended what they read. They will practice writing skills related to the weekly reading. They will have to answer prompts. Students will be given the opportunity to work at their own pace, thus eliminating any anxieties about writing. moving through the writing process at their own pace. Their will be a test prep center in which students practice reading skills and strategies relevant to their grade level.

Students will use the computer center to review enrichment related activities that will challenge them according to their reading ability and comprehension level. We will also use CRISS Strategies (Creating Independence through Student-owned Strategies): Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. Teachers will utilize CRISS strategies in all their

lessons. Each class is required to maintain a library with current reading material that is relevant and interesting to our students including magazines and newspapers. We will also utilize News in Education website: NIE-provides newspapers, lessons, and online activities.

As stated above, teachers will create effective Word Walls that consist of high frequency words, interesting, and exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Placement & Courses—Students will receive 50 minutes of consecutive, uninterrupted, daily instruction in Reading/ELA. Students will also receive 50 minutes of enrichment, uninterrupted, daily with immediate feedback. We will implement this schedule in 6th-8th. The school may choose to modify time requirements in elective courses in order to provide our students with the remediation they need. However, students will receive a minimum of 30 minutes in music and in art and minimum of 60 minutes for Civics per week. All students, and especially those who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, in order to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments, or through teacher observation, will have a progress-monitoring plan through MTSS and be given intensive intervention, immediately following the identification of the deficiency.

The School will thereby implement the School Board-approved Literacy Plan for Students with Reading Deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

The Governor's Executive Order 19-32 to remove Common Core from the Florida Standards resulted in changes to the Adoption Cycle as well as created gaps in core subjects. There is a 3-year gap for Math and a two-year gap for reading. Our text books are contingent upon this change.

Writing

The writing standards focus mainly on Students' narrative skills as they continue to grow in grades 6th, 7th and 8th. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. These requirements are essential to build a foundation for college and career readiness.

Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the

ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives as stated above when related to core disciplines.

The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time to write.

Primary Instructional Strategies— We will require students to write across the curriculum daily to meet standard specific goals. Students will use reader response logs, Cornell notes, perspective journal entries. When responding to essay questions; prompts, and reviews students can use quick-writes, mapping, brainstorming, summary response; and writing peer responses. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Conventions (capitalization, spelling, word usage, grammar and punctuation) will be emphasized at the start of the school year and continue through to the end of school.

We will use RAFT -essay writing that includes a role, audience, format and a topic, plus a strong verb; SPADE(Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension. This strategy directly ties to the reporting categories of the FSA.

Mathematics Curriculum

We will infuse a Mathematical curriculum that will help students master mathematical concepts as well as their ability to problem solve and think critically and analytically. They will engage in mathematic talk by reasoning, communicating, and problem solving which will enable them to have a competitive edge in our every changing fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The Mathematical Content Standards: describe what students should be able to do (the “what?”). The MAFS describe the mathematical skills and concepts all students need for success in college and careers. Standards for Mathematical Practice:describe the ways in which Mathematical Content Standards should be approached (the “how?”). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards).

Accordingly, the Mathematical Practice Standards they will be taught in conjunction with the

Content Standards at each grade level. We will use proven mathematical instructional strategies to reinforce real world mathematical applications; organizational and visual representations of mathematical content and mathematical vocabulary terms. We will incorporate mathematical enrichment activities to challenge and engage students into higher order thinking. We will use word walls, journals and graphical organized to help students visualize mathematical concepts. We will use math centers to differentiate instruction. We will group students based on skill and ability.

The student will use strategies such as scaffolding and chunking of information to help students analyze more difficult concepts. We will use USA test prep to assign specific lessons that will target and strengthen areas of weakness. Other instructional strategies include: Active Participation: Active participation is key in mathematics. There are various strategies that support active participation in the classroom. To encourage active participation in math class, we will use a ticket reward system where students who participate will receive a ticket that will be entered into a drawing to win a monthly prize: trip to the movies; gift card; tablet; etc. 10 students will be chosen per month. We will also use activities such as Think-Pair-Share- strategies to get students to think critically and use each other as resources before going to the teacher.

Teachers will give students challenging problems in which they will have to think independently about the problem and then answer it on their own. Afterwards, students share their response with a partner. They can openly discuss whether the problem was answered correctly or not and if not figure out the problem together. Next, they share responses with the entire class.

·Think-alouds: The teacher can solve the problem on the board and talk out loud the steps she is using to problem solve and get the answer modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps.

·Graphic organizers: Students can use visual maps to organize the information they've been given to make sense of it visually. They can use things like trees, flowcharts, webs, etc to organize and process the information. Graphic organizers are great tools to use because they help students consolidate information into meaningful holistic ways of viewing the problem.

·Student-generated word problems: Students can brainstorm with each other to generate their own word problems for a specific math skill and answer their own problems. Through the construction of a problem, students learn what to look for when solving word problems they are assigned. It also makes mathematics relevant to their own lives.

The Governor's Executive Order 19-32 to remove Common Core from the Florida Standards resulted in changes to the Adoption Cycle as well as created gaps in core subjects. There is a 3-year gap for Math and a two-year gap for reading. Our text books are contingent

upon this change. See attachment FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE

Science Curriculum

In alignment with the school district goals, our science curriculum aims to provide a world class curriculum. Our science curriculum will consist of mini-labs (hands-on approach), inquiry-based science that provides opportunities for students to learn through discoveries and rigorous and relevant activities, Teachers will utilize the NGSSS Standards, while incorporating test item specifications in their daily lesson plans. Students will participate in weekly hands-on science mini-labs exposing them to scientific processes and scientific thinking. Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive research and writing opportunities throughout each of the science courses.

Instructional Strategies— Teachers will implement scientific literacy skills and processes to enhance the curriculum- they will not occur separate from the teaching of content. Teachers at the School will develop lessons using strategies that incorporate the following Essential Science Components: Activating Prior

Knowledge relating to real-life experiences and applications. They will use graphic organizers, concept maps, KWL, video clips and become active participants in their learning. They will use these strategies to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Teachers will pose open-ended questions, real-life scenarios that students will have to solve using higher order thinking skills. Teachers will differentiate instruction using scientific laboratory equipment, hands-on activities, and technology-based activities. The teacher will pose authentic problems to activate critical thinking skills. They will also use CRISS strategies for math and science; Critical Thinking and Higher-Order Questioning are essential to help students reflect on their learning and discover key concepts. Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating; Continuous Assessment of the Learning: Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations.

5E's Instructional Model

Engagement –Teacher engages students with scientific questions and/or defining problems about an event or phenomenon; Learner engages in scientifically oriented questions

Explanation -Teacher guides students to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge; Learner analyzes and interprets data, synthesizes ideas, build models and formulates explanations from evidence

Exploration-Teacher guides students to explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems; Learner gives priority to evidence in responding to questions

Extension/Expansion/Elaboration: Learner connects explanations to scientific knowledge-Learner communicates and justifies explanations

Evaluate (ongoing throughout the 5E's Cycle): Teachers will assess student learning through one or more of the following: observations, whole group open forums, Science Journaling, Inquiry-based labs, etc.; Students answer questions, pose questions, and evaluate own understanding of the concepts explored

Science Lesson Plan Framework using 5E Model should consist of -15 minutes-Teacher guided Engagement

30 minutes- Group Instruction (Explore and Explain)

15 minutes (Elaborate and Evaluate)

Placement—Courses—Students in grades 6th-8th will receive 50 minutes per week of science instruction. This instruction will include a block of scientific investigations using the inquiry approach (science lab) at minimum once a week.

Textbooks for use: Houghton Mifflin Harcourt - HMH Florida Science, Life, DiSpezio, et al, 2019/First

Lab-Aids, Inc. – Issues and Life Science, SEPUP, 2012/Second

Civics Curriculum

The School will deliver a Civic curriculum that will prepare students to achieve mastery of Civics NGSSS as well as content area literacy standards for all grades. Civics will help students appreciate and honor the country they live in. It will foster loyalty and love of community. Civics will also cause students to become involved in public affairs. Civics entails component disciplines that will help students understand skills needed to appreciate current political and social issues. Civics education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The Civics program is designed to place an emphasis on social content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences. The school aims to encourage students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; focus on the identification of the potential solutions to local, national, and world problems. The school will use District suggested pacing guides for middle school to support mastery of NGSSS-SS and CCSS and incorporate the following topics in the Civics curriculum:

Middle School Civics Pacing Guide 2017-2022

Time Frame	Content
August	<p>Americans & Citizenship:</p> <ul style="list-style-type: none"> • American Values • Duties and Responsibilities of Citizens • Immigration and Naturalization Process
September	<p>Forms of Government:</p> <ul style="list-style-type: none"> • Purpose of Government • Types of Government • Systems of Government <p>Creating a Nation:</p> <ul style="list-style-type: none"> • Influences on American Democracy: Founding Documents • Enlightenment Thinkers • The American Colonies: Disagreements with England • The Declaration of Independence
October	<p>The Country's First Government:</p> <ul style="list-style-type: none"> • Articles of Confederation • The Constitutional Convention: Federalists and Anti-Federalists • Ideals of the Constitution <p>The U.S. Constitution:</p> <ul style="list-style-type: none"> • Goals of the Preamble • The Articles of the Constitution • The Bill of Rights: Amending the Constitution • Other Amendments

<p>November</p>	<p>Federal Government- Legislative Branch:</p> <ul style="list-style-type: none"> • Structure of the Legislative Branch • Functions and Powers of Congress • How a Bill Becomes a Law <p>Federal Government- Executive Branch:</p> <ul style="list-style-type: none"> • The Presidency • Powers and Roles of the President • Executive Departments and the Cabinet
<p>Time Frame (by month)</p>	<p>Content</p>
<p>December</p>	<p>Federal Government- Judicial Branch:</p> <ul style="list-style-type: none"> • Equal Justice Under the Law: Types of Laws • Structure of the Courts • The Supreme Court • Landmark Supreme Court Cases <p>State Government:</p> <ul style="list-style-type: none"> • • State Powers and Branches • Comparing the U.S. & Florida Constitutions
<p>January</p>	<p>Local Government:</p> <ul style="list-style-type: none"> • Local Government: Structure and Services • Broward County Government • Simulating a Town Hall Meeting <p>Political Parties:</p> <ul style="list-style-type: none"> • Function of Political Parties • Political Party Platforms • Role and Organization of Third Parties • Federalist #10

<p>February</p>	<p>Voting and Elections:</p> <ul style="list-style-type: none"> • The Voting Process • Running for Public Office • Conducting a Mock Election <p>Public Opinion:</p> <ul style="list-style-type: none"> • Role of Public Opinion: Mass Media • Bias, Symbolism & Propaganda • Interest Groups
<p>Time Frame (by month)</p>	<p>○</p>
<p>March</p>	<p>Citizens and the Law:</p> <ul style="list-style-type: none"> • Types of Law • The Criminal Justice System • Criminal Justice System Handbook: Mock Trial <p>The United States and World Affairs:</p> <ul style="list-style-type: none"> • Domestic and Foreign Policy
<p>April</p>	<p>The United States and World Affairs: (continued)</p> <ul style="list-style-type: none"> • The U.S. and International Conflicts • International Organizations <p>Civics EOC Crunch Time Review</p>

May

Civics EOC Crunch Time Review

United States Geography:

- Geography Skills
- Geography of the U.S.

Introduction to Economics:

- What is economics?

Personal Finance

- Creating a Budget
-
- Money and Insurance

Business in America

- Businesses & Labor Unions
- Making Business Decisions

June

Government and Banking

- Government's Role in the Economy
- Government and Banking
- Pros and Cons of Deficit

International Trade and Economic Systems

- The Wealth of Nations
- International Trade

Instructional Strategies- Teachers will use visuals such as graphs, maps, information and digital materials (google earth) in civics instruction. The School will also use Newspapers as a literacy enrichment supplement (NIE) to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Civic's Content using Literacy Standards for Civics. Students will use interactive labs to help them understand the concepts

Claim Evidence Reasoning (C-E-R)- This concept requires students to state the claim- in response to a question. They must provide evidence to support the claim and state a reason why the evidence answers the question. requiring students to state a claim (may be in response to a question); to provide evidence to support the claim, and state a reason why the evidence answers the question.

Inquiry-based learning—through primary sources of information – Students will be able to connect using prior knowledge. They will interpret questions using informational sources. They will develop their own focus questions to guide their inquiry investigations.

Construct: Students will be able to organize and draw conclusions from the information to confront conflicting ideas. They will form and defend their evidence-based opinions.

Express: Students will develop a product to demonstrate their new understandings and share with others, they solidify their own learning.

Reflection Piece: Students will think about what they have learned about the topic or idea and about inquiry itself.

Labs: These will be guided by an essential question and they do require in-depth learning and thinking on the part of the student History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents

Lesson support will include scaffolding of civic knowledge and dispositions; Stimuli Based Instruction—using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)-Use of Item Specifications for Civics EOC to guide instruction

Infusing Literacy skills: Teachers will incorporate reading comprehension strategies such as vocabulary, into their lessons. Reading Comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated in the delivery of Civics curriculum. Placement & Courses —Grades 6th-8th will receive 50 minutes per day week of Civics instruction.

- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.

See Attachment C -Sample Adopted Course Scope and Sequence for each core subject.

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

The school will adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) in making reading/literacy a primary school-wide focus. The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level (See Attachment D-Reading Curriculum)

- If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school. N/A
- Describe the research base and foundation materials that were used or will be used to develop the curriculum.

Innovation Preparatory Charter Inc. used research-based programs and state adopted textbooks to develop the curriculum. See Attachment C -Sample Adopted Course Scope and Sequence for each core subject. These resources and instructional materials will be used in our school once it opens. These materials have been approved by the FLDOE for use as applicable to each course and grade level. The District Pacing Guides also contain approved instructional resources and technology that assist students in mastering the Florida Standards/NGSSS. Innovation Preparatory Charter Inc. ensures that all courses are delivered with integrity to course content outline and that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of FS/NGSSS.

