

Model Florida Charter School Application

New Charter Application #000537

Avant Garde Academy K8 West

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
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Submitted By:

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GENERAL

A. School Information

Open Date: **July 1, 2021**
 Proposed Name: **Avant Garde Academy K8 West**
 School Type: **Elementary / Middle**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District: **Broward**
 Neighborhood / Community: **West Broward**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **null**
 Phone: **7863513605**
 Fax:
 Web Site: **www.agabrowardk8.org**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(CMO)**

B. Primary Contact Person

Name: **Frank Javier Bolanos**
 Mailing Address: **8200 NW 41 Street, Suite 200 Doral, Florida 33166**
 Mobile Phone: **7863513605**
 Alternate Phone: **305-219-1224**
 Email: **frbolanos@agabroward.org**
 Current Employer:

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2023-24	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	114	114	114	114	114	114	114	114	100	100	114	114
1	114	114	104	104	106	106	104	104	104	104	106	106
2	76	76	104	104	96	96	94	94	94	94	96	96
3	57	57	70	70	96	96	88	88	88	88	96	96
4	58	58	53	53	66	66	88	88	88	88	66	66
5	34	34	54	54	50	50	66	66	84	84	50	50
6	101	101	76	76	110	110	78	78	76	76	110	110
7			90	90	76	76	100	100	74	74	76	76
8					84	84	66	66	90	90	84	84
Total	554	554	665	665	798	798	798	798	798	798	798	798

D. Board Members

Name	Title	Contact Information	Current Employer
Cruz, Antonio	Board Treasurer	P: 754-816-6153 M: 305-904-1682 E:acruzaga@gmail.com	
Gonzalez, Erika	Board Secretary	P: 754-816-6153 M: 305-213-6192 E:erikaf93@yahoo.com	
Valent, Julia	Board Chairperson	P: 754-816-6153 M: 954-558-7438 E:jvalent@bellsouth.net	

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Bolanos, Frances Castillo	Authorized Representative	P: M: 3052191224 E: frances.bolanos@yahoo.com	LBS Services
Bolanos, Frank Javier	Authorized Representative	P: M: 786-351-3605 E:fbolanosaga@gmail.com	LBS Services
Clermont, Fred	Academic / Curriculum Development	P: M: E: fclermont@agabroward.org	Avant Garde Academy
Lucas, Jennifer	Authorized Representative	P: M: 954-732-3122 E: jlucas@allianceedservices.org	Alliance Educational Services (AES)
Mathews, Justin	Authorized Representative	P: M: E: jmatthews@allianceedservices.org	Alliance Educational Services (AES)
Valdes, Arlene	Academic / Curriculum Development	P: M: E: avaldes@agabroward.org	Avant Garde Academy
Walker, Samantha	Academic / Curriculum Development	P: M: E: swalker@agabroward.org	Avant Garde Academy

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete Brenda Santiago, 2/26/20

Complete Celina Chavez, 2/26/20

Complete Martina Blanco, 2/28/20

Complete Tanya Hutkowski, 2/28/20

Complete Celia Jimenez, 2/28/20

Complete Dorina Varsamis, 3/2/20

Complete Detra Adams, 3/2/20

Complete Reynaldo Tunnermann, 3/3/20

Complete Melissa Pariaug, 3/3/20

Complete Lourdes Panizo, 3/3/20

Complete Debbie-Ann Scott, 3/3/20

Complete Cassandra Vallianos, 3/3/20

Complete Jill Young, 3/3/20

Complete Rhonda Stephanik, 3/4/20

Complete Zuzel Rodriguez, 3/4/20

Complete Matt Schroeder, 3/4/20

Complete Deborah Gavilan, 3/4/20

Complete LoriAyn Stickler, 3/4/20

Complete Angela Lublin, 3/4/20

Complete David Shelley, 3/4/20

Complete Khandia Pinkney, 3/4/20

Complete Merylyn Johnson, 3/4/20

Complete

Complete Denise Roberts, 3/4/20

Complete Jane Landi, 3/4/20

Complete Donte Collins, 3/4/20

Complete Adam Iarussi, 3/4/20

Complete April Kowalski, 3/4/20

Complete Allisyn Axelrod, 3/4/20

Complete Leyda Sotolongo, 3/4/20

Complete Neena Grosvenor, 3/4/20

Complete Joe Luechauer, 3/4/20

Complete Carmello Moussignac, 3/4/20

Complete Cortney Roberts, 3/4/20

Complete Louise Ball, 3/4/20

Complete Laurie Steinberg, 3/4/20

Complete Sean Brown, 3/4/20

Complete Marion Williams, 3/4/20

Complete Blanca Guerra, 3/5/20

Complete Aneatra King, 3/5/20

Complete Terri Coyle, 3/5/20

Complete Debra Kearns, 3/5/20

Complete Victoria Stanford, 3/5/20

Complete Maria Yen, 3/6/20

Complete Sarah Decotis, 3/6/20

Complete Robert Hamberger, 3/6/20

Complete Brian King, 3/9/20

The educational philosophy of Avant Garde Academy K8, Inc. (Board), d/b/a Avant Garde Academy K8 West (School) is rooted in the development of the whole child through experiential learning opportunities, and focused support of the emotional well-being and growth of the student. This philosophy and educational program supports the school's mission and vision, as outlined in Section 1. The school will provide a challenging curriculum and set high expectations for students,

while meeting their individual needs and supporting their goals. The school will implement a rigorous curriculum, effective research-based teaching strategies for academics as well as social-emotional learning, and the mechanisms for monitoring and evaluating the effectiveness of its programs.

The educational model is based upon a full integration of STEAM which has proven to be largely desirable in the community and effective in the classroom for student engagement. In addition to our core program, our students will have the opportunity for enrichment through a variety of electives within the genres of STEAM, including Engineering, Coding, 2D Art, Music and Robotics.. Our school will introduce technology infused teaching and learning for all students including two iLabs for our next generation learners. The applicant has found that there is a strong demand for both STEAM, as well as a value and character based leadership program.

A second priority for this School is to focus on the social and emotional well-being of our students. We expressly understand how critical it is for students to feel safe, supported, and encouraged in order to learn and to contribute to their community. As such, the School has committed to addressing the needs of the students' social and emotional growth as a priority and will ensure that this is embedded into the student's schedule as well as the daily climate of the School. In that vein, we will implement with fidelity the Leader In Me Program to help our School leaders and staff build the culture and climate intended to support our students' emotional growth and their ability to develop positive self- image and relationships with others. We believe this will bolster their academic gains and their personal well-being which develops the communal sense of safety and belonging.

The school's teachers are at the forefront of the school's teaching and learning environment. To ensure student success, we have designed personalized coaching cycles to develop our staff and to provide targeted professional development and to secure highly skilled teachers in the areas of our core curriculum, SEL curriculum, differentiation, interventions, and data-driven decision making. A detailed and comprehensive professional development program anchors teachers' ability to enhance instructional excellence and maximize the learning potential of their students. This allows teachers and administrators to effectively lead the school and address the needs of all stakeholders. The schools staffing and resource allocation, as well as its instructional planning is strategically focused to best meet the needs of its students. Student progress is carefully monitored through ongoing assessments. Curriculum is continually evaluated to ensure that the needs of students are met. Instruction is focused on mastery of the NGSSS and Florida Standards as well as on college and career readiness, throughout the term of the charter.

The school will be led by a team dedicated to continuous improvement that promotes an environment of academic rigor and high standards of student achievement. Expecting academic excellence is the norm for the Schools affiliated with the Avant Garde Academy Foundation and student achievement is the primary goal. Leadership is committed to ensuring that the educational program is standards based, offers students a fully integrated STEAM educational environment, and develops student's social and emotional learning skills in accordance with the mission of the School, as outlined in Section 1. The school will employ a laser focus on data analysis to drive instructional decisions that will encourage and support positive change in student academic outcomes and personal growth. The educational goals and performance standards will be set with specific measurable objectives every school year, as part of implementing the school's mission.

AGA West is replicating the existing and successful school design at Avant Garde Academy K8 - MISD #5015, located in Hollywood, Florida. The proposed school is substantially similar overall to the existing school design and curriculum of the Hollywood school. The individuals and organizations involved in the establishment and operation of the proposed school are deeply involved in the operation and widely-used curriculum of the Hollywood school that is being

replicated. Avant Garde Academy Broward K8 in Hollywood opened with over 900 students, reaching our enrollment targets year over year and has demonstrated academic growth and achievement with a very diverse student body. AGA Hollywood is a Title 1 School serving a high percentage of English Language Learners. The School is completing its certification as a Lighthouse Model School for its exemplary implementation of Leader In Me. The School anticipates that it will enroll a diverse student population, similar to Hollywood and is prepared to provide the necessary level of support for student success. The partnership track that has been successful in the Hollywood school (Hollywood Chamber, FIU, Broward College, Amazon, etc.) will be emulated by AGA West, including local chambers of commerce, hospitals, restaurants, non-profit organizations and universities.

The academic goals and needs of the school are anchored by the same conscientious financial strategy that has succeeded in the AGA Hollywood campus and will allow the school to annually increase its number of students, while providing students and teachers with all of the tools necessary for academic success.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation	
Meets the Standard Brian King, 3/9/20	Final Rating <div style="background-color: black; color: white; padding: 2px 10px; display: inline-block;">Meets the Standard</div>

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

The mission of the school is to prepare students with the 21st century knowledge and skill set needed to impact their surroundings from a local, national, and global perspective. This is accomplished by providing a nurturing and safe environment that promotes the development of the total child; where students are challenged intellectually, artistically, and personally.

The vision of the School is to implement an innovative and creative, student-centered learning environment where students and teachers collaborate utilizing the latest technology and achieve high academic standards and skills that will allow them to succeed in a competitive global society.

The School’s guiding principles include:

- Educate the child holistically to promote academic, social, emotional and ethical growth and development
- Encourage student inventiveness and creativity
- Nurture student experiential learning and leadership skills
- Increase faculty freedom and creativity in instructional methodologies and classroom organization
- Promote a foundation for inquisitive, life-long learning

The School’s purpose: is to provide a safe and nurturing learning environment for student development and growth; preparing them to be responsible, caring and productive members of the 21st century global society; implement a fully integrated, purposeful STEAM educational program; help students engage with the content and curriculum; synthesize grade level material with real-world experiences.