Additional Science foundation materials using the following resources: Florida Association of

Science Teachers; Science FCAT 2.0 Test Item Specifications and Resources; National Institute for Science Education; National Science Teachers Association.

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

Physical Education/Health-The P.E. program will consist of a standards based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. This course also focuses on Health. Students are taught essential skills for living a healthy well-balanced life. The School will be designated a "Drug Free School Zone" and a smoke-free worksite. The educational components of this program consists of substance abuse across grade levels.

1.Human growth and development (including HIV/AIDS education)

2.Gun safety

3.Water safety, W.H.A.L.E. Tales

4.Pedestrian/bicycle safety

5.Prevention Education: Students will receive instruction in substance abuse prevention and violence/child abuse prevention following District adopted program/curriculum.

In grades 6th-8th, 50 minutes of daily instruction of physical education provided by a teacher

The following are elective choices on a first-come first serve basis:

Foreign Languages -In grades 6-8th, student will receive 50 minutes of Foreign Languages -Spanish instruction. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as the language program.

Other Electives /Special Areas

Art-The primary goal in art education electives is to provide students an opportunity to develop and explore their creative potentials. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community-based art experiences, festivals and art exhibitions.

Music -The music curriculum includes both vocal and instrumental music. Following the Next Generation Sunshine State Standards for Music, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed and focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. The music education teacher will provide 50 minutes of music instruction every day.

Dance- The primary goal of dance education elective is to provide students with the opportunity to express themselves through means of choreography and dance routines. This class will also involve training in creative expression. The dance instructor will provide 50 minutes of dance instruction.

HomeEconomics-

The primary goal of HomeEconomics is for students to study fundamental life management skills such as budgeting and food preparation. As a home economics teacher, plan practical activities with hands-on applications. Students should be able to apply the information they learn, enabling them to make good choices and become productive family members and citizens.

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

Refer to Section 3E for detailed supports and services the school will implement for students at risk of not meeting academic requirements. The school’s mission is to maximize learning for all students by providing a setting where in all students benefit from the curriculum, including students with special needs and/or students who enter the school below grade level. Sections 4 above details specific strategies to be implemented in each content area to support varying leanings styles. Teachers will differentiate instruction as necessary to ensure all students remain successful and provide specific services and interventions required by the MTSS/Rtl process and/or a student’s IEP or ELL plan as applicable.

Students not making adequate progress towards the Florida Standards will be identified MTSS/Rtl and given specific interventions. Student performance will be continuously assessed as described in the Section 5 below and those students consistently demonstrating non-mastery of Benchmarks on teacher-generated mini-assessments, chapter tests, USA Test Prep, and Mid-Year assessments will be mini targeted for supplemental and intensive instruction/intervention. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Daily pullout and afterschool tutoring may be required for those students consistently demonstrating non-mastery. Each class will attend group sessions using computer lab at least once a week wherein technology resources and supplements will be used in addition to classroom use.

Attachments

Section 4: Curriculum and Instructional Design

4.1	Reading Curriculum	Collins, Wanda, 5/11/19 4:55 AM	DOCX / 12.83 KB
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Notes

Detra Adams, 3/5/20 3:22 PM:

Secondary Literacy: The application failed to discuss ELA/Writing in its entirety. How will the School support students in attaining proficiency of the Florida Standards for ELA/Writing? What curriculum will you use to support this process? The application failed to discuss reading interventions for Levels 1 and 2 students. Question: Describe the intensive intervention schedule for intensive reading. How often will students receive intensive reading interventions? What curriculum will the School use to support this process, Tier 2 and Tier 3? The application failed to provide an assessment calendar detailing a progress monitoring schedule. What progress monitoring tools will the school use and how will data drive classroom instruction? The application fails to address credit recovery options for secondary students. Question: What options will the school provide for grade forgiveness and credit recovery? (1003.4156, F.S., 1003.4282, F.S.).

Blanca Guerra, 3/5/20 3:06 PM:

Does not specify curriculum alignment to Florida World Language Standards

Cortney Roberts, 3/4/20 5:35 PM:

How will students be identified for response to intervention? What does progress monitoring look like for students identified for intervention?

David Shelley, 3/4/20 5:32 PM:

What is the instructional resource that will be utilized in the ELA curriculum? What is the progress monitoring tool to be used for level 1 reading students? What will be used for reading intervention? There is no mention of any of the above items.

Merilyn Johnson, 3/4/20 5:08 PM:

Please provide the course progression of the courses offered in science.

Neena Grosvenor, 3/4/20 5:06 PM:

No mention of a school library program to support use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized? 1006.40 (3) (d) School library media services; establishment and maintenance.—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

Louise Ball, 3/3/20 8:20 PM:

The application does not list the Social Studies courses other than Civics that will be offered. 1003.4156

Brian King, 3/3/20 4:18 PM:

The narrative says the school is offering Home Economics; however, there is no CTE pathway for Home Economics- will the school offer a clear CTE Pathway connected to Culinary Arts? Also, will certified teachers be teaching this program? As with PLTW and Robotics, will teachers be certified? Will there be any industry certifications or digital tools offered?

Ann-Marie Evans, 2/28/20 9:04 PM:

The application did not adequately articulate what curriculum will be used for Tier 1, Tier 2 and Tier 3 instruction.

Martina Blanco, 2/28/20 7:42 PM:

Despite requests to include attachments in the appropriate section, Attachment C was found under the Chart of Attachment section.

5. Student Performance

Section Evaluation

Final Rating

Meets the Standard Angela Lublin, 3/4/20

Does Not Meet the Standard

Does Not Meet the Standard Adrienne Reynolds,
3/4/20

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

The school used the district average performance of students in Broward County for the most current available assessment year (2019) as the expected incoming baseline for Year 1 (below). The rationale for this is that the school's incoming students are presumed to be representative of the demographics of Broward County schools in grades 6-8.

The following performance goals are based on the rationale of reaching the current district proficiency levels averages. Most of the Broward Schools outperformed other districts while still service similar demographics. Thus, Innovation Preparatory expects to have a similar growth towards achieving a higher performing score.

Innovation Preparatory Charter is a new school and if our students don't perform well as expected when we collect actual baseline data after the first year of operation, we will realign our goals to improve academic performance on the test. We will establish educational goals to improve performance every year through Annual Measurable Objectives (AMO) in the School Improvement Plan that aim to increase student proficiency from year to year and are competitive with district/state achievement targets.

Reading/ELA :

1. At least 35% of students in grades 6, 36% 7, and 46% 8 will score high standards in ELA, as evidenced by scoring proficient or higher on the FSA ELA within the first year of operation.

Grades 6, 7, 8 ELA Baseline: 39% (based on 2018 ELA FSA Scores)

GROWTH: The School aims to increase by 5 percentage points from the Baseline within the first year of operation and grow by 5% percentage points annually.

Mathematics:

1. At least 56% of students in grade 6, 58% 7, and 59% 8 will meet high standards in Mathematics, as evidenced by scoring proficient or higher on the Florida Standards Assessment (FSA) in Mathematics in the first year of operation.

Grades 6, 7, 8 Mathematics Baseline:58% (based on 2016 FSA Mathematics Scores)

GROWTH: The School aims to increase 5 percentage points from the Baseline within the first year of operation and grow 5 percentage points annually.

Learning Gains

1. At least 50% of students in grades 6-8 will make learning gains on FSA ELA and 54% Mathematics by: -Improving one or more achievement levels from one year to the next; or -Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or -Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or -Level 5 students: Maintaining a level 5 from one year to the next.

A. *Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.*

GOAL: Our goal is to have at least 70% of parents/guardians from our school to indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2020 school year.

Placement and Progression

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

The School will follow the Broward County's Student Progression Plan (SPP) with regard to placement and promotion requirements. Below is an overview of the policies as reflected in the most current Student Progression Plan (SPP) available at the time of application submission. The school will adhere to the Broward County's minimum promotion criteria as required for each year upon opening in the 2020-21 school year and annually thereafter.

Grades 6-8 Placement: Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering in Innovative Preparatory Charter from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school.

Placement Decisions for SWD: The information we obtain from the IEP for each student will form the basis for the placement decision. Placement decisions will be made based on each student's abilities and needs. The general education setting will be the first consideration when determining placement for SWD.

Placement for ELLs: Instructional time for ELLs will equal the time non-ELLs are required to participate in the regular English language arts/reading program.

Student Progression in 6-8: In accordance with the SPP, each student in grades 6-8 must meet specific levels of performance in reading, writing, mathematics, science and civics for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table Student Performance Standards and Performance Levels and/or if the teacher deems that the student is not proficient, the school will provide the appropriate interventions and progress monitoring through the school's MTSS process (see Section 4 for Interventions).

ELLs, including ELLs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English for accountability purposes. Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELLs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, as applicable, and ACCESS 2.0 for ELLs.

- A. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

The school intends to use the local school district's pupil progression plan.

- A. the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

N/A

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

There are a variety of ways we will communicate graduation criteria to parents and students: in writing to parents through the school's curriculum bulletin that will be published at the beginning of the school year; the parent/student handbook given to parents upon registration; through multiple parent orientation workshops; and at open house at beginning of the school year.

The school will notify parents in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.

Assessment and Evaluation

- A. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

As a public charter school, the School is also accountable to students, parents, the community and all stakeholders in its responsibility to provide an adequate and relevant education for all students. Thus, the school will participate in Florida's statewide assessment program and will use state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of FS and NGSSS across all grade levels.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply will all applicable requirements under 1003.43, F.S. The school will adopt the School Districts Assessments calendar annually (See Attachment F) which directly aligns with the school's standards-based curriculum and all state and federal requirements. The School will thereby administer and use state standardized assessment and district-adopted assessments in

each course offered (as required) to measure mastery of FS/NGSSS across all grade levels and monitor student performance.

These assessments align with the school's curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well how individual students are progressing toward mastery of the standards. They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting target goals and if their child is progressing towards their expected goal.

Baseline and Intermediate Assessments include a school-based assessment for 6, 7, & 8 upon registration, the mini-assessment screening in Reading and Mathematics and Science at the beginning of the school year to establish baseline. These mini-assessments will help to determine students' strengths and weaknesses on FSA/NGSSS. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results, etc. will assist to establish determine placement including advanced/gifted classes.

Mini-assessments will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Mid-Year Assessments (MYA) administered in the second semester of the school year will be used to target instruction on FS/NGSSS in ELA, Mathematics, Science, Civics, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for School Improvement Plan. The school will use mini-assessment reports as a method of communicating with parents on whether their child is reading at grade level. Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric (FSA writing rubrics); Text-book adopted assessments; Quarterly Examinations, projects/investigations; Portfolios and presentations and PBL rubrics; UDL Design Framework (adaptations for ELL and SWD students).

- A. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. The school is committed to continuous improvement and will ensure that responsibility is aligned with accountability and that all stakeholders are involved achieving the school's mission and vision for our students. The school's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to: 1) guide

administrators in instructional focus areas and which teachers may need additional PD and support; 2) to guide teachers in lesson planning and individualizing instruction, 2) to guide students in understanding how they want to progress towards a particular standard and 3) to keep parents involved and informed about student achievement and progress. Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Mini-assessments and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make changes as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically, during course classroom instruction, students will be moved between groups in order to ensure their learning needs are met and they are making progress.
- Data Tracking: students will use personal data trackers to track their growth data by benchmark. Data folders will be sent home for parents to review, sign and return to the teacher.
- Data chats: the administrative team manages the process by conduction data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers will communicate with parents via phone or in person conference. This process, proven highly effective in the HP school, gives students, parents and teachers a clear understanding of how students are performing in each content area and facilitates open communication and understanding by all parties as how to best support our students.

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

The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs/leaders, ESE and ESOL specialist, Reading/Curriculum Coach will oversee the data management process and provide support for teachers to make good use of data including technology and resources to make data readily available. All teachers will receive specific training on data-driven decision-making processes and procedures as well as Professional Development on how to interpret and use data to improve student learning. Please see Section 13 for detailed outline of the PLST.

A. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it. Targeted Interventions - The school will use MTSS framework as a prevention approach linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and afterschool; providing supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FSA in ELA and the FSA in Mathematics will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using: - 6-8th Mini-Assessment (Reading and Mathematics) – Grades 6-8: Midyear Assessments (ELA, Mathematics, Science). All students who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, in order to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted in 6-8, or through teacher observation, will have a progress-monitoring plan through MTSS and be given intensive intervention, immediately following the identification of the deficiency. The School will thereby implement the School Board's state-adopted CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies in order to meet the requirements.

In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated. If the school falls short of student academic achievement expectations or goals, the School will implement a corrective action plan under the direction of the administration (Principal) and the Instructional Leadership team described above. The corrective actions would be aligned specifically to the content areas and levels and implemented as part of the School Improvement Plan. At the school-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas of weakness and in need of 32 improvement. Faculty and Staff will work collaborative through PLCs (by content area and grade level) to create the action plan as part of the SIP, including which strategies were successful and which strategies/curriculum/intervention processes need to be revisited.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support and provide professional development, mentoring and support accordingly. A plan for the teacher/class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration. At the Sub-group, or individual student level: The students' teachers and administrative team would review data (individual assessments/IEP or

ELL Plans) and interventions to determine where instruction or interventions needs to be modified. These would be realigned and communicated to the parents and documented by the teacher and in the student's ELL or IEP plan if applicable (changes in intervention, classroom environment, behavioral support/services to individual students).

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

The school will use various methods to share information with students and parents including the parent and student data chats (as described in the section above). Ongoing communication between the School parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary.

The school will make every effort to communicate with parents even if the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents via the following:

- Parents and students will be notified of student performance and progress through data reports (PM Tracking logs) Quarterly Mini-Assessments and MYA Reports of student individual performance and progress.
- Parent phone and in-person conferences by the individual teacher for communicating student progress and achievement and or other concerns
- Interim Progress Reports: students and parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data
- Written Notices: Parents will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification will be placed in the cumulative record folder.
- The school will provide parents with assessment results on a yearly basis for each year their child participates in the state-mandated assessments. Following the release of assessment 33 results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures (referenced below).
- School Grades (School Accountability Reports) will also be made available to stakeholders and the community at-large.

The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary.

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

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records will be kept confidential as required by applicable law. All student records (including IEP/504 and ELL plans) will be kept in locked, fireproof cabinets in the school's administrative office. School personnel must be authorized by an administrator to review any student records and a sign-in log is kept. All permanent records of students leaving the school will be transferred to the district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

Individual Student Academic Performance Data – Students data is protected and can only be retrieved by the principal on a secure website. The data is presented by First and last Name and a partial state ID number (which could be the student's SS#). The individual data score sheet for each student is delivered in copies of 2: one is for the parent and the other is for the student's cumulative record. Teachers are able to access each of their own student's data by SPI, a program that contains only the teacher's student's scores via a secure website.

Teachers will undergo an ethical training session as part of opening of school procedures, describing the information (including student's name and ID number) which cannot be shared with others; Teachers shall comply with State and Federal laws and regulations, and Innovation Preparatory Charter Inc. Board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

Attachments

Section 5: Student Performance

5.1 [Attachment F- District Wide Testing Schedule - Updated](#)

Collins, Wanda, 5/11/19 5:00 AM

PDF / 218.143 KB

[Every Year](#)

Notes

Adrienne Reynolds, 3/4/20 5:37 PM:

The student proficiency performance goals for grades 6, 7, and 8 are set with low expectations. They are all set below 50% for FSA ELA.1002.33(6)(a)(3),F.S. Q. Explain why the student proficiency goals in FSA English Language Arts are set below 50%? The application fails to name specific assessments that will be used to determine baseline data for student academic performance.1002.33(6)(a)(3),F.S. Q. What assessments will the school use to make determinations regarding student academic placement? What assessments will the school use to monitor and measure student progress.

6. Exceptional Students

Section Evaluation		Final Rating
Does Not Meet the Standard	Allisyn Axelrod, 3/4/20	Does Not Meet the Standard
Does Not Meet the Standard	Laurie Steinberg, 3/4/20	
Partially Meets the Standard	Zuzel Rodriguez, 3/4/20	

Section 6: Exceptional Students

- Provide the school's projected population of students with disabilities and describe how the projection was made.

The School will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore, the school expects that 13% of the student population to be served will represent students with disabilities. The school has based its projections on the average current enrollment in the District, which currently estimates an average of 13% student population. The data was derived from the following link:

https://nces.ed.gov/programs/coe/pdf/Indicator_CGG/coe_cgg_2016_05.pdf.pdf

- Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate based on race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program,

class, grade level, or building. The School will be open to any student residing in Broward County. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't consider a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4)(l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to the following:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection. The School will not discriminate against students with disabilities in placement, assessment, identification, and admission.
 2. The school will provide all students a Free Appropriate Public Education (FAPE) in the least restrictive environment possible.
 3. The school will comply with the requirements of the IDEA as it relates to Individual Educational Plans (IEP's), which will include an annual IEP meeting with the student's family.
- Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

In order to ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to assure that FAPE is available to all students with disabilities attending this public charter school residing in the district between the ages of five (11) and fourteen (13).

To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

The School will follow guidelines and procedures detailed in the Broward County Public Schools Policies and Procedures for Students with Disabilities Manual (SP&P)

Developing Individualized Education Plans

Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. The procedures will include:

Role of Parents

The role of the parents in developing IEPs includes, but is not limited to:

- a) Providing critical information regarding the strengths of their student
- b) Expressing their concerns for enhancing the education of their student so that their student can receive FAPE
- c) Participating in discussions about the student's need for special education and related services
- d) Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments
- e) Participating in the determination of what services the district will provide to their student and in what setting

Section 504 Accommodations

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. For students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SST. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information.

The school will contact the Sponsor to request to schedule Section 504 eligibility meetings. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

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

The School will use Response to Intervention (RtI) procedures as outlined in the SP&P and that follow the Florida Multi-Tiered System of Supports (MTSS) - <http://www.florida-rti.org/index.htm>. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. The JCPS MTSS implementation is comprised of six essential components which form the foundation of creating a sustainable system of supports.

The MTSS Essential Components are:

- Shared Leadership
- Data-Based Problem-solving and Decision Making
- Tiered Layer of Supports • Research Based Interventions
- Universal Screening and Progress Monitoring , and
- Family, School, and Community Partnering.

In order to meet the requirements of the RtI/MTSS framework, the School will identify key administrative, instructional and support staff members to serve as the School's RtI/MTSS team and participate in School Support Team (SST) meetings. School based teams are comprised of a school administrator, teachers, guidance counselor and other staff as appropriate. They will possess the following characteristics: a focused vision and the knowledge and skill-set of MTSS implementation. The purpose of this team will be to build capacity in order to establish hospitable environments that effectively align systems, policies, and implementation infrastructure across all levels (state, district, school/community, classroom, students/families). Establishing an aligned teaming infrastructure will help integrate and "scale-up" MTSS with fidelity over time, and will build on existing strengths, as well as anticipate and respond to the multiple challenges faced by the scale-up effort.

- Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the School will commit to instruction that incorporates specialized instruction. Specialized instruction adapts as

appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE. The School will determine what makes this student different from typical learners and how the School will teach this student in order to meet his needs.

An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

Teachers who maintain a culture of rigor and high expectations in alignment with the Florida Standards expectations. Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida Standards.

Accommodations include but are not limited to the following: the use of visual cues, visual schedules, preparing for transitions, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations. Assistive technology devices and services.

Instructional strategies used to present information in a manner that achieves learning. Strategies include but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations.

Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards and NGSSS as applicable will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.
- Morning, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP and modify the goals, accommodations to remediate the student and provide the most appropriate educational plan of action.

Supplementary aids and services will be provided on a need basis as stated on a student's

IEP. Contracted SLP, OT, PT, and itinerant personnel will be hired by the school to service the needs of each student.

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

The school will not request a student's IEP or other information regarding a student's special needs during the application and/or lottery process. In order to ensure that all students with disabilities are provided a free and appropriate public education, and that the needs of the school's ESE students are met, after the application and lottery process, and prior to a student's registration in the school, the school and Sponsor will jointly review the IEP's of students who have applied and been accepted to determine whether the IEP's can be implemented at the School, or whether the student must attend another school within the District that has the resources to implement the IEP. Those students whose needs cannot be adequately addressed at the School, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded 49 procedural safeguards in their native language, consistent with the manner the safeguards are provided in Sponsor's traditional schools or using Sponsor's materials.

Under the auspices of the Sponsor as LEA, School will fully implement the IEP's of enrolled students, and will assume responsibility for programming and delivering related services to exceptional students, unless the IEP team determines the student's needs cannot be met at the School and placement at another school within the district that has the resources to implement the IEP constitutes the least restrictive environment on the continuum of alternative placements.

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

For students requiring a more restrictive learning environment to support their educational needs (less than 40% of instruction occurring with non-disabled peers), an IEP team meeting will be held with the district's placement specialist, a representative from the student's home school, a general education teacher, and the child's parents to discuss the appropriate educational setting.

- Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only). N/A
- Identify the staffing plan, based on the above projection, for the school's special education

program, including the number and qualification of staff.

The school will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 13% of SWDs currently attending the charter schools in the district. The school teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teacher will be an employee of the School and will at a minimum possess full certification in special education. The school will increase number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers. The ESE teacher will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. If the needs of the SWDs include consultative and collaborative services, the ESE teacher can arrange his/her schedule to meet the needs of the students and maintain compliance of records. Consultation provided by the ESE Teacher may include modifications of instructional methods, adjustments to the learning environment, and/or adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. However, if the need arises to hire an additional ESE teacher(s), that decision will be made based on needs of the population of students with disabilities.

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

The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district and school-based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodations may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions.

Similarly, to these goals, data from interim assessments, districts, state assessments will be used to determine whether students' needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, participation in the Sponsor's ESE Charter School meetings to obtain current best practices on student evaluations and feedback from the Sponsor's ESE compliance review(s) will also help the School to measure its effectiveness in delivering a quality instructional program to their exceptional student education population.

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

The School will serve the needs of Gifted students in accordance with State Board Rule 6A-6.03019, FAC, Special Instructional Programs for Students Who Are Gifted, and Broward County's Exceptional Student Education Policies and Procedures (SP&P) for Gifted Students. The School will adopt the Sponsor's Gifted instructional program philosophy which states:

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
- b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
- c. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials and in-service training.

The School will adopt the Sponsor's Gifted curriculum which states:

- a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

In order to implement the curriculum for gifted students, the following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate.

- Curriculum Compacting – involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the

student's motivation and ability.

- Independent Study – opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters – learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Flexible Grouping – grouping of students according to their learning needs, strengths, and preferences.

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child; · Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education · Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The EP team considers the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of an ELL student the language needs of the student in relation the EP.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Attachments

Section 6: Exceptional Students

– No Attachments –

Notes

Zuzel Rodriguez, 3/4/20 4:26 PM:

How will the school identify or provide professional development for gifted endorsed teachers? They did not specify that teachers must be gifted endorsed in order to provide services for gifted students. How will they track progress towards meeting the EP goals? They did not mention in their application that they would complete quarterly progress reports.

Allisyn Axelrod, 3/4/20 3:54 PM:

Reviewed by Allisyn Axelrod, CSMSD; Laurie Steinberg, ESLS Dept. This application failed to describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. There was no mention of following ADA requirements as required by Section 1003.57(1)(a), F.S. Section 1003.571, F.S. Rule 6A-6.03028(3)(h)4, F.A.C. Americans With Disabilities Act. How does the school intend to ensure the facilities are accessible to students and adults with disabilities? This application failed to describe the prescribed IEP process for SWD documenting their present level of performance, priority educational needs, impact of disability, and educational goals as specified by Rule 6A-6.03028(3)(h)1 and 2, F.A.C. What is the process for developing IEPs for ESE Students? This application failed to provide for "appropriately certified staff members" for the Gifted program as required by Title 34 Code of Federal Regulations (CFR) §300.18(b). What is the school's plan for appropriately staffing the Gifted program? This application failed to identify the specific measures to be used in the quarterly progress monitoring of Gifted Students as required by Rule 6A-6.030191(4)(d), F.A.C. What is the school's plan for quarterly progress monitoring of academic achievement and EP goal attainment for Gifted Students? This application failed to discuss or provide a comprehensive plan for providing ESY to SWD as Rule 6A-6.03028(3)(g)12, F.A.C, requires. How does the school intend to provide Extended School Year services for SWD? This application failed to provide an appropriate plan for evaluating the school's effectiveness in serving exceptional students as required by the application. How does the school intend to evaluate the success of SWD/gifted students in reaching their IEP/EP goals and effectiveness of its ESE program?

7. English Language Learners

Section Evaluation

Does Not Meet the Standard Leyda Sotolongo, 3/4/20

Final Rating

Does Not Meet the Standard

Section 7: English Language Learners

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

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*. The School hereby agrees to adopt and implement the most recent version of the Broward County Public Schools ELL Plan, and as amended from time throughout the duration of the charter, in serving English Language Learners (ELL).

Identification and Assessment: The School will identify "English Language Learner" (ELL) as:

- An individual who was not born in the United States and whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home; or
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment and the student will be assessed for English aural/oral language proficiency.

ESOL Program Placement: The student is assessed for English aural/oral language proficiency using:

1.IPT

2.Fluent English Speakers on the IPT Test are administered the IPT (IDEA Proficiency Test) Reading and Writing as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores and can be used to determine reading achievement. Entry Criteria:

- Student scores Non-English speaking (NES) or Limited English Speaking (LES) on an oral/aural test, OR
- Student scores 50% or less on the reading and writing subparts of the test.

ESOL Program-Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. The School will provide ESOL instruction in English and ESOL instruction in the basic core subject areas in accordance with the District's guidelines.

The Content-area instructional delivery model will include CCE/ESOL (Curriculum Content in English Using ESOL Strategies).

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through models. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans.

Some of the ELL Strategies to assist ELLs include but are not limited to Robert Marzano's High Yield Strategies, and as follows:

- Identifying Similarities and Differences -Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- Cooperative Learning -Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- Nonlinguistic Representations –Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- Questions-Cues-Advanced Organizers -Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- Home learning and Practice -Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, sharing goals and objectives with parents, Praise efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.
- Resources: Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

The School will commit to provide instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring that:

- The same program goals and objectives for ELLs as non ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs);
- Teacher classroom goals and objectives are for mastery of state standards
- ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery, not content, is modified to meet the needs of ELLs; and
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes

Assessments -All ELLs participate in statewide and district assessments including CELLA (proficiency exams). Accommodations are provided in accordance with State and District mandates and guidelines, which may include:

- English to heritage language dictionary;
- Flexible setting (parent must be notified prior to testing);
- Flexible scheduling;
- Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance);

Home Language Assistance Program:

If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate

- helping students comprehend textbooks and other written materials

The ELL Plan: All students classified as ELL will have an Individual ELL Student Plan. This plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced
- Provide for student exit from and reclassification into the program. -Provide documentation for post program review for students who have exited the ESOL program

The School will designate an ESOL Coordinator to be responsible for developing and updating all Student ELL Plans/LEP Plans, annually and keeping a record of parental contact and ESOL Program Records Folder.

The ELL Committee: The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of: an administrator or designee, the

ESOL teacher/coordinator, the home language teacher (if any), the classroom/subject area teacher(s), and a guidance counselor, or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

The ELL Committee will:

- Review instructional programs or progress.
- Address parental/teacher concerns.
- Review instructional program of former ELL (LF) students during the 2-year post-reclassification period with consistent pattern of academic underperformance.

- Handle Reclassification of former ELL.
- Review academic progress for Extension of ESOL services.
- Review all available data to consider exiting a student out of the ESOL program.
- Request evaluations/support from the MTSS
- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Maintain an ELL Committee log to detail the date, name of child, reason for convening a meeting, and the outcome of the meeting.

Parental Involvement: To promote parent and community participation in programs for ELLs, the school will invite parents to participate in district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding.