As a basic principle, the school will give students: an opportunity to develop moral and democratic values during their daily activities through a deeply rooted education in the content areas facilitates a firm foundation for the skill set needed to compete in the global market. Studentss will be able to advocate for themselves and for each other in an ever-increasing competitive, and challenging world environment. We require that each student make a determined effort to take every opportunity toward their own fulfillment as an individual and as a member of the greater community via the established structures and support systems provided by the School. The School is committed to providing an environment of academic rigor and relevance that advances

high standards of student achievement. Administrators will take the lead and address the needs of all stakeholders. Teachers will be: highly qualified to deliver instruction founded on research and best practices; will be provided relevant and meaningful professional development throughout their careers; guided by the principles of collaboration, reflection, and ongoing professional development. Stakeholders will: have opportunities for active and genuine involvement and a rich, educational experience; model the 7 Habits of Leader in Me.

B. Provide the page 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.

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.

- *Information can be found on pages 11, 13, 30, 49, 51, 100*

-Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

- *Information can be found on pages 11, 13, 30, 49, 51, 100*

-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.

- *Information can be found on pages 11, 13, 30, 49, 51, 100.*

C. Provide the page 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.

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

-Improve student learning and academic achievement.

- *Information can be found on pages 7, 9, 14, 22, 28, 31, 37, 38, 54, 64, 72, 77, 105.*

-Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

- *Information can be found on pages 7, 9, 14, 22, 28, 31, 37, 38, 54, 64, 72, 77, 105.*

-Encourage the use of innovative learning methods.

- *Information can be found on pages 7, 9, 14, 22, 28, 31, 37, 38, 54, 64, 72, 77, 105.*

-Require the measurement of learning outcomes.

- *Information can be found on pages 7, 9, 14, 22, 28, 31, 37, 38, 54, 64, 72, 77, 105.*

D. Provide the page 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”. This section is optional.

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

-Create innovative measurement tools.

- *Information can be found on pages 6, 17, 27, 67, 71, 96, 14, 18, 20, 23, 32, 37, 46, 54, 63, 70-71, 87, 108.*

-Provide rigorous competition within the public-school district to stimulate continual improvement in all public schools.

- *information can be found on pages 6, 17, 27, 67, 71, 96, 14, 18, 20, 23, 32, 37, 46, 54, 63, 70-71, 87, 108.*

-Expand the capacity of the public school system.

- *information can be found on pages 6, 17, 27, 67, 71, 96, 14, 18, 20, 23, 32, 37, 46, 54, 63, 70-71, 87, 108.*

-Mitigate the educational impact created by the development of new residential dwelling units.

- *information can be found on pages 6, 17, 27, 67, 71, 96, 14, 18, 20, 23, 32, 37, 46, 54, 63, 70-71, 87, 108.*

-Create new professional opportunities for teachers, including ownership of the learning program at the school site.

- *information can be found on pages 6, 17, 27, 67, 71, 96, 14, 18, 20, 23, 32, 37, 46, 54, 63, 70-71, 87, 108.*

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

2. Target Population and Student Body

Section Evaluation

Final Rating

Meets the Standard Jill Young, 2/28/20

Meets the Standard Marion Williams, 3/4/20

Meets the Standard

A. 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 School intends to serve students in West Broward County, primarily in Southwest Ranches, Cooper City, Davie, Pembroke Pines and adjacent areas. These areas continue to be identified as higher than average growth markets for school aged children 5-14 within this 5-8-mile radius. Student demographics are expected to mirror those of the local public schools including approximately:

34% Economically Disadvantaged, 10% ESOL, 53% Hispanic, 20% White, 17% Black and 7% Asian students. The School is confident in its ability to meet the needs of the students in this area and in their ability to attend as there are no application criteria and no expected barriers to entry. The School will provide transportation and an NSLP program as well as a research based support system for all learners. According to the 2017 PFAM Report, Broward County remains the second largest county in Florida with an anticipated growth in students of approximately 329,000 in 2020 to 357,000 students in 2045. Much of this growth is expected to be in Southwest Broward County surrounding the targeted site (attached) in Southwest Ranches. Cooper City, Davie and Southwest Ranches show higher growth projections than most other cities within Broward County. Our School will serve up to 800 students K-8th grade and will offer parents an additional “option” to provide their children an educational experience that focuses on the whole child. The school will provide all students a very strong foundation in mindfulness by anchoring the program with the Leader In Me, ensuring that staff, parents and students prioritize the 7 Habits of Highly Effective Students to provide a healthy, positive learning environment. The School will enable students to achieve academic success by delivering a fully integrated STEAM model, with hands-on and experiential learning to engage students and provide real-life application for their content mastery. Enrollment will be open to all students without discrimination and will provide preference as described later in section 14 according to Florida Statute section 1002.33(10)(d) & (e), F.S.

The student population will be well-served by our program focused on STEAM and social-emotional wellness, and the School will in fact provide much needed “seats” for an area that continues to grow year over year in student enrollment. The School’s educational program described thoroughly in Sections 3, 4 and 5 will meet the needs of all learners and provide the resources and support that ensure academic excellence, and a measured, intentional balance of the social and emotional well-being of our community. Parents who apply to enroll their children will be those who desire an educational program that focuses on a full integration of a STEAM program modeled after a successful program in Broward County that puts the social-emotional well-being of its students first, so that students can reach their potential in academic achievement.

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

Not applicable. A facility has been identified, see Section 16.

C. Provide enrollment projections in the table below 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.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5

K	114	114	114	114	100
1	114	104	106	104	104
2	76	104	96	94	94
3	57	70	96	88	88
4	58	53	66	88	88
5	34	54	50	66	84
6	101	76	110	78	76
7	0	90	76	100	74
8	0	0	84	66	90
9					
10					
11					
12					
TOTAL	554	665	798	798	798

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

The school will be located in an area of high-student density. The student projections were developed utilizing the experience of an experienced charter school operator that has built, operated and/or supported many successful charter schools in Florida and represents a

historically sound feeder pattern and enrollment target for the geographical region of focus.

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 school application is being submitted for a K-8 school program, which will be open to students in grades kindergarten through sixth year one. The enrollment pattern is designed in a cylindrical shape which represents historic enrollment and feeder patterns with an initial enrollment just over 550 students with kindergarten and sixth grade serving as anchor entry grade levels. The School will add one grade level per year until the School services student's kindergarten through eighth grade with approximately 800 students.

Attachments

Section 2: Target Population and Student Body

– No Attachments –

3. Educational Program Design

Section Evaluation

Final Rating

Partially Meets the Standard

- Meets the Standard Martina Blanco, 2/28/20
- Meets the Standard Celia Jimenez, 2/28/20
- Meets the Standard Tanya Hutkowski, 2/28/20
- Meets the Standard Melissa Pariaug, 3/3/20
- Meets the Standard Louise Ball, 3/3/20
- Does Not Meet the Standard Matt Schroeder, 3/4/20
- Meets the Standard LoriAyn Stickler, 3/4/20
- Meets the Standard Zuzel Rodriguez, 3/4/20
- Meets the Standard Cortney Roberts, 3/4/20
- Meets the Standard Joe Luechauer, 3/4/20
- Meets the Standard Merilyn Johnson, 3/4/20
- Partially Meets the Standard Neena Grosvenor, 3/4/20

Partially Meets the Standard Blanca Guerra, 3/5/20

Meets the Standard Detra Adams, 3/5/20

Partially Meets the Standard Terri Coyle, 3/5/20

Partially Meets the Standard Sarah Decotis, 3/6/20

Meets the Standard David Shelley, 3/6/20

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

The execution of the School's mission to prepare students to succeed in a competitive global society is expressed in the academically challenging educational program, as well as in the Leadership development programs that impact students on a day to day basis. Every effort is made to provide the highest quality education for a diverse population of students thus closing any achievement gap. The School places a strong emphasis on preparing students for life beyond their elementary-middle school years through an integrated STEAM model with a daily focus on social and emotional wellness for students through a full implementation of The Leader In Me.

The school plans to combine rigorous high-quality STEAM integration programs with a standards-based college preparatory curriculum in an educational setting whose culture is permeated with leadership principles. We believe that this will "transform(s) student potential into academic achievement". The goal is to meet the needs of all learning styles and abilities through the use of high-quality curriculum materials focused on STEAM and a strong SEL program focused on leadership principles. Mastery of the standards through a variety of instructional strategies infused with technology and social emotional learning will be a highlight of instruction. This coupling allows students to not only learn, but more importantly, apply the required standards into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead after elementary and middle school, as well as high school- be it college, technical education, or the workplace.

STEAM literacy will be used as an interdisciplinary area of study to bridge the five areas of science, technology, engineering, art, and mathematics. By integrating STEAM lessons in the curriculum, students will learn and be able to apply understanding of how the world works within and across these five interrelated domains. A STEAM model ensures a new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to succeed in the knowledge-based workplace and community.

A STEAM classroom engages students in activities that combine different elements of STEAM.

Students experience guided inquiry in which they must ask thoughtful questions, discover answers, apply what they learn and problem-solve creatively. STEAM projects involve teamwork and thoughtful dialogue where students are able to exchange ideas and discuss various solutions to a problem. In doing so, students learn how to delegate, compromise and understand different points of view. This shifts students away from learning discrete bits and pieces of information and rote procedures and towards investigating and questioning the interrelated facets of the world.

STEAM projects require students to systematically think through problems, applying the information they learn along the way about technology and engineering to figure out the best solutions. Strategically placing students together in groups can create powerful teams in which students learn how to help each other and figure out how to use their different strengths and skill sets. Together, their knowledge, enthusiasm, and skill sets can be utilized to help successfully

complete the project as a team. Cross-curricular projects also engage different parts of students' brains so that they are seeing the project through different lenses, focusing on details while also learning to step back and look at the bigger picture.

A culture permeated with leadership principles will prepare every child for the demands of the 21st century and the global workforce. A robust SEL program will foster the development of the five interrelated sets of cognitive, affective and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teaching social and emotional skills through leadership principals will not only build students' mental health and resilience but will allow them to reach their highest potential. Education professionals, parents, community leaders, and students at the School will work together to create a culture that expects excellence for all its students.