B .Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

Ensuring Equitable Access: In accordance with Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELLs will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students.

Ensuring Academic Success: The School will commit to providing instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs)
- Teacher classroom goals and objectives are for mastery of standard
- Instructional delivery, not content, is modified to meet the needs of ELLs
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes
- All ELLs participate in statewide assessments –and accommodations are provided in accordance with State and District mandates and guidelines, which may include English to heritage language dictionary; Flexible setting (parent must be notified prior to testing); Flexible scheduling; and

Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).

All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plan. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. Instructional Program: The School will provide ESOL instruction in English and ESOL instruction in the basic core subject areas in accordance with the guidelines and procedures outlined by the current ELL Plan. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

ESOL Instructional Models

·Mainstream-Inclusion English Language Arts Model-ELL and non-ELL students are grouped in a classroom and the ESOL endorsed teacher provides them with specialized English language instruction.

·Mainstream-Inclusion Core/Basic Subject Areas -ELL and non-ELL students are grouped in a classroom and the endorsed classroom teacher adapts instruction delivered in English to address the language proficiency needs

Grades 6-9: HLA -Home Language Arts:(Spanish-S and Haitian-Creole) -ELLs will receive 150 minutes weekly of Home Language Arts. Home Language Arts constitutes an alternative language arts program, and as such, may represent the comparable time required for intervention. Recommendations regarding the most appropriate intervention for ELLs are made through the ELL Committee.

CCHL (Curriculum Content in Home Language) for ELLs, Levels 1 and 2 (with less than two years in ESOL based on ESOL program entry date) will comply with SPP instructional time requirements. CCHL may be scheduled using pull-out or in-class models. An Individual Educational Plan (IEP) Team can consider the provision of Curriculum Content in the Home Language (CCHL) for ELL students with disabilities.

Interventions: The school will ensure that all students will be engaged in and benefit from the curriculum, including ELLs who enter the school below grade level. Apart from providing the specific services listed in the ELL Plan, any student in need of remediation for not making adequate progress towards mastery of the Florida Standards/NGSSS will be provided with appropriate interventions through the MTSSS/RTI process and have access to tutoring services

during school and non-school hours (e.g. after school, Saturday mornings, etc. or other such assistance that is also offered to non-ELL students). Daily pull-out and afterschool tutoring may be required for those students consistently demonstrating non-mastery of the standards.

HLA is the appropriate intervention for all ELLs. HLA teachers will monitor academic progress in the home language. ELLs who are not making progress in their home language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish, Haitian-Creole or in their native language, if possible.

An ELL committee must be convened to determine alternative strategies or referral to School Support Team (SST). Newly classified ELL students ESOL levels 3 & 4 in grades 6-9 who are having significant difficulties in Reading and whose Home Language Arts teacher indicates that they are limited in the home language, be tested with a Home Language Arts assessment in the Listening/Speaking component. Newly classified ELL students ESOL levels 3 & 4 in grades 6-9 will have HLA as their intervention.

Strategies for Success: Apart from providing the specific services listed in the ELL Plan, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-ELL students, to ensure students are successful. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Teachers will be ESOL endorsed, trained and expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. For example, teachers may adapt lesson sand content for ELL students by:

- Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities
- Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson
- Adding vocabulary word banks to student activities
- Adapting text so that the concepts are paraphrased in easier English
- Eliminating non
- essential details and building on what ELLs already know
- Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context
- Using embedded or yes/no questions-Giving ELLs questions in advance so that they can prepare to respond in class
- Introducing concrete concepts and vocabulary first
- Teaching students to categorize their information using graphic organizers

- Demonstrating highlighting techniques for important information
- Reviewing and repeating important concepts and vocabulary
- Providing concrete “real” examples and experiences
- Teaching ELLs to find definitions for key vocabulary in the text
- Helping ELLs become acquainted with their textbooks (table of contents, glossary, etc.)
- Modeling thinking processes for students using “think-aloud”

Supports for ELLs

Sensory Supports, Graphic Supports, Interactive Supports, Real-life objects, Charts, In pairs or partners, Pictures & photographs, Tables, In triads or small groups, Illustrations, diagrams, & drawings, Graphic organizers, In a whole group, Magazines & newspapers, Graphs, cooperative group structures, Physical activities, Timelines, Group Projects, Videos & films Broadcasts, Number Lines, Reading and Writing, Models & figures, Manipulatives

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

Progress Monitoring and Subsequent Exit: The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking as follows:

Exit Criteria

- Students scores Fluent English Speaking (FES) on an oral/aural test, AND
- Student scores 33% (Grade 6-8) or above on the reading and writing subparts of the test.

The School ESOL contact person, in coordination with its teachers, will follow the following procedures to exit students from the ESOL program:

- Identify students who are eligible to exit the ESOL program based on the exit criteria.
- Update the exit information on the ELL folder for exiting students.
- Complete the appropriate section of the ELL folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents will be invited and all members of the committee will sign as appropriate.
- Provide the school data processor with required exit data. The required information is entered in the State Database
- Notify the parent(s) that the student is exiting the ESOL program.
- Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom. Post Program Review-The School ESOL coordinator/designee with

input from classroom teacher(s), and any other applicable staff will be required for conducting follow-up of former ELLs once they have exited the program. Exited student's academic performance in Language Arts/English will be monitored on an on-going basis and Post Program Review updates will be documented by the Language Arts teacher, via the following timeframe:

- At the end of the first grading period after exiting.
- At the end of the first semester after exiting.
- At the end of the first year after exiting.
- At the end of the second year after exiting.

The school will monitor the student's progress via:

- report cards
- test scores
- classroom performance
- Benchmark Assessments
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable) This information will assist schools in determining if student's progress as well as the School's effectiveness servicing the needs of its ELL population.

ELL plan will reflect the Student's current Language Arts teacher's employee number at time of monitoring. Post Program Review will be the responsibility of the Language Arts teacher, not the ESOL teacher. If student is not performing due to language deficiencies, student is referred to ELL committee. If the student's performance is unsatisfactory, the ESOL coordinator or designee will convene an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program.

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

The School will hire ESOL endorsed teachers, as needed to serve the school's ESOL Program. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). All instructional members will be trained and expected to:

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

The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the

school year.

If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students. Bilingual paraprofessionals will assist students by working in small groups, translating information and interpreting test questions and homework assignments as appropriate and helping students comprehend textbooks and other written materials.

Professional Development -The School will offer on-site staff development opportunities for all staff to acquire the ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s). The School will also work with the Sponsor in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements and request to participate in in-service and summer academies offered by the Department of Bilingual Education and World Languages.

Attachments

Section 7: English Language Learners

– No Attachments –

Notes

Leyda Sotolongo, 3/4/20 5:34 PM:

This application was reviewed by Leyda Sotolongo, Bilingual/ESOL Department & Celina Chavez, Charter Schools Management Support Department The application failed to demonstrate an understanding of

procedures for identification and placement of ELLs. The application failed to demonstrate an understanding of the procedures for exiting ELLs. The application failed to demonstrate an understanding of the procedures for creating and maintaining required documentation for ELLs. The application failed to provide a comprehensive and compelling plan for educating ELLs. The application failed to provide a clear plan for monitoring and evaluating the progress of ELLs. The application failed to provide a realistic staffing plan.

8. School Culture and Discipline

Section Evaluation

Final Rating

Partially Meets the Standard Debra Kearns, 3/4/20

Partially Meets the Standard

Partially Meets the Standard Carmello Moussignac,
3/4/20

Section 8: School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The school's approach to classroom management and student discipline is derived from our mission, which is to inspire all children to reach their full potential. The School's belief systems include:

Set high expectations; foster a love of learning through recognition and encouragement; Meaningful curriculum; effective; build long lasting relationships with students; be respectful and responsible. Evaluate when necessary and hire qualified teachers.

The governing board members of Innovation Preparatory Charter, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Innovation Preparatory Charter, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic part of our being. Students will be taught the school's values and beliefs along with character education throughout the school year, as a vehicle for reinforcing a sense of responsibility in their actions and deeds, molding them to be self-aware, caring, and responsible citizens.

All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a discipline and structured learning environment. It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Innovation Preparatory Charter family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

RtIB -The school will use the Response to Intervention for Behavior /Multi Tiered System of Supports model (RtIB/MTSS) as the school-wide model in creating a safe and positive school

climate.

RtIB/MTSS is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior

-.Tier I consist of school-wide behavioral policies (rules, routines, and physical arrangements), which will be created by school staff and taught to students to prevent initial occurrences of problem behavior. Interventions may include: Increasing Positive Reinforcements, Safety, Alternative to Suspension Program (ASP) or Crisis Prevention Planning, Positive Behavior Support (PBS).

-.Tier II provides services for students whose behaviors require supplemental group intervention matched to the function of the students' behavior. Interventions may involve small group counseling sessions for specific topics such as anger management, problem-solving and conflict resolution, violence prevention, grief, assertiveness, developmental issues and social skills; Alternatives to Suspension such as detention after school, Saturday school, etc.

-.If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions through the SST process. RtIBTier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

1. State whether the applicant intends to use the local school district's code of conduct policy. The school will follow the BCPS Student Code of Student Conduct.

Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior.

The School will adopt and follow the most recent version of the BCPS Student Code of Conduct incorporating the district's policies and expectations for students related to discipline including the right to appeal and grievance procedures. A culture of respect for teachers, staff, and students will be developed, reinforced and maintained throughout the school year to provide a disciplined learning environment.

The school will also accept the Sponsor's system of School-wide Positive Behavior Support (SwPBS). Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. The School expects each parent to take an active role in supporting this plan. Some school-wide incentives for positive behaviors may include extra-curricular activities, award ceremonies, Monthly Drawings (gift cards; tablets; etc.); class field trip, pep rallies, recognition from the principal, and school assemblies.

Teacher will create Classroom Discipline Plans approved by the administration, which all students will be expected to follow. These plans will be posted in the classroom and will contain positive reinforcements (rewards) and teacher-enforced consequences such as warnings, telephone call home, removal of privileges, parent-teacher conference and

detention. Parents and students will receive, sign, and return each teacher's discipline plan at the beginning of the school year. Full compliance of the classroom plan will be expected.

The School will address the level of behavior as indicated in the Student Code of Conduct and use the appropriate corrective strategies. As the school is a learning environment, emphasis will be placed on corrective behavior strategies rather than punishment.

However, if necessary, the principal is authorized to take administrative action whenever a student's misconduct has a detrimental effect upon other students or on the orderly educational process. As per the district's Code of Student Conduct, behaviors falling in the categories of Level's I-IV, will be dealt with according to the sponsor's Discipline Guide.

O List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;

Behaviors requiring modification, as noted in the Code of Conduct, are ranked in levels ranging from I-V. The behaviors requiring disciplinary action may include cheating, cutting class, violating the dress code, bullying, sexting, vandalism, theft, and disrupted behavior, to name a few.

Some of the disciplinary actions in accordance with the district's Code of Student Conduct) include removal from class, student work assignment, peer-mediation, counseling session, revocation of the right to participate in social and/or extracurricular activities, referral to outside agency for service, other alternatives (e.g. after-school detention, parent/teacher conference, etc.).

Following the Code of Conduct, offenses for suspension and/or recommendation for expulsion include:

-Level III–Major Acts of Misconduct

-Level IV–Serious Acts of Misconduct/Most Serious

The School will hold a zero-tolerance policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive and the school administration will reserves the right and discretionary authority to enforce consequences accordingly.

A severe clause can be enacted automatically when the student performs one of the violations listed: Fighting, drugs, weapons, profanity, defiance of school personnel, assault upon a

student or staff member, and any continuous disruptive behavior that disrupts the learning environment.

O Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;

With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. Stakeholders of the school will share in the responsibility of uphold and implementing the Code of Student Conduct to ensure a safe and productive school environment. Examples of roles include, but are not limited to:

Administrators

- Implement the Code of Student Conduct and all board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention/intervention strategies
- Use professional judgment to prevent minor behavioral incidents from escalating
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner

Teachers

- Teach and review the Student Code of Conduct
- Set expectations, teach, model and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that support academic success
- Refer students in need of additional support to Problem Solving/School Based Team
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrated misconduct
- Use well planned, creative and engaging instructional plans daily

Staff

- Provide students with meaningful & relevant positive feedback on their behavioral progress
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment

-Use professional judgment to prevent minor behavioral incidents from escalating

Governing Board

-Provide appropriate training & resources to implement positive behavior interventions and support at the school

-Assist parents who are unable to resolve issues at the school

-Protect the legal rights of the school staff, principal, students and parents

-Ensure policies and procedures. Encourage a safe and orderly school for all students, staff and administrators

O Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

The school will adhere to the following procedures:

Suspension:

-Suspension may not exceed ten (10) cumulative school days per year.

-A principal/designee may remove a student eligible for services under the IDEA for up to ten (10) cumulative school days per calendar year for disciplinary infraction(s).

-Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior. -Educational services may be provided during the ten (10) days, but are not required.

-If an ESE student is arrested on campus and suspended those days count towards the cumulative ten (10) days allowed each year school year.

-The IEP team must meet no later than the tenth (10th) day of the cumulative suspension to:

O Determine if the student's behavior is a manifestation of the student's disability.

O Initiate a FBA or review the student's current FBA and behavior intervention plan.

O If the behavior is a manifestation of the disability, review the student's IEP.

Manifestation Determination Review (MDR)

The MD meeting MUST be conducted within 10 school days of the decision to suspend the

student with disabilities. (A student with disabilities must not reach the tenth day of outdoor suspension without having had the manifestation determination meeting.)

·All procedures for preparing and conducting an IEP/504 meeting must be followed.

·The MD decision must be made on a case-by-case (individual incident) basis, in light of the circumstances and particular facts and not on the basis of the disability category or label (e.g., learning disabilities, emotional/behavioral disabilities).

·The school psychologist must be present at all manifestation determination conferences and the student's most recent evaluation must be reviewed.

·The IEP/504 team must consider all relevant information in the student's file, including the IEP/504 plan, teacher observations, and any relevant information provided by the parent.