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 learning environment will be classroom-based following the state's requirements for class size. The ideal learning environment is a positive one where students can come to work toward specific goals set before them and teachers are positive, organized, outgoing, confident, and compassionate. Classes will have flexible seating for collaborative and group work, space and furniture that allows for hands-on work and projects, overhead projectors and equitable access to technology for integrated curriculum and a comprehensive core curriculum to address all grade level content area standards. In order to ensure an ideal learning environment, the school will provide a professional development program that addresses the framework of effective instruction which includes the learning environment.

An effective teacher is able to create a learning environment that is stimulating, challenging, fosters intellectual risk-taking and reflects a culture of inclusivity, equity and respect. To accomplish this, teachers must be trained in social and emotional learning topics. Social and Emotional Learning (SEL) is the process in which students and adults are able to recognize and manage emotions, solve problems effectively and establish positive relationships with others. Research shows that Social and Emotional Learning (SEL) not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). SEL programs in schools teach students how to make decisions, solve problems, make goals and reach them, cooperate with others, focus, practice empathy, and handle emotions. SEL is also beneficial to teachers. As they begin teaching these skills within their everyday lectures, they begin to internalize them. The 5 Competencies of SEL include; Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. These competencies will be incorporated into the daily teaching and learning expectations for students and staff through the Lighthouse School model. The School will address students' needs in addition to academics including; attendance, child abuse and neglect services, family counseling, foster care, homeless assistance, and school-based social work when appropriate. The School will work with the Sponsor to provide services deemed necessary for students' well-being.

The SEL tool the school will use for character and leadership development will be anchored on Stephen Covey's book, *The 7 Habits of Highly Effective Students*. Highly proactive students recognize that their behavior is a product of their conscious choices. The following is a brief overview of the Seven Habits: Habit 1: Be Proactive- Take the initiative and the responsibility to make things happen. Habit 2: Begin with The End In Mind- Start with a clear destination so as to understand where you are now, where you're going and what you value most. Habit 3: Put First Things First- Manage yourself. Organize and execute around priorities. Habit 4: Think Win/Win:

See life as a cooperative, not competitive, arena where success is not achieved at the expense of exclusion of others. Habit 5: Seek First To Understand, Then Be Understood- Build the skills of empathetic listening that inspires openness and trust. Habit 6: Synergize- Apply the principles of cooperative creativity and value differences. Habit 7: Sharpen The Saw- Preserve and enhance your greatest asset-yourself by renewing the physical, spiritual, mental, and social-emotional dimensions of your nature.

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

American students don't tend to do as well as students from other countries when it comes to international assessments that measure math, science, and problem-solving skills. There is a growing body of research suggesting US students are falling behind in math and science Education. The Program for International Student Assessment, or PISA, is an international assessment administered every three years that measures what 15-year-old students have learned in math, reading and science. The exam was developed by the OECD, an intergovernmental organization made up of 37 mostly industrialized countries. In 2018, 79 countries administered the PISA exam to more than 600,000 students in public and private schools. In 2019 US News & World Report reported that U.S. students showed no significant improvement or decline since 2000 in reading, 2003 in math and 2006 in science. They also noted that the performance gap between top-performing and lower-performing students was widening. These results largely mirror the top-line findings in the most recent results from the National Assessment of Education Progress (NAEP or the Nation's Report Card).

Many recent articles in business and other magazines highlight the problem of STEAM competency in the U.S. The U.S. faces many future challenges, which will require solutions that must come from STEAM fields and by those with STEAM competency at all education levels. Manufacturing in the U.S. is now high-tech and requires workers who can operate, maintain and repair sophisticated computer-driven machinery, including industrial robots. The U.S. military is also concerned about the STEAM competency of enlisted personnel and willing to fund programs addressing this need. Many opportunities in the general area of sustainability will require solutions based on the world's best science and engineering. Those companies and nations that develop these technologies will lead the world into a new economy.

Clearly, the Nation is not seeing the needed improvements in student achievement in mathematics, reading and science.... there are far too many performance disparities in mathematics, reading and science of students from disadvantaged populations, who lag far behind their peers. These disparities start as early as kindergarten, persisting across grades, and in most cases widen over time." The saturation of technology in most fields means that all students – not just those who plan to pursue a STEAM profession – will require a solid foundation in STEAM to be productive members of the workforce.

Experts agree that we must start to incorporate these technologies in elementary school to capture and maintain student interest in STEAM fields throughout middle and high school. STEAM projects give students a chance to problem-solve in unique ways because they're forced to use a variety of methods to solve problems that pop up during these types of activities. By experiencing trial and error, learning how to take risks, and figuring out how to really "think outside the box", students get away from the commonly used approach of applying a known method or formula to solve a set of problems in a step-by-step way. With STEAM, they must solve in more creative, non-linear ways.

While some students grow up in homes in which they are taught how to build and fix things, and are given many manipulatives to do so, others aren't exposed to these important learning opportunities. STEAM projects give students a chance to engage in hands-on, experiential learning. Students are often using different materials and tools in order to discover how something

works, how to build it, and how to fix it. This levels the playing field so that all students acquire these crucial skills, regardless of their gender, socioeconomic status, or race.

Since girls and women are underrepresented in the fields of science, technology, engineering, and math, developing STEAM projects helps girls become familiar with these fields at an early age. Early exposure can increase their chances of exploring these fields further as they get older, and high-quality STEAM projects will still benefit boys as well so that all students are able to acquire these 21st-century skills.

Using art in STEAM projects helps students understand how varied the arts are, and how they're an integral part of products that involve engineering, technology, and mathematics. The arts can help increase engagement in STEAM projects since students can connect artistic mediums that they enjoy (like visual arts and music) with more technical projects that may seem daunting at first, such as building an app or programming a robot. They're able to combine the familiar with the unfamiliar, acquiring new skills, and discovering the world of artistic innovation.

The School's educational program will provide this opportunity for students to master STEAM concepts in and out of the classroom, alleviating the need for further remediation in secondary and post-secondary grades. The School's proposed program will therefore provide students with exposure an earlier age for a variety of postsecondary career, allowing them to be competitive in this new global market.

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)

As per Florida Statute, the School will provide 180 days of instruction and follow the annual public-school calendar established by the Sponsor consisting of six instructional hours each day. Elementary students will follow the Sponsor's regular schedule of classes. Middle grade students will be enrolled in eight courses to allow students more educational opportunities through additional elective courses or to further their educational scope. The schedule will rotate on a block schedule to allow an ample 90-minute block of uninterrupted instructional time. School hours may be adjusted, if necessary, to ensure students can earn an annual credit through a minimum of 135 hours of instruction in a designated course of study which contains performance standards, or the equivalent of six semester hours of high school credit. Similarly, the School will ensure the hourly requirements for one-half credit are earned at a rate of one-half the requirements for an annual credit.

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.

The School will use a researched based curriculum infusing best practices to ensure that all students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore, modified to serve the needs of the target population. All students will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

The curriculum is aligned with the standards for each subject and grade level and is delivered to the students through the use of curriculum guides, best teaching practices, and research-based materials. The school uses Florida Department of Education (FLDOE) adopted researched based textbooks aligned with State Standards and/or national standards and are accompanied by supplementary materials. Both challenge and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The school will use a multi-tier approach to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. This multi-tier approach begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction (RTI).

RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction- All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment-. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention.

High-quality, scientifically based classroom instruction is ensured through properly planned lessons based on instructional focus guides. The faculty follows the standards and writes lesson plans accordingly. Lesson plans will identify primary and secondary objectives based on the pacing guide and student data. The leadership team will check lesson plans weekly and conduct daily classroom walk-through's (CWT) to ensure that curricular objectives are met. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives.

Instructional Focus Guides will be developed and used across the curriculum to support of the expectations for student learning across all subject areas in grades K-8. As described in Section 3 above, the proposed school's educational program is designed to address the standards with an emphasis on Science, Technology, Engineering, Art and Mathematics (STEAM) initiatives. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEAM resources.

Ongoing student assessment is essential in order to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time. Students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FSA, or not passing an EOC, as applicable) will receive a school wide PMP in reading and/or mathematics. Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities such as tutorial programs, Saturday class, an/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or an ESE student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process. Teachers will document ELL and ESE strategies and accommodations in their lesson plans.

Attachments

Section 3: Educational Program Design

<p>3.1 Attachment B- Sample Daily School Schedule and Sample Annual Calendar</p>	<p>Bolanos, Frank Javier, 1/30/20 10:11 PM</p>	<p>PDF / 767.424 KB</p>
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Notes

Terri Coyle, 3/5/20 6:52 PM:

Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: English Language Arts: Tier 2 and Tier 3 Instruction: The application fails to provide evidence of clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students.

Neena Grosvenor, 3/5/20 3:17 PM:

The media specialist is mentioned, however, the description of a library media program to support the school curriculum is not included.

Detra Adams, 3/5/20 2:52 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 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 2:05 PM:

Application mentions Spanish 6 grade Spanish 1 and 2 without any details

Matt Schroeder, 3/4/20 2:34 PM:

No mention of required physical education program.

4. Curriculum and Instructional Design

Section Evaluation

Final Rating

Meets the Standard	LoriAyn Stickler, 2/11/20
Meets the Standard	Martina Blanco, 2/28/20
Partially Meets the Standard	Celia Jimenez, 2/28/20

Partially Meets the Standard

Partially Meets the Standard Tanya Hutkowski, 2/28/20

Meets the Standard Melissa Pariaug, 3/3/20

Meets the Standard Louise Ball, 3/3/20

Does Not Meet the Standard Matt Schroeder, 3/4/20

Meets the Standard Zuzel Rodriguez, 3/4/20

Meets the Standard David Shelley, 3/4/20

Meets the Standard Cortney Roberts, 3/4/20

Partially Meets the Standard Neena Grosvenor, 3/4/20

Meets the Standard Joe Luechauer, 3/4/20

Partially Meets the Standard Marilyn Johnson, 3/4/20

Partially Meets the Standard Blanca Guerra, 3/5/20

Meets the Standard Detra Adams, 3/5/20

Partially Meets the Standard Terri Coyle, 3/5/20

Partially Meets the Standard Sarah Decotis, 3/6/20

Meets the Standard Brian King, 3/6/20

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 multi-tiered level of supports that will be provided to students who are performing below grade level.