·The Matrix of Services must be reviewed after the MD meeting. Suspension and Manifestation Determination Review Criteria for determining that the behavior is a manifestation of the student's disability:

·The behavior is caused by or had a direct and substantial relationship to the student's disability; and/or,

·The behavior in question is a direct result of the school district's failure to implement/develop an appropriate IEP. If the behavior is a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed.

The team is given the authority to propose other appropriate placement options in the least restrictive environment. If the behavior is not a manifestation of the student's disability as stated in the previous bullets, the relevant disciplinary procedures applicable to students without disabilities may be applied, providing the student continues to receive services so as to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the student's IEP goals.

o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and

The school will adhere to BCPS Board Policy with regard to disciplinary procedures and due process for suspensions and expulsions. The BCPS School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the school will follow the Board's established regulations:

Suspension:

-A student must be given both written notice of his/her suspension and the reasons therefore and the opportunity to appear and respond to the charges against him/her prior to the suspension.

-An appeal may be Superintendent to answer the charges addressed to the principal whose decision will be final.

Recommendation for Expulsion: In severe cases when the school has exhausted administrative disciplinary action, or when the school has considered those alternatives and rejected them as inappropriate in a given situation, a hearing for due process will be held to determine further appropriate disciplinary action. Once this has transpired, the principal may request Innovation Preparatory Charter's Governing Board to vote whether to make a request to the Superintendent that a student be considered for expulsion by the school district. Only the Sponsor can expel a student from the school, and therefore the decision to expel lies only with the School Board of Broward County.

A student and his/her parent or guardian must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the Superintendent to answer the charges. A student and/or his/her parent or guardian will also be provided a brief description of the student's rights and of the hearing procedure. The Board shall act on any appeal to an expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.

Explain the process for informing students and parents about their rights and responsibilities under the code of conduct. At the start of the school year, the school will distribute the Sponsor's Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in office with student records. Parents will be expected to take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment. Upon request, school administration will be available to discuss the Code of Conduct with parents. When confronted with an act that may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken or at minimum within 24 hours.

Attachments

Section 8: School Culture and Discipline

8.1	Attachment G	Collins, Wanda, 5/11/19 5:07 AM	DOCX / 15.065 KB
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Notes

Carmello Moussignac, 3/4/20 6:12 PM:

A. Theoretical information. Need to see more practical information with evidence-based resources. Is there an actual plan with objectives for addressing proactive and reactive behaviors? Will you be using any positive behavior programs to support your school?

Debra Kearns, 3/4/20 3:25 PM:

Although Section 8 of the application states that the school will use the District's Code of Conduct, language provided within Section 8 relative to recommendation for expulsion is not specifically aligned with Discipline Matrix, which is part of the Code of Conduct for Broward County Public Schools, and also does not provide for a "severe clause"; per the language below of Section 8 of the application: 'A severe clause can be enacted automatically when the student performs one of the violations listed: Fighting, drugs, weapons, profanity, defiance of school personnel, assault upon a student or staff member, and any continuous disruptive behavior that disrupts the learning environment';

9. Supplemental Programming

Section Evaluation

<p>Provided LoriAyn Stickler, 2/28/20</p> <p>Provided Deborah Gavilan, 3/4/20</p>	<p>Final Rating</p> <p style="background-color: black; color: white; padding: 5px; display: inline-block;">Provided</p>
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Section 9: Supplemental Programming

- A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

With a core philosophy combining high expectations for both students and teachers, the school will stress academic and character/social development. The school will provide students with a rigorous curriculum, as well as an extra-curricular program of activities, including team sports and a range of school clubs. Each student will have the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students will also have opportunity to compete both athletically or academically through athletic leagues and various Future City and Project Lead the Way Robotics competitions. Students will be able to participate in school-wide productions such as the Holiday Show, a Talent show, End of Year Show, Career Day, Hispanic Heritage Show, Black History Month, and Spring Show. Other Co-curricular and extra-curricular activities may include: Art Club, Spanish, Robotics Club, Environmental Club, Safety Patrol, Guitar Club, Newspaper Club, Future City, Math Club, Science Club and Tech Club. Students will have opportunities to practice their sport at least three times per week while in season. Co-curricular activities will meet weekly; though, when preparing for a competition, or special event, it may require meeting more often to adequately prepare. The school will give all students an opportunity to participate in an array of sports that will be implemented based student interest. Students are exposed to opportunities for project-based learning. Project-based learning is the nation's leading provider of STEM programs. Students will be exposed to engineering and critical thinking. Project-based learning was developed to work with current standards such as the Common Core Standards for Math and English Language Arts and the Next Generation Standards for Science. We will incorporate modules where students study concepts such as light, sound, motion, algorithms, and nature.

The school is implementing this program in addition to the science curriculum with a certified Middle School teacher. Fundraising will serve as a catalyst to fund these programs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

The school will also offer parents an After Care Program, which in turn helps to fund the various expenses for co-curricular activities and tutoring that will take place after school and on Saturdays. The school will also participate in various community service projects and fundraisers such as the Scholastic Book Fair, United Way, World's Finest Chocolates, and McDonalds Teacher Night.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation		Final Rating
Does Not Meet the Standard	Brenda Santiago, 3/4/20	Does Not Meet the Standard

Section 10: Governance

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

Innovation Preparatory Charter, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation, (Attachment H) and Bylaws (Attachment J). Innovation Preparatory Charter, Inc. is exempt from federal income tax as per the 501(c)(3) tax-exempt filing paperwork (Attachment I).

- B. Provide the following documents, if available, as attachments:
- o The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
 - o 501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I
 - o Governing board by-laws – Attachment J
 - o Governing board code of ethics and conflict of interest policy – Attachment K
- Please see Attachments H, I, J, and K attached.

- C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

Innovation Preparatory Charter, Inc’s Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board.

The school’s faculty and staff will report directly to the principal, who shall report to the Governing Board. The governing board of directors (the “Governing Board”) will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community. The policies and procedures by which the board will operate, including specific board member 72 powers are specifically detailed in the attached Bylaws. A brief overview of those policies and procedures is as follows:

Board Member Powers: Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board.

The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

§ Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law

§ To conduct, manage and control the affairs and activities of the corporation

§ To adopt, make and use a corporate seal

§ To borrow money and incur indebtedness for the purpose of the corporation

§ To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust

§ To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property

§ To assume any obligations, and enter into any contracts or other instruments

§ To form and be a member or shareholder of a not-for-profit entity organized under the law of any state

§ To carry out such duties as described in the Articles of Incorporation and Charter Contract Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the

Commissioner of Education at the same time as other annual school accountability reports.

- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor

Advisory Bodies

Innovation Preparatory Charter Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine. 73 School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

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

A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. Please see Attachment J. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The following is a list of the members of the school's governing board and a brief description of their backgrounds, skills, and experience highlighting their proposed contribution in servicing as a governing board member.

Innovation Preparatory Charter Inc, INC. BOARD MEMBERS

Wanda Collins – Director / Chair/Treasurer/Secretary/President

Ms. Wanda Collins is an accomplished educator with over 13 years of experience in the field of education. Ms. Collins also owned a successful blog for 5 years, which she has decided to close to give this new opportunity all of her attention: MathConcentration. Ms. Collins is currently a teacher at Crystal Lake Middle School – Well renowned for its S.T.E.M Magnet Program. They won the PTA National School of Excellence Award in 2018. Ms. Collins has experience with management/ownership and budgetary skills. Her background in S.T.E.M initiatives is a valuable asset to Innovation Preparatory Charter Inc.

LaShonda Cross – Vice-President

Ms. Cross works for a non-profit organization- SOS Children's Village as an Independent Living Specialist for 8 years. She coordinates marketing, promotional and public relations programs for children who have aged out of the foster care system. She works directly with advocates and other non-profit organizations to secure funding. Her background in event planning and marketing makes her a valuable asset to the Innovation Preparatory Charter Inc. family.

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

The Applicant's Bylaws, Attachment J, clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. There will be a Notice of the Governing Board's intentions to elect a Director shall. This should be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. The newly created directorships resulting from an increase in the number of directors that make up the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. Term Limits: Each member of the Board of Directors shall have a term of life unless they resign

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

Innovation Preparatory Charter, Inc. is a Florida not-for-profit newly developed educational institution founded on the backing of an experienced teacher. Ms. Collins and its Vice President have over a decade of experience in operations and management and oversight of public funds. As stated, Ms. Collins was the successful owner of a blog for the past 5 years. She also taught economically disadvantaged children for 13 years. Ms. LaShonda has been an Independent Living Specialist for 8 years. She coordinates marketing, promotional and public relations programs to secure funding for the program. She is a valuable assess to our financial success.

Innovation Preparatory Charter has developed a multi-tier system (management, instruction, assessment and professional development) that will increase performance across all student

populations and subgroups as evidenced by their academic performance over the past two decades. Ms. Collins has worked directly with disadvantaged youth for the past 13 years. Year after year her students have made learning gains.

Innovation Preparatory Charter Inc. will implement unique and innovative strategies as Ms. Collins did to reach her students. These strategies will result in student achievement because they are research based and proven strategies to be successful with all student populations, including ELL and ESE students, as well as those entering schools below grade level. This Board has a proven track record of operating successful, financially sound programs.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet(template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
<i>Wanda Collins</i>	<i>Current</i>	<i>Director, Secretary, Treasurer</i>	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
LaShonda Cross	Current	Vice-President	<input checked="" type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume

_____ Information Sheet

_____ Resume

- I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board: The Governing Board is an existing entity and therefore has already been established. The Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward our school's mission. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participants of the charter school will complete governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Consortium of Charter Schools or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

- J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties.

Conflicts of Interest Disclosure. The Company requires that employees disclose any situations that reasonably would be expected to give rise to a conflict of interest. If you suspect that you have a conflict of interest, or something that others could reasonably perceive as a conflict of interest, you must report it to your supervisor, an on-site Ethics Officer or an Ethics Committee Member. Such person will work with you to determine whether you have a conflict of interest and, if so, how best to address it. Although conflicts of interest are not automatically prohibited, they are not desirable.

- K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

Innovation Preparatory Charter Inc. currently does not have any advisory bodies. However, we will form the following advisory bodies to provide the school and the school's governing board with knowledge, understanding, and advise on school related matters. Their main purpose will be to become actively involved in fostering the school's vision and mission as well as guiding the school towards continuous improvement.

Advisory Bodies

Innovation Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc.

All meetings are open to the public and operate in the Sunshine. School Advisory Council (SAC):SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).

Step 2: Make appointment to clarify issue with the school administrator.

Step 3: Contact Educational Support Provider

Step 4: Contact Board Appointed Parent Liaison

Step 5:State concerns at a scheduled Governing Board meeting.

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

N/A

M. Name of the partner organization. N/A

N. Name of the contact person at the partner organization and that person's full contact information. N/A

O. A description of the nature and purpose of the school's partnership with the organization. N/A

P. An explanation of how the partner organization will be involved in the governance of the school.
N/A

Attachments

Section 10: Governance

10.1	Ethics	Collins, Wanda, 5/11/19 5:11 AM	DOCX / 13.665 KB
10.2	Articles of Incorporation	Collins, Wanda, 5/11/19 5:10 AM	PDF / 63.221 KB

Notes

Brenda Santiago, 3/4/20 7:27 PM:

Note from Donte Fulton-Collins and Brenda Santiago - The applicant failed to upload the Governing By-laws. In addition, the governing board membership does not meet the minimum membership requirement of 3 members.

11. Management and Staffing

Section Evaluation

Meets the Standard Maria Yen, 3/6/20

Final Rating

Meets the Standard

Section 11: Management and Staffing

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

- o The pre-operational year;
- o The first year of school operations;

o At the end of the charter term; and

o When the school reaches full capacity, if in a year beyond the first charter term. Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

See Attachment M – Organizational Charts

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

At the time of application and charter contract approval with the Sponsor, the Innovation Preparatory Charter Governing board alongside support personnel, will begin the process of identifying the school leader. The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In order to recruit the most qualified individual who will carry out the mission and vision of the school, the Innovation Preparatory Charter, Inc Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes. At minimum, the Governing Board will seek an individual who has: extensive administrative and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; letters of recommendation; excellent communication skills; and demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards. See Attachment O. School Leader Qualifications. The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. More details on the evaluation of the school leader may be found in Section 12B of this application.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability. The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members for school's operational needs to be met.

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The duties and key roles for these key personnel are detailed in the job descriptions. The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in Section 10 - Governance, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances.

The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 21, Financial Management and Oversight, of this application.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers. Refer to Staffing plan provided in Attachment X (Operating Budget/Staffing Plan) Refer to Attachment Q for Job Descriptions for the school's teachers

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design. Note: Innovation Preparatory Charter Inc. is committed to interviewing any and all staff members currently employed with BCPS. An orientation will be conducted for staff members interested in working in our School.

This process will include an observation of the teacher by subject area specialists prior to the end of the 2019-2020 school year. In addition to the observation, a verbal

interview will be conducted with a panel of Innovation Preparatory Charter Inc. educators.

Recruitment – The School will ensure that faculty members are certified, highly qualified professional personnel.

Accordingly, the School will: Recruit teachers through various local and national job fairs and teacher fairs, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities and via word of mouth.

Selection Process- The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; State Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

Hiring Process - The Principal, once hired, recruits teachers and may appoint a committee to screen highly-qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high-quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. Detailed information on the School's plan for professional development may be found in Section 13. Professional Development of this application.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive.

We believe that the School will amply demonstrate their commitment to employees by

responding effectively to employee concerns. The school’s plan for professional development also serves to enhance each employee’s experience at the school. Innovation Preparatory Inc. offers teachers and staff opportunities for growth and advancement within the Innovation Preparatory Charter Inc. family through participation in an Aspiring Assistant Principal and Aspiring Principal program. The school will provide a wide range of benefits such as Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Attachment X.

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses for predictable non-reimbursed health care expenses and dependent care expenses during the plan year.

Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. Additional information on staff retention may be found in Section 12.B and 12.C.

Attachments

Section 11: Management and Staffing

11.1	attachment x	Collins, Wanda, 5/14/19 2:47 AM	XLSM / 2.724 MB
11.2	attachment p	Collins, Wanda, 5/14/19 2:45 AM	DOCX / 13.711 KB
11.3	attachment 0	Collins, Wanda, 5/14/19 2:45 AM	DOCX / 33.962 KB
11.4	attachment n	Collins, Wanda, 5/14/19 2:44 AM	DOCX / 16.735 KB
11.5	attachment m	Collins, Wanda, 5/14/19 2:44 AM	PDF / 49.358 KB

12. Human Resources and Employment

Section Evaluation

		Final Rating
Partially Meets the Standard	Debbie-Ann Scott, 3/3/20	Partially Meets the Standard
Partially Meets the Standard	Khandia Pinkney, 3/4/20	

Section 12: Human Resources and Employment

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

The relationship between the school and its employees is that of an employment-at-will and will be entered voluntarily in accordance with §1002.33(16)(c)(3), Florida Statutes.

Although employment is based on mutual consent and both the employee and the school have the right to terminate employment at will, with or without cause or advance notice, the School may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

- Contracts - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

1. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

The school principal will be hired by the board and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The School will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

- extensive administrative and teaching experience, experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;

- excellent communication skills;
- demonstrated capacity to meet and or exceed Leadership Standards.

• Administrator Evaluations - In compliance with s. 1012.34, F.S., the administrator's evaluation must be based on the following components:

1. Performance of students - At least one-third of a performance evaluation will be based upon data and indicators of student performance* This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used. *Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.)

2. Instructional Leadership - At least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

3. Professional & Job Responsibilities - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate. Accordingly, the school will use the Sponsor's (BCPS) MEP Evaluation which meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education.

The Governing Board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. The evaluation systems for school administrators must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.

- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.

- Identify those teaching fields for which special evaluation procedures and criteria are necessary.

- Differentiate among four levels of performance as follows:

1. Highly effective;

2. Effective;

3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or

4. Unsatisfactory.

- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

- Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

1. Performance of Students – in accordance with s. 1012.34, F.S., at least one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher’s students. *Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district’s adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.) 2.
2. Instructional Practice - At least one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

Accordingly, the School will implement the Instructional Performance Evaluation and Growth System (IPEGS). In alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s. 1012.34, F.S.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the

first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, appropriate higher-level thinking strategies and appropriate use of texts and Materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated to inform instruction and provide for professional growth opportunities.

- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.

- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate

- Differentiate among four levels of performance as follows:

1. Highly effective;

2. Effective;

3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or

4. Unsatisfactory. - Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

C. The School will be a not-for-profit, public employer, and will participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of AvMed.

Compensation structure Note: Innovation Preparatory Charter Inc. intends to create a salary scale that is substantially higher than that of neighboring counties in order to recruit and retain the best teachers possible.

Innovation Preparatory Charter Inc. has studied the salary scale of counties adjacent to Broward County and those in the southern part of the state due to its proximity to

Broward County. Teachers with verified teaching experience will be placed on the appropriate step and have 7K added to their salaries. Future raises for teachers will take place in accordance with the Florida Performance Pay system.

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to Compensation and Salary Schedules. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board
- An employee who is "effective," as determined by his or her evaluation, would receive a salary increase between 7 %-9% of the annual salary increase provided to a highly effective employee.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

Employee Benefits

Employee health benefit options are structured as follows:

Service	Standard HMO Plan	Health Deductible Health Plan
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Annual Deductible	No Deductible	\$1,350 Individual \$2,700 Family
Out of Pocket Maximum	Medical: \$1,500 Individual, \$3,000 Family, Global (Medical & RX): \$7,900 Individual, \$15,800 Family	Medical & Rx: \$3,000 Individual, \$6,000 Family
Primary Care Services	\$20 Copay Per Visit	20% Coinsurance after deductible
Specialist Services	\$40 Copay Per Visit	20% Coinsurance after deductible
Hospital Admission	\$250 Copay Per Admission	20% Coinsurance after deductible
Outpatient Services	No Charge	20% Coinsurance after deductible
Emergency Room	\$100 Copay Per Visit	20% Coinsurance after deductible
Urgent Care	\$25 Per Visit	20% Coinsurance after deductible
Diagnostic Testing	No Charge	20% Coinsurance after deductible
Durable Medical Equipment	No Charge	20% Coinsurance after deductible
Preventive Care	No Charge	No Charge

Prescription Drugs* *Prescription Drug coverage is administered by CVS/Caremark. Please refer to your Summary Plan Description for more details.

\$7/\$30/\$50 Copay Retail
\$14/\$60/\$100 Copay Mail
Order & Participating Retail
Pharmacy

30%/30%/50%
Coinsurance after
deductible (Retail
& Mail Order)

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program, which Innovation Preparatory Charter believes will help us gain a high teacher/staff retention rate. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Innovation Preparatory Charter Inc. benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

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

The School will adhere to all antidiscrimination provisions of section 1000.05, F.S. The School will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in the School. The definition of a highly qualified teacher includes meeting at least the following three criteria: - Having a bachelor’s degree; - Having State credentials or certificate; and - Demonstrated core academic subject matter competence. All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S.

The School will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, School employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

All **charter school personnel** will now use Fieldprint, Inc. for fingerprinting and badging. For more information, go to:

<http://www.broward.k12.fl.us/police/secclear.html>.

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

Please see Attachment R - ADP Basic Employment Policies Handbook. F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover. As stated above, the Governing Board will evaluate the school leader and handle "Unsatisfactory leadership" by taking measures that are in the best interest of the students at the School (e.g. Professional development opportunities, additional mentorship or support, or removal/dismissal.)

The School principal and School leadership will conduct evaluations of faculty and staff in accordance with 1012.34, F.S. and take necessary actions also in the best interest of the students. The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

- Probation Period - Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

- Voluntary Termination - The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.

- Fails to return from an approved leave of absence on the date specified by the school. - Fails to return to work without notice to the school for three (3) consecutive

days.

- Involuntary Termination - The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

The School may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Attachments

Section 12: Human Resources and Employment

12.1 [Attachment R](#)

Collins, Wanda, 5/14/19 2:53 AM

DOC / 266.5 KB

Notes

Khandia Pinkney, 3/4/20 3:47 PM:

The is being marked as "partially meets" because the application states that, for the administrators, they will use the sponsor's (BCPS) MEP Evaluation. BCPS does not use MEP. In addition, there is information submitted within Section B (Performance Evaluations) that is verbatim to the submission for another application within this submission cycle that is not apart of the same entity.

Debbie-Ann Scott, 3/3/20 7:26 PM:

Application included the percentage an Effective employee would receive (between 7 %-9%) of the annual salary increase provided to a highly effective employee, but fail to include what Highly Effective would receive. Per Statute the annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee.

13. Professional Development

Section Evaluation

Final Rating

Complete Dorina Varsamis, 3/2/20

Not Complete Denise Roberts, 3/4/20

Not Complete

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. *Identify the person or position responsible for overseeing professional development activities.* The School Principal will appoint a PD Liaison to lead the School's Professional Learning Support Team (PLST). The PLST will include: the School's Principal, PD Liaison, Department Heads, and all persons who share the responsibilities of researching, developing, and providing professional learning opportunities for faculty and the School.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

The School's Professional Learning Support Team (PLST) will create a professional development plan that will: be related to specific performance data for the students (to whom the teacher or administrator is assigned); define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity; and include an evaluation component that determines the effectiveness of the PD Plan. As part of the continuous improvement model at the School, the goal of the PLST will be to discuss, plan and implement a comprehensive PD Plan that aims to deliver professional development activities that are timely, relevant, research based and aim to 'increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum', improve teacher effectiveness and prepare students to be college and career ready. Research has found the following components are necessary to make professional development effective:

Components include:

- Focus on Student Learning and School Improvement Goals;
- A Systemic Approach;
- Supportive Leadership;

- Data-Based Planning;
- Research-Based Content;
- Collaborative Learning; and
- Follow-up to Facilitate Implementation;
- Evaluation.

The core components of the school's professional development plan are aligned with the continuous improvement model to support effective implementation of: - Targeted instruction based on data analysis of summative and formative assessments; - Differentiated Instruction to meet the needs of all learners; and

- The school's adopted curriculum and program design.

The School will address PD needs of staff through both school-wide and individualized PDs that may be employee initiated or administratively recommended and/or mandated. Some mandated courses may include but are not limited to: state mandated coursework in exceptional student education; specific endorsements such as reading, gifted or ESOL; and the like. The professional learning opportunities provided at the School for the entire staff, will seek to augment institutional capacity of the staff for the benefit of increased student learning and encouraging reflective practices. Additionally, the School will benefit from being part of a larger network as Somerset shares professional development opportunities amongst all Somerset Schools within the System (e.g. gifted endorsement, CRISS training, CollegeBoard – SpringBoard Curriculum Training, to name a few). Schoolwide PD also implements certain school wide PD as well as the School's projected plan for their site (as a means to address their learner's and teacher's needs), teachers and staff will also have the opportunity to pursue additional courses and resources offered by the Sponsor in order to pursue PD that will address their pedagogical needs, improving teacher effectiveness and as a result student performance and achievement (and it should be noted – that is the goal, not merely earning requisite in-service points needed for recertification).

The PLST will support the faculty and staff throughout the year by leading and directing professional learning on-site, while documenting all on-site activities through MyLearningPlan, or any approved process the Sponsor has dedicated.

The effectiveness of the School's professional development plan will be assessed utilizing both the appraisal system within the MyLearningPlan platform and the end of year climate surveys submitted by the staff. The results of these systems will be evaluated by the members of the PLST and used to project learning objectives for the following school year.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional

personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Prior to school opening, there are two phases of teacher preparation, one addressing the entire faculty and staff, and the other addressing the unique needs of new teachers- New Teacher Orientation. New teachers will have the opportunity to participate in the Innovation Preparatory New Educator Support Training, which provides new educators with tools for entering the field such as classroom management techniques, strategies for effective communication with parents and how to access student data and gradebooks.

- School Mission and Vision Training - All personnel will participate in schoolwide Vision/Mission discussion and learn the School's program and philosophy

Curriculum Implementation by Subject/Specialty – Teachers will participate in individual department trainings related to curriculum implementation

- School Literacy Plan – Teachers will be exposed to the School's literacy plan on how to differentiate and individualize instruction in order to create effective targeted instructional lessons
- Data-Driven Decision-Making – Administrators and staff collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement..

4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning.

All teachers will receive a 50-minute individual planning time each day. The School-wide professional development plan will be ongoing, sustained, inquiry-based learning that occurs weekly throughout the school year..

In-Service Professional Development Calendar:

6-8 Teacher Planning Dates 8:00 - 11:00 All Sessions

6-8 Early Release Dates

(3 hours) Small Group Instruction/Centers to Maximize Learning

(3 hours) Innovative Projects-Based Learning

(3 hours) Cross-Curricular Writing Strategies

(3 hours) Differentiated Instruction to Increase Student Achievement

(3 hours) Project-Based Learning

Attachments

Section 13: Professional Development

– No Attachments –

Notes

Denise Roberts, 3/4/20 4:30 PM:

Professional Learning Communities is the only SBBC endorsed school-based learning opportunity within the district and was not addressed in this section.

14. Student Recruitment and Enrollment

Section Evaluation

		Final Rating
Does Not Meet the Standard	Jill Young, 2/29/20	Does Not Meet the Standard
Partially Meets the Standard	Marion Williams, 3/5/20	

Section 14: Student Recruitment and Enrollment

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

A comprehensive advertising and promotional plan will include the use print and online media to disseminate information about the School’s educational program and open enrollment period. The School will utilize a variety of media and prepare a plethora of promotional materials to promote the School and recruit students from the community. The School will make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students.

The School will use traditional venues, such as preparing promotional flyers and/or brochures and

postcards and sending via direct mail, posting in minority and community periodicals as well as sending Materials to community groups, placing at a variety of churches throughout the community and other places of worship, and local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. Promotional items and announcements will be prepared in multiple languages, as needed to best reach out to the county's growing diverse population, and ensure all families feel welcomed and are encouraged to apply. The advertising and promotional effort will attempt to attract diversity of the student body, making certain that harder-to-reach families are not only aware of the School, but also informed of their eligibility for their children to attend this free, public, high-quality charter school option. By publicizing the availability of the School throughout Broward County, the racial/ethnic balance of the School should reflect the diversity of the community.

Digital and social media marketing/advertising will also be used in order to reach out to a broad audience through ads which direct parents to click on the School's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, Google Ads. The School will also capitalize upon the success and presence of the Innovation Preparatory Charter brand in the Florida community and tap the "word of mouth" and social media frenzy using existing social media venues (e.g. twitter and Facebook) making "friends" and friends of friends... aware of a new School option that will replicate a quality program in a new geographic location that may be more advantageous to them.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information, including the school's website information. Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. As a charter school, our marketing campaign, alongside the lack of zoning boundaries, allows for a more diverse student population. The School will make great efforts to reach families reflective of the demographic of the community it serves and of the traditional public schools in surrounding areas. Costs for advertising and promotion of the school are listed in the school's start-up and operating budget, Attachment X.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve a racial/ethnic balance reflective of other local public schools in the district/community it serves. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it as described above. By disseminating information in multiple languages to various media -- including minority and

community periodicals, and postcard mailers delivered directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of traditional public schools within the community the school serves.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S. Innovation Preparatory Charter will enroll all students who are eligible to attend Broward County Public Schools. When Innovation Preparatory Charter has reached the point where we have a waiting list, we will use TheSmartChoiceTech.com lottery component that offers blind lottery to enroll students.

Attachments

Section 14: Student Recruitment and Enrollment

14.1 Attachment S	Collins, Wanda, 5/14/19 2:56 AM	DOC / 235.5 KB
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Notes

Marion Williams, 3/5/20 1:04 PM:

The application does not provide a process for enrollment. The following statement does not answer the question how will you gain racial balance in your school: ethnicity, national origin, gender, or achievement level. It does not provide a policy or discrimination statement, that it will follow

Jill Young, 2/29/20 7:24 PM:

No explanation included of the enrollment timeline, any preferences for enrollment and lottery process.