The school plans to use a standards-based core curriculum infused with best practices in STEAM integration to ensure that students are engaged and challenged on a daily basis. In order to prepare students to achieve the standards, the curriculum is aligned with the currently adopted State Standards for each subject and includes grade level expectations. The curriculum will be delivered to the students through the use of curriculum guides, best teaching practices, and researched-based materials.

Through Professional Development (PD’s) and Professional Learning Communities (PLC’s), the School will horizontally align [alignment work done to match an assessment (i.e. FSA) to the corresponding content standards for a subject area at a particular grade level] and vertically align [when curriculum is purposefully structured and logically sequenced so that students are learning the knowledge and skills that are appropriate for their current grade level and will progressively prepare them for the transition to the next grade level] curriculum. The alignment of core curriculum consists of positioning various curricular components relative to one another, in order

that they perform as intended. This includes the manner in which written content, instruction, and assessment work together to facilitate student achievement as defined by standards. Students will benefit from a sturdy framework that supports standards-based learning across content areas and within all grade levels.

The school will use the following primary instructional strategies to target instruction and ensure the needs of all students:

- Differentiated and Standards-Based Instruction - Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:
 - Direct Instruction- This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the currently adopted state standards. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help group students by ability, leading to further differentiated strategies, which identify students who require additional intervention.
 - Scaffolding - Based on the previously mentioned assessments, teachers will ascertain the current developmental skills of individual students and provide support structures to help students move to the next level. As the year goes on, students will become more adept at targeted skills and at directing their own learning, thus achieving a certain level of autonomy in the process.
 - Cooperative Learning - Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc.
- Inquiry-Based Learning - Based on the Scientific Method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills. There will also be an emphasis on developing 21st century learners through technology-based instruction via eBooks.
- Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply the information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.
- Target Tutoring/Extended Learning Opportunities - The School believes that each student has a distinctive learning style, thus said School will use data driven instruction and remediation strategies to target the needs of those students entering below grade level through tailored instruction. The School will provide opportunities and tutoring sessions to teach one individual student or a small "targeted" number with the same instructional needs.
- Home Learning - The School expects that all teachers will grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects. The purpose of Home Learning is to provide practice and extended learning based on lessons taught in the classroom.

All students at the School, will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. The results of the most recent assessments, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and

science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL/LEP plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in Section 5 below. Students who do not make adequate progress towards the adopted state standards will be identified and the following measures will be instituted:

- Each class will attend group sessions in the lab at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.
- Tutoring will be provided either before or after school and daily pull-out intervention may be required for those students consistently demonstrating non-mastery.
- All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services to be implemented in order for the student to achieve the specified goals.
- Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes.
- Students consistently demonstrating non-mastery of standards on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

This plan requires active participation from students, parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement.

B.

- **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 [1] for each core subject for each division (elementary, middle, and high school) the school would serve.**
- **If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**
- **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 curriculum choices made to date reflect the successful educational program design at the AGA Hollywood campus. The school will use researched-based textbooks aligned with currently

adopted state standards and/or national standards that are accompanied by supplementary materials. These textbooks are adopted by the Florida Department of Education (FL-DOE) and/or the sponsoring District. Both challenge and intervention materials are incorporated within the said curriculum to address the needs of special populations of learners, such as Gifted, struggling readers, ESE and ELL students.

With Reading being the primary focus of the School, instructional staff will develop an understanding of literacy skills in students through the implementation of a variety of reading strategies and best practices in all content areas. Instructional Coaches will lead teachers in ensuring that they are trained and supported with the implementation of literacy across the content areas. Instructional Coaches will deliver Professional Development, conduct Data Chats and Coaching Cycles. Administration will follow up with classroom walkthroughs and observations.

The following curricular will be used in the delivery of Language Arts Instruction:

The textbooks used in English Language Arts Courses grades K-5 and 6-8 will be the text adopted by the Sponsoring district, such as Houghton Mifflin Harcourt (HMH) Collections for middle grades and Journeys (HMH) for the elementary grades. The School will abide by the state course descriptions for Language Arts courses to be offered. The purpose of these courses is to provide instruction and promote academic excellence in literacy. The skills covered will prepare students for the State Assessment, as well as promote student success for the real-world work environment.

Reading

The following curricular will be used in the delivery of the Reading Instruction:

Elementary:

Curriculum used for K-5 core reading will be HMH Journeys, which is adopted by the sponsoring district. Supplemental resources will include Coach Digital, iReady Digital Lessons, and Ready Books.

Secondary:

Curriculum used for Intensive Reading courses will be National Geographic's INSIDE, Levels 1, 2, and 3. The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically based reading research.

Balanced Literacy is a "primary focus" within education in the State of Florida, as it is a cornerstone for instruction in all other subject areas. The School will promote this focus by meeting or exceeding Florida's Reading Program Specifications through the following practices:

- Reading instructional practices will be founded on scientific research.
- A systematic, explicit approach to instruction will provide skill scaffolding.
- Students will actively engage in learning during instructional time.
- Response to Intervention model will be used to identify and correct reading difficulties in a timely manner.
- Content area instruction will be infused with effective reading strategies.

The School will support the Just Read, Florida! initiative in grades K-5 assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Public School's Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications for 2020 and throughout the duration of the charter.

The reading program will cover the Florida's Formula for Reading Success 6 + 4 + ii + iii:

6: Areas of Reading (The Big Six) - Oral Language, Phonemic Awareness, Phonics, Fluency,

Vocabulary, Comprehension

4: Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction

- Minimum 90-minute reading block
- Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- use assessment data to plan for and provide instruction including
 - “ Explicit instructional strategies
 - “ Coordinated instructional sequences
 - “ Print-rich instruction
 - “ Whole group/small group/whole group
 - “ All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

Small group or one-on-one

Students with reading deficiencies

Minimum of 20 minutes/day until deficiency is remedied

Strategies used in the classroom to reinforce reading instruction will include the following:

Print Rich Environment

Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block.

Word Walls

Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Reading Stations

Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

Sustained Silent Reading

Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, book passes, or story summaries help students make connections to text.

Comprehensive Core Reading Program (CCRP)

The School will implement the Sponsor's state-approved Comprehensive Research-Based Reading Plan (CRRP), as established by the FL-DOE in the instruction of Reading. The School

will use the reading program for Instruction in grades K-8 to instruct students on grade level and provide initial and differentiated reading instruction based on the currently adopted state standards. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications throughout the duration of the charter.

The School plans to use the following approved research-based programs:

Grade K-5: HMH Journeys; Coach Digital; iReady; Imagine Learning

Grades 6-8: HMH Collections; National Geographic's INSIDE; iReady; Imagine Learning

These supplemental materials provide teachers with tools to meet individual student learning needs during initial instruction and immediate intensive intervention and for Response to Intervention (RtI) based on the results of assessments such as iReady Diagnostics and Benchmark Assessment System (BAS).

Middle School Intensive Reading Courses

Middle school students who score at Level 1 or Level 2 on FSA Reading and have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. The intensive reading courses include:

- M/J Intensive Reading
- Developmental Language Arts through ESOL (for ELL)

The Reading Leadership Team - The school will establish a Reading Leadership Team to collaboratively oversee the implementation of the CRRP and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Reading Leadership Team may be comprised of the Principal, Assistant Principal, Reading Coach, Media Specialist, ESE Teacher, ELL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Reading Coaches will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Reading Leadership Team will meet on a regular basis to: Review the school's implementation of the reading plan; Assess the professional development needs of staff related to reading instruction based on student performance data; and Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan.

Reading Coaches will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching).

Research-Based Reading Instruction

The components of this daily instruction will include:

Grade-level reading instruction which includes the currently adopted state standards.
Guided reading instruction at the student's instructional level during small group differentiated instruction based on individual or clusters of need.

- Flexible grouping strategies, to ensure small group instruction is fluid and differentiated.
- Explicit systematic instruction in phonemic awareness, phonics (decoding), vocabulary (word attack skills to include morphological structures), grammar, syntax, spelling, fluency, and strategic actions to promote comprehension
- Instruction in effective writing practices.
- In-class sustained independent reading and shared read aloud by the teacher and students.
- Opportunities for fluency practice will take place daily in class.
- Reading instruction to incorporate appropriate ESOL/ELL strategies
- Reading instruction to incorporate appropriate accommodations to meet the differentiated needs of students with exceptionalities (ESE).

MATHEMATICS

The following curricular strategy will be used in the delivery of the Mathematics instruction:

The School will abide by the state course descriptions for the math courses to be offered in grades K-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematical skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for the State Assessment, as well as promote student success for the real-world work environment.

The School will develop students' understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve, ensuring students are able to remain competitive in an ever 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 School will provide quality instruction, high expectations, and consistent standards-based instruction for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities and differentiated instructional support to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few).

The School will use the state-approved text in the instruction of Mathematics such as HMH GO Math. The School's text selection will be modified as per the Sponsoring district's text adoption and modifications throughout the duration of the charter. In HMH GO Math, an optimal proportion of the tasks that students work on to develop their understanding as well as their proficiency require complex thought and reasoning.

Students at the School will be encouraged to enroll in advanced level classes whenever appropriate. This acceleration of learning will provide students with opportunities for further course advancement in grades 9-12, propelling them further into college preparedness.

SCIENCE

The following curricular will be used in the delivery of the Science Instruction:

The school will use HMH Florida Science to implement and present science concepts in engaging ways so that students can build on their prior knowledge and attain the necessary background to

participate successfully and responsibly in a highly scientific and technological society (NSTA, 2007). The curriculum will be aligned with the science content and process skills outlined in the NGSSS; nurture curiosity about the natural world and include “hands-on, minds-on” inquiry-based science instruction; engage students in laboratory investigations; incorporate independent and cooperative group learning experiences during the study of science, and encourage informal learning experiences to support the curriculum; integrate science with other curriculum subjects in a multidisciplinary approach.

HMH Florida Science print and digital curriculum encourages inquiry and scientific thinking in students. This science program incorporates multimodal learning, support for STEAM and 21st century skills acquisition, and a vast set of unique and engaging online resources. The digital and print pathways develop important critical-thinking skills that prepare students for success in future science courses and in the workplace. HMH Florida Science leverages the advantages of technology while prioritizing a student-centered learning model. Students can view videos and animations, interact with simulations and text, and enjoy Video-Based Projects as they are active participants in the learning process. The HMH Florida Science text boasts to be able to deliver the following benefits:

- Promote active learning with investigation-driven activities.
- Build excitement for engineering and STEM.
- Build problem-solving skills with performance-based assessment.
- Engage students with motivating digital resources, including connections to Google® Expeditions.
- Create enduring understanding with integrated Three-Dimensional Learning.
- Develop effective scientific and engineering approaches with embedded professional support from HMH.

The State-adopted HMH Florida Science Textbook includes the following resources:

- Grolier Online – Rich multimedia databases for quick access to encyclopedia articles, web links, and full-text periodical articles (e.g. including Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, The New Book of Popular Science)
- Facts on File - Extensive on-line resources and curriculum related databases. (e.g. Science On- File, Genetics On-File, etc.)
- Web-based simulators and online videos
- SIRS – Full-text articles and Internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations (teachers can also search for resources by state standard)
- Calculator-based laboratories and probes.

Additional Science instructional materials will be gathered for lesson plans using the following resources: Florida Association of Science Teachers; Science FCAT Resources; National Institute for Science Education; National Science Teachers Association; Technology: Including but not limited to, Safari Montage, GIZMOS, and Brainpop - computer-based programs will assist students visually in understanding science concepts.

Senior High School Credit(s) for Students in Grades 6, 7, and 8 will be offered. Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Students are required to adhere to End of Course requirements for Biology, as stated by the Florida Department of Education.

SOCIAL STUDIES

The following curricular will be used in the delivery of the Social Studies Instruction:

Studies Weekly for grades K-5; State-adopted textbooks, such as, Houghton Mifflin Harcourt for

grade 6-8; Grolier Online – providing quick access to encyclopedia articles, web links, and full-text periodical articles and rich multimedia databases (e.g., Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, America the Beautiful, etc.); Discovery Learning and BrainPop, WebQuests, Podcasts; Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On- File, Geography On- File, et.al; SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.

C. 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.

Not Applicable

D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

As described in Section 3, the Nation is not seeing the necessary improvements in student achievement in mathematics, reading and science needed to be productive members of the workforce. In support of the STEAM Initiative at the middle grades, the school will seek to kindle the desire for students to become innovators, scientists, technologists and engineers of the future. By exposing students to hands-on scientific and mathematical problem- solving activities, they will be furnished with a broad knowledge of scientific concepts, establishing a solid foundation for students to pursue and have success in rigorous high school science and math courses.

All science courses and science curriculum content will be inquiry-based and hands-on in nature. Instruction in Science will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment, whenever appropriate. Science instruction at the School will be riddled with questions designed to stimulate higher order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Teachers at the School will infuse the 5E lesson framework model (Engage, Explore, Explain, Extend and Evaluate) that helps ensure students explore worthwhile activities in every lesson to develop their understanding of mathematical concepts. Through the 5E instructional model, teachers will use strategies that help students gain a complete understanding of new concepts and incorporating an inquiry-based approach grounded in active learning. The 5E Model, focuses on allowing students to understand a concept over time through a series of established steps, or phases. These phases include Engage, Explore, Explain, Elaborate, and Evaluate.

During the exploration phase, students actively explore the new concept through concrete learning experiences. Students explore concepts while the teacher supports through guided practice. This phase also encourages students to use exploratory learning and communicate their findings with peers to make observations. This phase allows students to learn in a hands-on way. The Explain phase is a teacher-led routine that helps students synthesize new knowledge and ask questions if they need further clarification. During this phase, teachers ask students to share what they learned during the Explore phase and then introduce higher-order technical information

through direct instruction. Teachers utilize video, computer software, or other aides to boost understanding.

The elaboration phase of the 5E Model focuses on giving students space to apply what they've learned. This helps them to develop a deeper understanding. Teachers ask students to create presentations or conduct additional investigations to reinforce new skills. This phase allows students to cement their knowledge before evaluation.

The 5E Model allows for both formal and informal assessment. During this phase, teachers can observe their students and see whether they have a complete grasp of the core concepts. It is also helpful to note whether students approach problems in a different way based on what they learned. Other helpful elements of the Evaluate phase include self-assessment, peer-assessment, writing assignments, and exams.

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

The proposed school's educational program is designed to address the currently adopted standards with an emphasis on Science, Technology, Engineering, Art and Mathematics (STEAM) initiatives. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEAM resources within a culture permeated with leadership principles. A strong Social and Emotional Learning (SEL) program which focuses on leadership is therefore necessary to promote a positive academic environment and reinforce student intellectual and social development.

Sample schedule of a middle school advanced student:

	Course	6 th Grade	7 th Grade	8 th Grade
S	Science	Comp. Science 2	Comp. Science 3	Biology Honors
		Advanced	Advanced	Honors*
TE	Elective	Exploration of Production and Technology	Research (VEX Robotics)	Research (SimCity Future City Engineering)
A	½ Art Elective or Music Elective	Art or Music Elective	Art or Music Elective	Art or Music Elective
M	Mathematics	Math 1	Algebra 1	Geometry
		Advanced	Honors*	Honors*

	Language Arts	Language Arts 1 Advanced	Language Arts 2 Advanced	Language Arts 3 Advanced
	Social Science	World Geography		
		Advanced	Civics Advanced	US History Advanced
	Foreign Language	Beg Spanish	Span 1	Span 2
	Elective	Physical Education	Physical Education	Physical Education
SEL	½ Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking

Technology/Engineering

The curriculum is built around the fundamental understanding of all the systems that make up various workplace competencies. The cornerstone of the classes involves solving engineering design problems. This flexible, cross-curricular educational program gives students an opportunity to do the things that engineers do—identify problems; brainstorm ideas; design solutions; test, retest and build; and share their results. This process is called the engineering design process. As part of the requirements of these electives, students will be participating in various competitions.

Art & Music

The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the adopted state standards. Visual Art is a required subject in grades K – 5, where students will be exposed to the many components of art including production, history, criticism and aesthetics. 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.

The music curriculum includes both vocal and instrumental music. Utilizing the standards as a backdrop, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

Social and Emotional Learning

Students will participate in SEL courses, workshops and presentations based on their age and grade level. The SEL courses offered will be a variety of Critical Thinking classes using the Leader In Me materials to teach social and emotional skills along with career and college readiness. Workshops and presentations will include topics such as Selecting a Lifestyle, Informed Decision Making, Skills for the Workplace, Cultural Sensitivity, and Mindfulness. Character development and ethics instruction will be a strong component in the overall program of the School and the holistic development of the student. The School believes that this focus will improve both the academic and emotional lives of its students by giving them a solid ethical and civic foundation and helping them to become more confident individuals able to succeed in college, career and life.

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

The Response to Intervention model (RTI) allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.

Within the framework of RTI, three tiers are recognized that provide increasing levels of intensity:

- Tier 1- Core Instruction and Support: Academic instruction within the comprehensive core program is provided, along with scaffolding and support, to all students.
- Tier 2 - Targeted Supplemental Interventions: A minimum of 20 additional minutes of targeted intervention instruction is provided with increased levels of intensity, in addition to differentiated small group instruction.
- Tier 3 - Intensive, Individualized Interventions: This highly intensive level of intervention is based entirely upon individual student needs. Frequency of interventions is increased along with individualized instructional time. If students still do not make progress, they are evaluated for possible special education services.

Exceptional Student Education

Students requiring ESE services will be identified through the Response to Intervention processes. Students already identified will be monitored through the goals outlined in their IEP. These goals will be carefully examined and continually aligned to the most current student data to provide instruction accordingly. All stakeholders will be involved in this process to ensure the success of these students. High expectations for success will be maintained for all students and individual strengths will be accentuated.

English Language Learners

Language Educational Plans and other records will be examined to ensure proper placement in the language arts program at the School. Language arts classes specific to ESOL education will be provided as full credit towards promotion. The Response to Intervention team will monitor the progress of these students and make recommendations to further their achievement.

Screening and Progress Monitoring- Assessments will be used to (1) monitor students' progress in reading as well as mathematics, and science standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with

information on their progress on specific benchmarks. The assessments include but are not limited to:

- Benchmark Assessment System (BAS) - The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.
- Florida Kindergarten Readiness Screener (FLKRS) –given to Kindergarteners to determine overall development and to specifically address the readiness of each student for Kindergarten based on the Florida Early Learning and Developmental Standards-for-Four-Year-Olds.
- Baseline Test- Baseline tests are created through ExamView using the standards and benchmarks for each grade level. Teachers will administer these tests in August, November and the last assessment will be given in May. The data collected from the baseline test is used to determine the benchmarks which the students need to master.
- iReady Diagnostics- Diagnostics tests are administered periodically (3x/year) to track and monitor student progress and knowledge acquisition. The data gleaned from the diagnostic results are then utilized to create differentiated instructional groupings. Teachers subsequently refer to the individualized lesson plans prescribed by iReady to deliver targeted interventions.

Screening: Students will be screened using the Florida Assessments for Instruction in Reading iReady Diagnostic, Benchmark Assessment System (BAS) or any assessment mandated by the Broward County Public School’s CRRP.

Progress Monitoring: Students will be progress monitored three times per year using the iReady and the Benchmark Assessment System (BAS). The School will use the progress monitoring tools and the Response to Intervention (Rtl) plan designated by the Sponsor.

ACCESS for ELLs - (administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

Approved accommodations will be provided as appropriate and data collected from these assessments will be used to determine readiness.

Data Collection and Analysis: The school will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom- assessment) will be used to measure effectiveness of such.