15. Parent and Community Involvement

Section Evaluation

<div style="display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; margin-right: 5px;">Complete</div> Aneatra King, 3/5/20 </div>	<div style="background-color: #333333; color: white; padding: 5px; display: inline-block;">Final Rating</div> <div style="background-color: #333333; color: white; padding: 5px; display: inline-block; margin-top: 5px;">Complete</div>
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Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board’s appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child’s education and give the community ownership of a high-quality educational program and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, PTSA -), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process.

Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various school activities, e.g. assemblies and meetings, student activities, etc. Volunteer opportunities to complete parent participation hours will also be communicated through newsletters, the School website, schoolnotes.com, email and calls home. Volunteer opportunities will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store. Volunteerism will also include completing climate and other on-line surveys, attending open house and/or parent to teacher conferences; serving as a mentor family to a new family, etc.

Parent Teacher Student Association. **PTSA** is a volunteer association where parents, educators, students, and other citizens can be active in their **schools** and communities.

- Quarterly Parent/Teacher Conferences – hosted in the mornings at the School where parents can discuss topics that affect their children’s educational progress.

- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.
- Parent-Link Phone calls – to broadcast messages pertinent to the families (these calls may include upcoming testing info reminders, emergency updates, and/or scheduled early release reminders).
- Parent Workshops on education-related topics, (e.g. navigating the parent portal and electronic gradebook, decision-making regarding school performance, how to apply for financial aid for college, student assessment needs, to name a few) will be offered.

Before the start of school, the governing board will appoint a non-partial representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The information for this individual will be found on the school's website and will also be accessible through staff at the school. Please refer to Section 10 - Governance for specific procedures for resolving disputes.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in kind commitments from community organizations or individuals that will enrich student learning.

The School will also partner with all other schools within the district, and benefit from numerous partnerships that the district has already solidified. Additionally, the School will look to work to partner with the local municipality, for a variety of community projects in an effort to be a good neighbor and have the local area embrace the School, thereby forging a mutually beneficial relationship.

Additionally, the School will work to form partnerships with local businesses, including the uniform supply store, local grocery stores, local banks and other area vendors who may elect to assist with beautification projects and school fundraisers. The School will also invite in-kind donations. The School will also seek to partner with various non-profit organizations and mentoring programs to assist in the holistic educational experience for the student.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts). The school will enroll all students eligible to be enrolled in Broward County.

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T	Collins, Wanda, 5/14/19 3:00 AM	DOCX / 11.609 KB
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BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section Evaluation		Final Rating
Partially Meets the Standard	Robert Hamberger, 3/6/20	Partially Meets the Standard

Section 16: Facilities If the site is not acquired:

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

Based on our enrollment assumptions, we would need about 59,000 square feet and this is without a playing field. We desire a location in the Fort Lauderdale or Tamarac area. We will need about 33 classrooms, 2 offices; a gym, cafeteria space; library; computer and science lab. Please see attached Needs Assessment Worksheet.

- Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. The estimated costs is based on an assumption of 600 students. We estimate, 100 square feet per student with a need of about 59,000 square feet. We will assume a facilities allowance (15% of PPR). Say \$7,346.60 based on this years PPR allocation: \$1,101.99. We will multiply the number of projected students x our facilities allowance: $600 \times \$1,101.99 = \$661,194$ less operating expenses of \$138,450 which will leave us with \$522,744 available for rent/and or debt service.
- Explain the strategy and schedule that will be employed to secure an adequate facility.

Innovation Preparatory Charter Inc. is in the process of securing funding using ERP Financing Solutions Facility Financing to secure a facility. After one year of successful operation, Charter School Capital will also invest in paying for our facility.

- Describe the back-up facilities plan

We will buy land and build modular classroom and offices as a temporary solution or we could transform a warehouse into our school if the warehouse meets building code requirements.

Attachments

Section 16: Facilities

16.1 [Letter of Intent for funding](#)

Collins, Wanda, 5/14/19 3:03 AM

DOCX / 30.7 KB

Notes

Robert Hamberger, 5/15/20 9:38 PM:

There is no reference to Section 1002.33(7)(a)13; s. 1002.33(18), Florida Statutes, wherein: A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. A charter school shall use facilities that comply with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a)

17. Transportation Service

Section Evaluation

Meets the Standard Lisette Serrano, 3/4/20

Final Rating

Meets the Standard

Section 17: Transportation Service Describe the school’s plan for transportation to ensure that transportation is not a barrier to equal access for all

Innovation Preparatory Charter, Inc. intends to contract with the school district to provide appropriate transportation services for students.

Attachments

Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

Meets the Standard Ray Papa, 2/20/20

Final Rating

Meets the Standard

Section 18: Food Service Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Note: It is the intent of Innovation Preparatory Charter to contract with the school district to provide a breakfast and lunch program for students. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. Innovation Preparatory Charter Inc. will be an approved Sponsor of the National School Lunch Program (NSLP) once I receive my signed Charter school agreement and therefore the School will participate in the free/reduced priced meal program.

We will have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR).

Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits. The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS).

The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- 1) Disseminate lunch applications to all students upon enrollment;
- 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- 3) Enter determinations for each child into student information system;
- 4) Provide students with notice of eligibility;
- 5) Serve/Charge student lunches in accordance with determined eligibility;
- 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

- **Contracting Services** - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the

meals and daily records of all lunches served and current copies of inspection and insurance certificates.

- Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Attachments

Section 18: Food Service

– No Attachments –

19. School Safety and Security

Section Evaluation

		Final Rating
Does Not Meet the Standard	Sean Brown, 3/4/20	Does Not Meet the Standard
Does Not Meet the Standard	Victoria Stanford, 3/5/20	

Section 19: School Safety and Security

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

Innovation Preparatory Charter Inc. will use the plan and combine the best practices and procedures developed by the Broward School District. The School's detailed plan for school safety and security for students, staff, the facility, and property including procedures for unanticipated emergency situations. The School will cooperate with the District to provide the safest school possible for the staff and students and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff, and parents and community members will receive information regarding emergency

procedures via newsletters and parent meetings. The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act (1012.465.F.S.) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property

Disaster Preparedness

Hurricane season extends from June 1 to November 30 each year. The School District is responsible for providing buildings, staff, and buses in the event of an emergency situation. In the event that it becomes necessary for the District to close in preparation of a hurricane, the Superintendent will issue an announcement that will be forwarded throughout the District and also provided to the local news media.

These same procedures will be followed to announce when schools will reopen after a disaster. Additional information is available in the District's Emergency Preparedness Program, the District's Hurricane Procedure Booklet, and on the Safety Department web page at .

www.broward.k12.fl.us/safetydept

Emergency Preparedness

The School Board of Broward County, Florida, maintains a comprehensive Emergency Preparedness Program. This program is defined and contained in a notebook that is provided to every school site. The Emergency Preparedness Program provides flow charts and information on how to handle the most common emergencies that could occur at a school. These include bomb threats, chemical spills, fires, gas leaks, major utility failures, medical emergencies, and tornado procedures. It is recommended that each school keep this book, along with other important safety books, in the reference section of the school's Media Center for easy reference.

Fire/Fire Drills/Fire Alarms

The District is required to have a minimum of ten (10) fire drills a year. Each school administrator is responsible for providing staff with a fire evacuation plan. Guidelines for establishing an emergency evacuation plan, along with information on fire drills and when they should to be held, are listed in the District's Emergency Preparedness Program. All Fire Alarms and Fires, with or without damage need to be called into the local Fire Departments.

Gas Leak Emergency Evacuation

Many of our schools utilize Liquid Petroleum (LP) gas or natural gas in certain areas of the campus, which may include but are not limited to the following: kitchens, home economic labs, science labs, or emergency generators. When a gas leak is suspected, the school is required to follow the evacuation routes established for a fire drill with a modification to avoid the area of the gas leak. Call 911 and, evacuate the building. Details about gas leaks can be found in the District Emergency Preparedness Program.

Severe Weather/Tornado Drill

Each school is equipped with a NOAA weather alert radio that is connected with the National Weather Service in Miami. Any severe weather bulletin affecting Broward County will alert these radios. The alert will provide important information concerning severe weather conditions and what safe actions should be taken. The School District also utilizes WeatherBug Weather Alert cell phones to provide information and alerts for all outdoor events.

In order to prepare for severe weather, the state requires a minimum of two tornado drills at each school be conducted. One drill should be conducted in August and the second drill should be conducted during “Severe Weather Awareness” week each February. Details for tornado preparedness and tornado drills can be found in the District’s Emergency Preparedness Program.

If severe weather conditions affect a school, the administration will initiate their rainy day procedure. Remember, in the event of an emergency situation, utilize the intercom system to notify the office and follow your school’s emergency procedures. Respond immediately to any alarm.

The Emergency Preparedness Program is updated annually and is available for downloading at www.broward.k12.fl.us/safetydept to revise your school copy.

Attachments

Section 19: School Safety and Security

– No Attachments –

Notes

Victoria Stanford, 3/5/20 10:34 PM:

WRONG TEMPLATE USED.

Sean Brown, 3/4/20 6:16 PM:

This was not updated by the school to meet DOE standards.

20. Budget

Section Evaluation		Final Rating
Does Not Meet the Standard	Cassandra Vallianos, 3/3/20	Does Not Meet the Standard
Does Not Meet the Standard	Cecilia Zereceda, 3/13/20	

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request. Please see, Attachment X – Operating Budget.

- Files were provided by the authorizer for this section in one excel file, which I have attached.

B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school. Please See, Attachment Y – Start-Up Budget.

- Files were provided by the authorizer for this section in one excel file, which I have attached.

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

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The income is budgeted conservatively, as it is based on the 2018-19 FEFP revenue estimator for our income estimates in year one. The school will be eligible

for Capital Outlay in year 4. For each of the subsequent years of the budget, there is a 1% annual increase in FTE.

Transportation Revenue is consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers here reflect the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders and "ESE Student Riders" include only ESE Riders.

Florida Statutes School Meals Reimbursements - Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Florida Statutes Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013.

Staff Salaries: Assumed an average teacher salary of \$40,000 + benefits towards retirement.

\$90,000 per year for the Principal Salary, \$70,000 for the Assistant Principal.

Academic Supplies (\$28200-594): Calculated at \$50 per student for academic supplies for the each year.

Estimate Liability and Protection Insurance (15228-594): Assumed approximately \$27 per student for corporate insurance policies which would include general liability, directors and officers, student accident insurance, etc. The Florida charter support unit recommends \$27 - \$35 per student be set aside for this purpose

Textbooks (\$118,000-594): Set aside funds to purchase 4 books per student at \$50 per textbook.

Furniture (\$29700-33): Anticipate it will cost about \$900 per classroom for furniture. It will cost approximately \$3000 to furnish two office spaces. The school will either lease or finance this purchase and have spread the costs over five years.

Computers (\$17100-38): The school will purchase 38 computers at wholesale price \$450/computer. We will add more computers to our inventory over the five-year period. We will

spend \$3000 on technology per classroom for Smartboard equipment with all its supplies. During our first year, we will place this technology in 20 classrooms for a total of \$60,000. We will add the technology to the remainder of our classroom over the 5-year period.

We will pay \$141,750 for insurance and bond premiums.

.We will start the process of getting approved with National School Lunch Program to qualify to receive reimbursements once we are approved as Charter School. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the Food Services section of the budget for cafeteria expenses.

Operation of Plant (\$79385.28): includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 100 successfully charter schools currently operating in Florida; online statistical resources; and Broward County budgets. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers.

Facilities Rent (74250-594): Calculated at \$125/student. This is listed as an expense on our budget, but it has not been designated towards specific expenses. We anticipate that there will be expenses that we have not planned for, and the Board will be able to allocate the reserve funds as necessary, and if they are not spent, they will be used to build an ongoing cash reserve fund.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented. The contingency to meet financial needs at lower enrollment is contained herein attachment Y. The budget illustrates enrollment at expected, 75% and 50% of enrollment. (Please See Attachment Y – Operating Budget at 75% and 50% Enrollment.) –

- Files were provided by the authorizer for this section in one excel file, which I have attached.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time). The budget has a projection at 50% of enrollment and the school is sustainable at that level. (Please See, Attachment X.)

- Files were provided by the authorizer for this section in one excel file, which I have attached.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on

which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation. Please See, Attachment X, for Cash Flow Projections

- Files were provided by the authorizer for this section in one excel file, which I have attached.

Attachments

Section 20: Budget

20.1	Budget	Collins, Wanda, 3/27/19 4:44 AM	XLSM / 2.725 MB
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Notes

Cecilia Zereceda, 3/13/20 8:18 PM:

In addition to prior note: 20.A. Attachment W is using FEFP information from 2015-16 school year. Section 16 Facilities: the estimated expense for rent/and or debt service is \$522,744. Where is this expense coded? 7900-360 Rent shows expenses for just \$74,250.

Cassandra Vallianos, 3/3/20 7:24 PM:

Applicant failed to provide attachment Z, proof of external funding For the \$414,000 under Gifts, Grants and Bequests. Applicant failed to provide attachment Y, startup budget. Projected enrollment in the budget does not match projected enrollment under section C. Applicant failed to budget for an ESE Teacher. \$6,768 for ESE Professional & Technical Services is under budgeted for a school with an enrollment of 564.

21. Financial Management and Oversight

Section Evaluation

		Final Rating
Meets the Standard	Reynaldo Tunnermann, 3/3/20	Meets the Standard
Meets the Standard	April Kowalski, 3/4/20	
Meets the Standard	Lourdes Panizo, 3/4/20	

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an outside agency which will assist the Board and the School Principal with the preparation and reporting of the School's finances. The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts**
- Expenditures, accounts payable, and cash disbursements**
- Budgeting and financial reporting**
- Risk management**
- School inventory & capital assets**
- Student records**
- Employment records**

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

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

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are reviewed and approved by the Principal. For operating and lunch accounts, disbursements require the Principal's signature for any check in the amount of \$2,500 or above.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Segregation of Duties relating to financial controls – The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The Accounting service contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing

Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

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

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities. Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.**
- Open an operating bank account and a school fundraising account with an FDIC insured institution**
- Record transactions managed by these accounts in a QuickBooks (accounting software) or similar program or may hire a personal accountant**
- Reconcile monthly reports and bank statements and keep in monthly binders at the school**
- Record and log all cash and checks received and deposit daily.**
- Require dual signatures for all checks over \$2500.00, as established by the Board**
- Prepare disbursement voucher packages at school-site as authorized by the**

Principal

- Make disbursements only to authorized/approved vendors**
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.**
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed**
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual**
- Retain documents for a specified amount of time**

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report. Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance.

Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion and submitted to the Sponsor and Auditor General per reporting requirements.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

We will contract with ADP Payroll services and HR that will provide services to the school, including but not limited staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. ADP is ranked #2 as the leader in Payroll services. ADP has provided over 60 years of payroll services.

G. Describe how the school will store financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services

of the Department of State will be followed. The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law. All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled.

All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled. All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

o General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0

- o Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- o Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- o Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- o Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- o Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$2,500 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker’s Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated “A (Excellent)” by AM Best Company.

Employee Benefits

AvMed

Employee health benefit options are structured as follows:

Service	Standard HMO Plan	Health Deductible Health Plan
Annual Deductible	No Deductible	\$1,350 Individual \$2,700 Family

Out of Pocket Maximum	Medical: \$1,500 Individual, \$3,000 Family, Global (Medical & RX): \$7,900 Individual, \$15,800 Family	Medical & Rx: \$3,000 Individual, \$6,000 Family
Primary Care Services	\$20 Copay Per Visit	20% Coinsurance after deductible
Specialist Services	\$40 Copay Per Visit	20% Coinsurance after deductible
Hospital Admission	\$250 Copay Per Admission	20% Coinsurance after deductible
Outpatient Services	No Charge	20% Coinsurance after deductible
Emergency Room	\$100 Copay Per Visit	20% Coinsurance after deductible
Urgent Care	\$25 Per Visit	20% Coinsurance after deductible
Diagnostic Testing	No Charge	20% Coinsurance after deductible

In the insurance coverage section, the application missed to mention the need to have a Fidelity Bond coverage.

22. Start-Up Plan

Section Evaluation		Final Rating
Does Not Meet the Standard	Rhonda Stephanik, 3/6/20	Does Not Meet the Standard

A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:

- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing board training
 - vii. Policy adoption by Board (if necessary)
 - viii. Recruiting students ix. Enrollment lottery, if necessary
 - x. Establishing financial procedures
 - xi. Securing contracted services
 - xii. Fundraising, if applicable
 - xiii. Finalizing transportation and food service plans
 - xiv. Procuring furniture, fixtures and equipment
 - xv. Procuring instructional materials
- The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement) The school’s projected timetable for start-up is as follows:

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•	○	•
Facilities	Look for a facility/land using Loop.net and negotiate a lease agreement	Ongoing/until secured
Governing Board Training	Complete the required 4-hour Governing Board Training	November 2019
Community Involvement/Facilities Applying for and securing appropriate legal status as a state corporation, federal non-profit)	Present to School Board of Broward County and Community at a Board Workshop	February or Early March 2019
Personnel	Innovation Preparatory Charter Inc. to conduct an orientation for faculty and staff interested in applying for positions with Innovation Preparatory Charter Inc.	March 2020
Leadership Recruitment	Begin the process of finding leadership	April 2020
•	Begin recruitment process/ Advertise in tri-county area for teaching staff and all other staff positions	April 2020
Curriculum Development	Begin the process of evaluating current curriculum and learning platforms used at the school. Use content area experts to determine what will be kept and what will be replaced.	April 2020
Create Master Schedule	Begin the process of creating the master schedule and subject selection process with middle	May 2020

	students	
Teacher Mentors and Content area experts.	Innovation Preparatory Charter Inc. begins the process of identifying a team of content area experts across network schools that will serve as the monitoring and mentoring team to work with Broward County teachers.	May 2020
Teacher Training Institute	Begin the process of working with the selected team to plan and execute the two-week teacher-training institute to be conducted in August.	May 2020
Parent and Community Engagement	Create Open House informational sessions for parents and begin advertising throughout Broward County to bring back students. Hire a Public Relations Firm to work with Innovation Preparatory Charter, Inc.	June 2020
Curriculum Purchase/Office Supplies/Classroom furniture/ Office Furniture/Classroom Supplies/ Computers/Equipment Purchase/Wireless Internet/Phone Service/ Security Alarm/Insurance/Copier Lease/	Purchase the curriculum that will be used in each of the core subject areas 6-8	July 2020
Broward County School District Contracted Services	Negotiate and contract with the school district to provide lunch and transportation services to students at Innovation Preparatory Charter Inc.	July 2020
Parent and Community Engagement through Social Media and Website development	Create social media accounts and redesign of websites.	July 2020
	Create a two-week teacher training institute for instructional staff.	

Teacher Training Institute	Topics will include: data driven instructional practice, creating instructional focus calendars, teaching reading across the core subject areas, fostering an environment of expectation, Analyzing the standards and reviewing item test specs. Others as needed	August 2020
Parent and Community Outreach	New School Opening Celebration with Backyard Barbecue. “Backpack Giveaways and special door prizes to the first 50 attendees.”	August 2020
Parent and Community Outreach	We will have a uniform company onsite to begin sizing students for Innovation Preparatory Charter Inc. uniforms. Create a voucher system for those students who cannot afford to purchase a uniform	August 2020
Start of School Year		August 2020
Data Disaggregation and Student Dashboard	Introduce staff to USA Test Prep- A useful tool to view student data at a glance across the school	August 2020
Student Targeted Tutoring	Target specified groups of students for pull-out tutoring	October 2020
Student Targeted Tutoring	Begin Saturday Priority Camp	January 2021

Attachments

Section 22: Start-Up Plan

– No Attachments –

Notes

Rhonda Stephanik, 6/1/20 5:44 PM:

Timeline dates are not aligned with the process.

23. Addendum A: Replications

Section Evaluation

Final Rating

Not Required Donte Collins, 3/4/20

Not Required

Not Required Brenda Santiago, 3/4/20

Not required

Attachments

Section 23: Addendum A: Replications

– No Attachments –

24. Addendum A1: High Performing Replications

Section Evaluation

Final Rating

Not Required Brenda Santiago, 3/4/20

Not Required

Not Required

Attachments

Section 24: Addendum A1: High Performing Replications

24.1 [N/A](#)

Collins, Wanda, 5/14/19 3:05 AM

DOCX / 11.592 KB

25. Addendum B: Education Service Providers

Section Evaluation

Not Required	Donte Collins, 3/4/20
Not Required	Brenda Santiago, 3/4/20

Final Rating
Not Required

Not Required

Attachments

Section 25: Addendum B: Education Service Providers

25.1	N/A	Collins, Wanda, 5/14/19 3:06 AM	DOCX / 11.592 KB
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26. Addendum - Consultant Information * District Request

Section Evaluation

Not Required	Rhonda Stephanik, 3/6/20
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Final Rating
Not Required

No consultant was utilized during the completion of this application

Attachments

Section 26: Addendum - Consultant Information * District Request

26.1	NA	Collins, Wanda, 5/14/19 3:07 AM	DOCX / 11.592 KB
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27. Addendum - Review Extension Waiver * District Request

Section Evaluation

Complete	Rhonda Stephanik, 3/6/20
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Final Rating
Complete

I have attached the Review Extension Waiver

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

27.1	Review Extension Waiver	Collins, Wanda, 3/25/19 10:35 PM	PDF / 395.297 KB
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ATTACHMENT TEMPLATES

28. Application Cover Sheet

Section Evaluation		Final Rating
Complete	Rhonda Stephanik, 3/6/20	Complete

I have attached my coversheet

Attachments		
Section 28: Application Cover Sheet		
28.1	Cover Page	Collins, Wanda, 3/27/19 7:35 AM PDF / 793 KB

29. Statement of Assurances

Section Evaluation		Final Rating
Complete	Brenda Santiago, 3/4/20	Complete

I have attached the statement of assurances

Attachments		
Section 29: Statement of Assurances		
29.1	Statement of Assurances	Collins, Wanda, 3/29/19 4:26 AM PDF / 417.335 KB
29.2	Statement of Assurances	Collins, Wanda, 3/23/19 9:54 PM PDF / 339.716 KB

30. Board Member Information Form

Section Evaluation	

Complete	Brenda Santiago, 3/4/20	Final Rating Complete
Not Complete	Reynaldo Tunnermann, 3/5/20	

I have attached Board Information

Attachments

Section 30: Board Member Information Form

30.1	Board Member Information Form	Collins, Wanda, 3/29/19 4:42 AM	PDF / 1.826 MB
30.2	Board Member List	Collins, Wanda, 3/29/19 4:25 AM	DOCX / 13.746 KB
30.3	Lashonda Resume	Collins, Wanda, 3/26/19 2:06 PM	DOCX / 15.77 KB
30.4	Wanda Resume	Collins, Wanda, 3/23/19 10:02 PM	PDF / 28.348 KB
30.5	Board Member Information Form	Collins, Wanda, 3/23/19 9:57 PM	PDF / 1.472 MB

Notes

Reynaldo Tunnermann, 3/5/20 10:14 PM:

There are only two board members.

31. Applicant History Worksheet

Section Evaluation		
Not Required	Brenda Santiago, 3/4/20	Final Rating Not Required
Not Required	Reynaldo Tunnermann, 3/6/20	

This will be my first charter school and it is not run by an ESP

Attachments

Section 31: Applicant History Worksheet

31.1	N/A	Collins, Wanda, 5/14/19 3:10 AM	DOCX / 11.592 KB
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CHART OF ATTACHMENTS

1. Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 6/1/20	Final Rating
	Attachments Added

I have attached the necessary documents.

Attachments

Section 1: Chart of Attachments

1.1	IRS Form	Collins, Wanda, 5/14/19 7:06 PM	PDF / 181.149 KB
1.2	Letter of intent for funding	Collins, Wanda, 5/14/19 3:03 AM	DOCX / 30.7 KB
1.3	Attachment D Reading Curriculum	Collins, Wanda, 5/11/19 4:54 AM	DOCX / 12.83 KB
1.4	Attachment H Articles of Incorporation	Collins, Wanda, 4/4/19 1:15 AM	PDF / 63.221 KB
1.5	Attachment X Operating Budget; Attachment W -Budget Template; Attachment y balance sheet	Collins, Wanda, 3/27/19 4:47 AM	XLSM / 2.725 MB
1.6	Attachment S Student Enrollment Form	Collins, Wanda, 3/26/19 12:22 AM	DOC / 235.5 KB
1.7	Attachment B Annual Calendar	Collins, Wanda, 3/26/19 12:10 AM	PDF / 58.956 KB
1.8	Attachment B Sample Daily Bell Schedule	Collins, Wanda, 3/26/19 12:08 AM	DOCX / 16.764 KB
1.9	Attachment R Policies	Collins, Wanda, 3/25/19 10:43 PM	DOC / 265 KB
1.10	Attachment Q JOB DESCRIPTION(S) AND QUALIFICATION REQUIREMENTS FOR TEACHERS	Collins, Wanda, 3/24/19 7:24 PM	DOCX / 13.711 KB
1.11	Attachment P Job description(s) and qualification requirements for each administrative or leadership position other than the school leader	Collins, Wanda, 3/24/19 7:16 PM	DOCX / 33.962 KB

1.12	Attachment N Principal Description and Responsibilities	Collins, Wanda, 3/24/19 2:10 AM	DOCX / 16.735 KB
1.13	Attachment O School Leadership Qualities	Collins, Wanda, 3/24/19 1:56 AM	DOCX / 11.952 KB
1.14	Attachment M Planning Full Capacity Organizational Form	Collins, Wanda, 3/24/19 1:06 AM	PDF / 49.358 KB
1.15	Attachment M Planning Year 1 Organizational Form	Collins, Wanda, 3/24/19 1:06 AM	PDF / 45.617 KB
1.16	Attachment M Planning Year Organizational Form	Collins, Wanda, 3/24/19 1:05 AM	PDF / 37.552 KB
1.17	Board Information Form	Collins, Wanda, 3/23/19 10:19 PM	PDF / 1.472 MB
1.18	Attachment L Resume	Collins, Wanda, 3/23/19 10:12 PM	DOCX / 15.77 KB
1.19	Attachment L Resume	Collins, Wanda, 3/23/19 10:10 PM	PDF / 28.348 KB
1.20	Attachment L Statement of Assurances	Collins, Wanda, 3/23/19 10:10 PM	PDF / 339.716 KB
1.21	Governing Board of Ethics and Conflict of Interest	Collins, Wanda, 3/23/19 9:43 PM	DOCX / 13.665 KB
1.22	Attachment F Assessments Calendar Current Year-Updated Every Year	Collins, Wanda, 3/20/19 7:19 AM	PDF / 218.143 KB
1.23	Attachment C- Sample Adopted Course Scope and Sequence for each core subject	Collins, Wanda, 3/20/19 5:46 AM	DOCX / 15.755 KB
1.24	FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE	Collins, Wanda, 3/20/19 1:39 AM	PDF / 71.642 KB

Recommendation

School Name:	Innovation Preparatory Charter Inc.
Primary Contact:	Wanda Collins
Submission Date:	February 3, 2020
Recommendation Date:	June 2, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Denied

Section 1002.33(6)(b)3.a, Florida Statutes states, "A sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application." Based on the review and evaluation from the Superintendent's Charter School Review Committee, the application for Innovation Preparatory Charter School is recommended to The School Board of Broward County, Florida, via the Superintendent, for denial. The applicant was given the opportunity to withdraw the application, however, despite multiple attempts, the applicant did not respond to the Committee's communication.