Attachments

Section 4: Curriculum and Instructional Design

4.1	Attachment D- Reading Plan	Bolanos, Frank Javier, 2/2/20 10:00 PM	PDF / 4.49 MB
4.2	Attachment C- Sample Curriculum Scope and Sequence	Bolanos, Frank Javier, 1/31/20 7:16 PM	ZIP / 9.234 MB

Notes

Terri Coyle, 3/6/20 3:40 PM:

Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: Social Studies: SS Curriculum Resources/Materials The application fails to clearly and coherently identify what state approved, research based, standards aligned instructional materials/resources will be used to support Social Studies instruction. Required Instruction: In accordance with statute 1003.42 the application fails to provide clear language on how the school shall provide the required instruction for Declaration of Independence, US Constitution, Flag education, History of the Holocaust, African American history, Hispanic contributions, and Women?s contributions.

Terri Coyle, 3/5/20 6:54 PM:

Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: English Language Arts: Extended Learning Opportunity/Tutoring: The application mentions the addition of tutoring time for students not yet achieving grade level expectations in reading. What comprehensive research based supplemental program will be used with students identified to receive tutoring services. How will students be identified to receive tutoring services? How will they be progress monitored? Who will deliver instruction during the additional tutoring time? Tier 2/3 Students: The application fails to provide evidence of clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk (tier 2 and tier 3) students. CIRP/SIRP: The application fails to clearly identify the comprehensive intervention reading program (CIRP) and supplemental intervention reading programs (SIRP) for each grade level for tier 2 and tier 3 instruction. Progress Monitoring: The application only mentions progress monitoring for ESE students. The application fails to clearly identify how all students will be progress monitored for a minimum of three times per year. There were no assessments identified that will be used for monitoring student progress, no assessment schedule was provided, there is not clear plan on how the school will analyze and use assessment data to make informed instructional decisions. Writing Plan: The application fails to provide clear details as to how and when the school will teach writing as required by the Florida ELA Standards. The application fails to identify what research based, standards aligned instructional materials or resources will be used to support writing instruction. Need clarification if the school will utilize the Journey?s writing program for writing instruction. Professional Development: The application fails to clear plan for providing professional development for teachers. The plan should include how the school plans to determine what the professional learning needs of teachers are, who will facilitate the professional learning (include qualifications of the individual(s)), person(s) responsible for supporting teachers with implementation of best practices learned, and persons(s) responsible for monitoring the accurate implementation of best practices/strategies with fidelity.

Neena Grosvenor, 3/5/20 3:22 PM:

The applicant mentions the media specialist, however, there is no mention of instructional support for the school program especially in the area of inquiry-based instruction by the media specialist. No mention of a school library program to support the school program including the use of technology and inquiry based learning. Also, it is not mentioned How instructional materials funding allocated for library media will 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.

Blanca Guerra, 3/5/20 2:06 PM:

No mention of delivery of curriculum

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

Science: Please clarify the course progression that will be used to ensure that all of the MS Science standards are taught to your students. What course progression are you using? Section E: The course progression shown for Science only covers 2/3 of the MS Science content. How will you ensure that advanced students are completing all of the required MS content prior to matriculation into the HS courses?

David Shelley, 3/4/20 3:24 PM:

Applicant listed appropriate instructional resources for use in both secondary ELA and intensive reading classes. Stated they will opt into the K-12 Reading Plan. What progress monitoring tool will be used for the

middle grades? iReady Diagnostics was mentioned, but not specifically stated as the tool to be used. With the change in the state standards for ELA from the LAFS to the BEST standards, instructional resources will need to be re-addressed when the transition takes place as current resources listed do not align.

Matt Schroeder, 3/4/20 2:29 PM:

No mention of satisfying 150 minutes of Physical Education for elementary students as required by state statute. Elementary: Section 1003.455, F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. Physical Education is listed as an elective for grades 6-8. One semester per year is required for students in grades 6-8 per state statute. Middle: Section 1003.455, F.S., requires one semester of physical education each year for students enrolled in grades 6-8.

Brian King, 3/3/20 1:37 PM:

Executive summary mentioned that Engineering, Coding, and Robotics would be offered. However, only details noted in the Curriculum & Instructional Design section was that engineering would be offered thru the science curriculum. Will CTE programs of study be offered with CTE courses in proper progression? Will the teachers of these course be appropriately certified to teach CTE?

Celia Jimenez, 2/28/20 7:20 PM:

The school did a good job explaining the different instructional strategies. However, the resources intended to be used for intervention were not stated for secondary math.

Tanya Hutkowski, 2/28/20 7:17 PM:

The plan references Tier 2 and Tier 3 instruction for math. Who will deliver these interventions? How will the interventions be implemented? What resources will be used for the interventions and how will they monitor progress?

5. Student Performance

Section Evaluation		Final Rating
Meets the Standard	Angela Lublin, 3/4/20	Meets the Standard
Meets the Standard	Adam Iarussi, 3/4/20	

Performance Goals

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 baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, whenever data is available, in order to assess rates of prior academic progress and establish the baseline for the School’s students. Other than state and district required standardized tests, other baseline data may include in-house standardized tests, report card grades, attendance records, and behavioral records. Based upon

the aggregate performance of the Schools in the area in which we intend to draw our students, academic achievement is expected to be well above average. Many of the surrounding elementary and middle schools are A or B grades schools. The School expects to achieve equal or greater academic achievement for students, specifically in the areas of Math and Science with our focus on STEAM. These goals can be seen below in greater detail.

Prior to the start of Year 1 and every year thereafter, each student's summative assessment will be collected. This information will be combined with attendance and behavioral reports from previous school records to provide the School with a complete understanding of the effects non-academic variables (attendance and behavior) have on end of year performance data. Triangulation of data points provides the most comprehensive picture of each student's starting point so that future data may be compared and analyzed alongside it to determine growth. As applicable, Exceptional Student Education (ESE) Individual Education Plans (IEP) and Individual Student English Language Learner (ELL) Plans will be obtained and secured. This data will be made available to teachers who will assess progress against the baseline data and provide appropriate services to successfully attain the measurable objectives. Baseline data will also be utilized to determine the extent to which educational goals and performance standards have been met. Pre- and post-testing in Year 1, as well as reports from previous school records will be collected as a baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies. This data will be compared to current data at the end of each school year. Data collection will be utilized as a living and continuous improvement tool.

Expectations are that students will demonstrate marked improvement in comparison to previous performance before attending the charter school and that the specific measurable objectives for the school are achieved. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

Based on combined data, S.M.A.R.T. Goals (Specific, Measurable, Attainable, Realistic, Time-based) will be established in the core Florida Standards Assessment (FSA) and Next Generation Sunshine State Standards (NGSSS) assessed areas of reading, mathematics, writing, and science including the following six components:

- A measurable baseline
- A measurable target
- A specific time frame
- Specificity of what is being assessed
- Specificity about the method of assessment
- Focus areas

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. For each year in which a student scores at Level 1 or Level 2 on FSA English Language Arts (ELA), the student will receive remediation the following year by being placed in an Intensive Reading course in which reading strategies are delivered and shall be determined by the analysis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, by being placed into an Intensive Math course.

B. 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.

It is the school's mission to educate the whole child through a strong SEL program infused with leadership principles. Creating a Positive Learning Environment using the Leader In Me mindset, developing classroom management strategies where every student can learn through proactive discipline, positive reinforcement, and consistent routines are essential pieces of the culture. Faculty and staff will be trained in the development and use of the school's mission in their own classrooms toward achieving the school's goals. Progress towards this goal will be measured through climate surveys of staff, parents and students as well as discipline data, attendance data, reports from school social workers and guidance counselors, incident reports and bullying reports.

As part of implementing the School's mission, educational goals and performance standards will be set with specific measurable objectives every school year. Educational goals and objectives for improving student achievement are delineated below.

Given school-wide emphasis on instruction for mastery of the NGSSS and Florida Standards Assessment (FSA), the following will be expected: (1) The School average will meet and/or exceed the District and/or State average (whichever higher) for all 3rd through 8th grade students in eligible subgroups in the ELA and Mathematics subtests of the Florida Standards Assessment (FSA); (2) The School average will meet and/or exceed the District and/or State average (whichever higher) for all 5th and 8th grade students in eligible in the Science subtest of the Next Generation Sunshine State Standards (NGSSS); (3) The average score will meet and/or exceed the District and/or State average (whichever higher) of students who achieve a passing score (as established by FL-DOE) on the respective Florida End-of-Course (EOC) Assessments (as applicable): Algebra I, Geometry, and Biology. Students performing below the above-stated thresholds of achievement will be expected to demonstrate one-year's growth from their previously scored proficiency level for their respective grade.

In addition to the above-specified assessments, the School will administer its own internal assessments to measure annual gain. These tests will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, teacher observation, peer and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. Student portfolios and artifacts will demonstrate student's strengths and progress. The assessment instruments and processes will ultimately be determined by the testing professional retained to provide that service.

Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods. Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-of-year assessments, will be utilized as reflective and guidance tools.

The School will seek to:

- improve the School Grade, and provide a comprehensive overview of the performance of the school including subgroup proficiency and student learning gains;
- set targets for the School and subgroups to increase the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.

- ensure Adequate Progress of Students in the Lowest- Performing 25% in Reading and Mathematics by raising achievement and reducing achievement gaps of specific subgroups that are low-performing; and
- increase Student Performance, ensuring a positive impact on national/worldwide student performance and achievement rates translating in a globally competitive citizenry.

Placement and Progression

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

Student placement in each grade level will be in accordance with the requirements set forth in the Broward County Public School's Elementary and Middle Schools Student Progression Plan (SPP). The principal is responsible for appropriate placement of students. The Principal will use records provided to place students who transfer from non-district schools, private schools or home education programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. It is the intention of the School to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment.

If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student's age,
- a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,
- a test on grade level or individual subject-area objectives or competencies to be identified by the principal,
- an interview with the student and/ or the parent(s)/ guardian(s) by the principal or designee(s),
- teacher judgment of classroom performance during a probationary period to be established by the principal.

Students in the ESOL program will be placed following the guidelines established in Broward County Public Schools ESOL District Plan. Students in ESE will be placed according to their IEP.

D. 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 will adhere to the School District of Broward County's Student Progression Plan.

E. If 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.

Not Applicable

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

Students' performance in the classroom will also be assessed by the classroom teacher, and students not making adequate progress towards the State Adopted Standards as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted.

Ongoing communication between the School and the parents will be maintained through on-line reporting systems such as web-based grade book, progress reports, parent conferences, and other forms of written and oral communication. Interim Progress Reports, Report Cards, and beginning year, mid-year, and end-of-year assessments, will also be utilized as reflective and guidance tools.

Class work, observations, tests, portfolios, district and state assessments, and progress reports and report cards should serve as the primary means of communicating student progress and achievement of the State Adopted Standards for promotion.

Assessment and Evaluation

G. 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.

The school will also utilize baseline and benchmark assessments for all grade levels three times a year. The iReady Diagnostic will allow the School to acquire baseline, midyear, and end of year data points in reading and math. These data points will assist the School's leadership and instructional team to determine students' independent level in both subjects and identify the strengths and weaknesses that have to be enriched or remediated.

The School will also administer all District mandated and recommended assessments as additional interim assessments including FLKRS for kindergarten; Beginning, Mid, and End of Year assessments for core classes; DRA for all K-3 students and 4-5 struggling readers, and benchmark assessments for all core classes. All data points are used to create a unique and individual profile for each student where teachers, instructional coaches, school leadership, students, and parents can clearly see the picture of student growth, strengths, and weaknesses.

Furthermore, throughout the school year students' acquisition of knowledge will be monitored through the use of formative and summative assessments, chapter tests, and unit tests all aligned with the current state standards. Attachment F is a sample of an annual testing calendar that includes all state mandated assessments, district mandated assessments and school-based assessments.

Please see Attachment F.

H. 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?

The comprehensive assessment program will be used to inform stakeholders about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will

guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress through specific learning objectives.

Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Instructional Coaches, will monitor and analyze data to maintain a data analysis/problem solving process that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The School will conduct formative assessments to measure mastery of the State adopted Standards. Data will be analyzed after each assessment onsite and remotely to generate reports that will give evidence of student mastery and non-mastery of the State adopted Standards. Teachers will make common assessments using a smaller scope of assessed standards and is administered on a bi-weekly schedule. These assessments will give teachers on-going data regarding student achievement in the classroom. The data will guide instruction. All instructional data will be captured and saved to a database, providing lesson plans that will become resources for future use. The lesson planning system will allow administrators to view the blueprints to classroom instruction through the computer or other assistive technology. Teachers will be able to quickly organize instructional material and search for gaps, loose ends, or incomplete content. The State Adopted Standards will be embedded into the lesson planning software, allowing teachers to use integrated search technology to connect assessment data with instructional data (lesson plans).

Additionally, online lesson plans will be helpful for evaluation, teacher self-evaluation, assessment of student learning, and evaluation of the curriculum. Lesson plans will provide an added means of communication that will help teaching teams provide cohesiveness throughout their instructional program.

Data generated from the formative and common assessment system will be analyzed and compared to instructional data on a bi-weekly basis. This accountability cycle will keep our pacing guides aligned to students' needs while ensuring 100% coverage of the State Adopted Standards.

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 is committed to maintaining a high level of quality instructors by implementing a comprehensive professional development plan. Professional development will be an ongoing commitment of the School and support will be demonstrated annually in the budget development process. The leadership team composed of the Principal, Assistant Principal and the Instructional Coaches will develop and implement the components of the professional development program to support the mission and vision of the school. The School will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits through the Office of School Performance & Accountability or another approved source. Data Analysis and Utilizing Data to Target Instruction- Interactive Workshops teaching staff how to use Specific Performance Indicators (SPI) to identify students' needs, set SMART goals, and

progress monitor student achievement. Staff members will be trained on types of educational research, corresponding sources of data, and collection instruments (Data Chats) to be used for continuous school improvement. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction.

Standards Based Planning & Standards Based Instruction- Small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic subject.

Instructional Coaches will support the professional development plan through the implementation of Coaching Cycles with teachers. These cycles will be individualized to observed needs for a group of teachers during their individual planning periods. The Coaches will also host “Chat & Chews” on Standards Based Planning and Instructional Strategies during common planning to groups of teachers monthly.

As part of the professional development plan, teachers will also serve as facilitators during the year. Department Chairs will lead professional learning communities (PLCs) on Instructional Strategies specific to their departments. They will then present the strategies to the entire faculty. Selected teachers will also support the professional development plan by serving as mentors to early career educators. They will host in-house workshops and meetings on specific topics in order to facilitate, support, and encourage the new teacher. This practice also provides the opportunity for teachers as leaders to grow as leaders.

J. 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.

Should the School fall short of achieving measurable goals, an Action Plan will take effect. The School Leadership team will create an Action Plan in response to school academic and behavioral data. The Principal, Assistant Principal, Instructional Coaches, ESE Coordinator, ESOL Coordinator, Assessment Coordinator, Teachers, Parents and Students will be responsible for implementing this plan. The Action Plan will include strategic, goal and data-driven steps that will be implemented school-wide, in the classroom, in sub-groups and with individual students in achieving state and/or district measurable objectives. Steps may include but not be limited to the following:

- Professional Development for teaching staff
- Prescribed Coaching Cycles
- Sub-Group Interventions (push-in or pull-out)
- Monthly/Bi-Weekly Data Chats

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

Student assessment and performance information will be shared with both students and parents on a continuous basis. The following are some detailed examples of the means that will be used for sharing this information:

- Student and Parent Reports in the form of progress reports, report cards, and testing reports;
- Informal and formal individual meetings and conferences with students and parents to share gains and progress as well as to plan ongoing instruction;
- Sharing of instructional calendar with parents during orientation;

- Parent participation in the writing of the School Improvement Plan;
- Parent participation in the SAC Committee; and
- Sharing of the School Annual Report.

The instructional calendar will be created before the opening of the School and will identify dates when testing and reporting will occur. This calendar will be provided to parents at the orientation meeting, the beginning of the year, along with information regarding the State Adopted Standards reporting format. Teachers will conduct conferences with parents and students throughout the year to celebrate skill mastery, map a plan to move to the next level of skill proficiency and create a learning plan to remediate remaining deficiencies when needed. Parents will also be invited to take part in creating learning plans for their children. This collaborative effort among teachers, students and parents will empower students to take ownership for their growth and development and create a positive and practical format for parents to have a voice in their children’s education.

The school staff will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The SAC Committee will ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School’s Annual Report, and copies will be made available to the charter school constituents on an annual basis.

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

Student records are protected by the Family Educational Rights and Privacy Act (FERPA), federal regulations which assign rights to students and responsibilities to educational institutions regarding students' education records. The school will abide by all provisions of the Act which governs the maintenance and release of information from those records.

Attachments

Section 5: Student Performance

5.1	Attachment F-Assessment Schedule	Bolanos, Frank Javier, 1/30/20 10:25 PM	PDF / 130.721 KB
5.2	Attachment E Pupil Progression Plan	Bolanos, Frank Javier, 1/30/20 10:20 PM	PDF / 1.946 MB

Notes

Angela Lublin, 3/4/20 3:00 PM:

Unable to determine strategies for SEL.

6. Exceptional Students

Section Evaluation

Final Rating

Meets the Standard Zuzel Rodriguez, 3/4/20

Meets the Standard Allisyn Axelrod, 3/4/20

Meets the Standard Laurie Steinberg, 3/4/20

Meets the Standard

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

The School expects to serve approximately 10-12% of the total student population under the students with disabilities program. The School expects to mirror the demographics of the community as there are no entry criteria, and no expected barriers to entry for any students.

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

Admission procedures will be the same for all students wishing to enroll in the School. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School – Section 1002.33(10)(f). The School will not discriminate on the basis of race, religion, ethnic origin, or exceptionality in any circumstances. Any student wishing to enroll will be required to follow application procedures under the set timeline. Through this system of admissions, all students wishing to enroll have a fair and equal opportunity of doing so.

Marketing materials will include an explanation of the school highlights:

- Tuition-free
- Public charter school
- Accommodations for students with “exceptionalities,” “disabilities,” and “limited English proficiency”

C. 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).

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to ESE students. It is the School’s mission to place students in an environment where they can develop to their highest potential.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student’s IEP with adherence and fidelity to the Sponsor’s policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes

with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

The school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. ESE students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code). Additionally, the School will follow guidelines and procedures detailed in the Sponsor's Special Programs and Procedures for Exceptional Students. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- Free appropriate public education (FAPE)
- Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines. Individual Education Plans (IEP)- and Educational Plans (EP) for gifted will be developed and maintained and meetings will be held in accordance with Sponsor's guidelines.
- Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- Procedural Due Process – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

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

The School utilizes a multi-tiered Response to Intervention (Rtl) model for the implementation of research-based instruction and intervention. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school identifies students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities. The Rtl implementation at the school contributes to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at school, and assist with the identification of learning difficulties and problems. This process begins with implementing the Early Warning Systems matrix and referring students at-risk into the MTSS tiers to support their individual challenges or weaknesses.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders, a teacher recommends to the Speech Language Pathologist (SLP) that an observation be conducted. If the SLP hears sound errors and speech is observed to have decreased intelligibility, then a formal assessment will be conducted.

2. For students who present language disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions and the observations of the student would be inappropriate in addressing the immediate needs of the student.
3. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student
4. The parents of the child receiving general education interventions requested, prior to the completion of the interventions that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance, significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents a danger to self or others, then an individual intervention plan should be developed as the child awaits the team evaluation.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services, and modifications and accommodations to ensure the 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 School will provide programs, strategies, and supports including supplemental support and services, modifications and accommodations to ensure the academic success of students with disabilities in accordance with each child's IEP plan. Students will be guaranteed a free appropriate education and evaluations as well as consequent placement and implementation of an appropriate IEP. The School will provide a continuum of supports and services to students, including classroom and assessment accommodations, consultation, and support facilitation/collaboration. Students will be educated in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The School will be in compliance with federal and state law that requires the student's IEP be followed by all school personnel and staff. The School will provide support facilitation services in English Language Arts, Reading, and Math and other goals as appropriate. The School will also offer Speech, Language and Occupational Therapy for students with disabilities and whose IEP requires said therapy.

F. 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.

All students will be placed in the general education class setting, where they will receive services based on their individual needs as outlined in their IEPs. These services will be provided on a continuum and will include classroom and assessment accommodations, consultation between the General Education Teacher and the ESE Teacher. The student's progress will be monitored, and services will be adjusted if necessary, so that the student can be provided FAPE by the School. Students will be served in the Least Restrictive Environment and will be segregated only if the nature and severity of the disability is such that the education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily. After exhausting all available support and services provided by the School, the student's needs cannot be met, the

School will work with the Sponsor to find a school that can provide the necessary services. If needed a resource room may be used for a preponderance of the student's additional support as needed. Additional services may be provided as well including intensive Speech, OT/PT, and other health care related needs.

G. 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.

The School will work with the Sponsor and seek advice and guidance with regards to the appropriate placement of each student with a disability. Decisions related to students with disabilities will be made with full regard to Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and Free Appropriate Public Education (FAPE). If the needs of the student requires a separate classroom, separate school, residential placement, homebound or hospitalization, and community-based or home-based services the School will work through the IEP process with the Sponsor to ensure correct placement. This will occur only when the nature of the disability or the severity of it is such that the needs of the student cannot be met in the regular classroom even with the use of supplementary aids and services.

H. 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).

The School will use its students' IEPs in evaluations and progress meetings to determine effectiveness of its ESE program. The School will accommodate all provisions of IEPs to advance the successful attainment of goals for its students. If the students are successful, the school is successful. Data reviews inform placement decisions but may also serve to educate teachers and administrators of student progress towards their measurable goals and make revisions to instruction as needed. Evaluating the success of goal-attainment through IEPs will create a clear picture of how well the School is educating its ESE population. Students should be progressing towards and meeting their goals and growing from where they started with us. All annual IEP reviews and evaluation/progress meetings will include specific, qualitative data provided by the general education classroom teacher and each support facilitator that works with the student. Accurate data that measures growth will be graphed, interpreted and shared with the entire team to assess student progress.

I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The school's teaching staff will include a certified ESE Specialist upon opening of school. The specialist will meet all requirements for Highly Qualified Status under the federal NCLB Act and will have prior experience in providing services to students with disabilities. The specialist will be responsible for:

- Maintaining IEP and 504 plans, including monitoring implementation with classroom teachers
- Scheduling and following all due process requirements as outlined in Section 504 of the Rehabilitation Act and IDEA.

ESE teachers will instruct students with disabilities according to the level of support and special

services as specified in each student's IEP. All teachers will be licensed and certified according to the specialized services they are providing. The number of students enrolled in the ESE programs will determine the number of teachers hired.

The School will contract services for speech-language pathologists and occupational and physical therapists as needed based upon the students enrolled at the School. As with other personnel, the individuals hired to provide these services will meet all licensure and certification requirements for their field of service.

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

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. IEP goals will be monitored quarterly and an IEP progress report will be provided with the child's report card. The School will strive to show school-wide growth in this subgroup of students each year. Closing achievement gaps is our goal. We can identify that our ESE program is working when our students meet their individual goals and the School shows collective growth in accountability reports.

The school will ensure that the entire ESE program is focused on student achievement. Evaluation of the effectiveness of the special education include, but are not limited to:

1. Review of student performance data from the Florida Assessment Programs and other formative and summative assessments.
2. For ESE students with significant cognitive impairment who may participate in the Florida Alternative Assessment (FAA) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of the School's ESE program.
3. Providing and requiring participation of all teachers in professional development opportunities that focus on various aspects of special education, including writing of IEPs/EP, the use of research-based instructional strategies for exceptional student education, implementing accommodations/modifications for students with disabilities in the regular education classroom, and using progress monitoring to collect and analyze data to determine if students are meeting their IEP/EP Goals.
4. Administrative walkthroughs and formal observations throughout the school year in order to evaluate teacher effectiveness and provide feedback to teachers regarding their compliance with special education.

The School's effectiveness in serving special education students can also be evaluated in its ability for the student to demonstrate learning gains and the annual goals outlined in the student's IEP. Similarly, the School's ability to meet learning gains and proficiency for the "students with disabilities subgroup," would also serve to demonstrate effectiveness in serving the School's special education population.

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

Avant Garde accommodates the needs of our gifted and talented students through the implementation of goals that are designed specifically for each student's strengths and interests. Teachers act as facilitators which create scope for high-interest learning, personal reflection, and self-paced growth. Instructional activities are student-focused and student-led. Additionally, teachers receive professional development opportunities to specifically target the gifted student's needs for high rigor and advanced depth-of-knowledge activities in the classroom.

An appropriate Educational Plan (EP) is created for all students who are identified as gifted as indicated by State Rule 6A-6.030191. During an EP meeting, the plan is created to detail the education for the student. Members in attendance of this meeting may include parents, the general education teacher, a teacher of the gifted student, an administrator, and a school psychologist.

The Educational Plan may include:

- Present levels of performance
- Goals, or short-term objectives
- Specially designed instruction to be provided
- How progress towards goals will be measured and reported to parents
- Student strengths and other considerations or special needs

Once this plan is in place, it becomes the foundation for how that student receives services and for the evaluation of program effectiveness. The School believes that it will be able to accommodate the needs of the gifted and talented through its many advanced and accelerated course offerings. The program offers gifted and talented students exemplary opportunities to advance and grow, as well as be recognized for their talents. The teachers at the school receive various professional development opportunities on rigor and improving standards-based instruction, therefore teachers are adept at differentiating instruction in the classroom as well as providing students with enrichment activities and hands-on projects to deepen their experience. Therefore, even regular, grade-level course offerings provide for the needs of gifted and talented students, as teachers adjust the level, complexity, and pace of the curricula to meet student needs. As a response to our latest OSPR we have strengthened our support to our gifted students' current level of performance and added programs such as the DAR and KEY Math to help gather data for our gifted student's EP's.

Attachments

Section 6: Exceptional Students

– No Attachments –

Notes

Allisyn Axelrod, 3/4/20 3:14 PM:

Reviewed by Allisyn Axelrod, CSMSD; Laurie Steinberg, ESLS Dept. This application failed to provide a clear plan to assure the participation in standardized testing with allowable accommodations for SWD as Section 1008.22, f.s., Rule 6A-1.0943 (3), F.A.C., and Rule 6A-1.09401, F.A.C. require. What is the testing plan to include SWD in standardized testing with allowable accommodations? 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 progress monitoring of Gifted Students as required by Rule 6A-6.030191(4)(d), F.A.C. How is the school monitoring progress for academic achievement and IEP/EP goal attainment for Gifted Students?

7. English Language Learners

Section Evaluation

Meets the Standard Leyda Sotolongo, 3/4/20

Final Rating

Meets the Standard

A. 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 Lulac et al vs. State Board of Education Consent Decree, commonly known as the META Consent Decree is the framework for compliance with federal and state laws regarding the civil rights of ELL students. The Consent Decree requires that English Language Learners (ELL) be entitled to equal access to all programs and services appropriate to their academic needs without regard to their level of proficiency in English, including categorical programs such as gifted, Title I, and others. The School hereby agrees to comply with all guidelines set forth in the META Consent Decree.

Equal Access

ELL students will be provided educational services in full compliance with the META Consent Decree. All students at the School will have access to the full range of programs and educational opportunities provided by the School, without regard to race, gender, religion, ethnicity, socio-economic status, academic level, native language, disability, or current language proficiency.

Home Language Survey

All parents/guardians of students enrolling in the School complete the Home Language Survey to immediately identify students who require assessment for ESOL services. This simple form asks parents/guardians to answer three yes/no questions related to the home language and language background of the student. A "yes" response to any of the questions indicates assessment is required. The student is then referred to the English for Speakers of Other Languages (ESOL) Contact for further screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program; parents will then be notified when a student is determined to qualify for ESOL services.

ELL Committee

The School's ELL Committee may be comprised of an ESOL teacher, administrator, classroom teacher, guidance counselor, and parent/guardian of the ELL student. This committee will be responsible for ensuring the School's compliance with the META Consent Decree and the identification and placement of ELL students, including maintaining consistency and fidelity to assessment administration. The committee will ensure that ELL plans are kept current and that students are being properly serviced. They will conduct performance review meetings as necessary to determine placement and/or promotion. Student performance will be evaluated in the student's dominant language in addition to English assessments until independence in English has been reached.

Comprehensible Communication

The School will provide communications in Spanish, Russian or Creole, and in any other language whenever feasible, upon request by the parents/guardians of ELL students. Parent conferences and meetings are translated by a staff member proficient in Spanish or Russian and in any other language whenever feasible. Student success is dependent on parental involvement; at various

school events and meetings, translation services will be provided upon request. It is critical that the voice of the parents of the School's ELL students be heard. It is the goal of the School for parental involvement to be one of the highest priorities, so clear communication is vital to reach such a goal.

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.

Program Placement

The ELL Committee will strive to ensure proper and immediate placement of all students qualifying for ESOL services. The program of instruction will be effective in meeting the needs of the students it serves.

English instruction will include the development of the four basic language skills of listening, speaking, reading, and writing. ESOL instruction will all be provided in English. Conversational language is typically mastered initially, with complex academic language requiring additional time and study to fully develop; therefore, ESOL services and assistance will be provided to support ELL students in all academic subject areas as outlined by the District's ELL Plan.

Individual ELL Student Plans

An individual ELL student plan is required for each identified ELL student. The ELL plan may include, but is not limited to, assessment data, ESOL program participation information, schedule of instructional time, ELL committee information, and a PMP if needed. The ELL plan is to become a part of the student's permanent school record, not to be removed even once the student exits the program. The plan will document: the needs of the student, program placement, progress monitoring, evaluation results, parent meeting, and student exit procedures. In addition, post-program monitoring will also be documented in the plan.

ESOL and Support Services

The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing. Following state guidelines, the School will provide ESOL instruction as well as second language strategies in all other core subjects including but not limited to mathematics, science, social studies, and computer literacy.

All ELL students shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. Such plans shall specify that each student receive at minimum, the amount of basic ESOL instruction that may include special or alternative language arts necessary to attain parity of participation with non- ELL students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by a non-ELL student at the same grade level. Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry and exit standards.

Elementary and middle school students will be served in one of the following instructional models:

Self-contained - where only ELL students are grouped in one class and receive specialized English language instruction from the ESOL certified/endorsed homeroom teacher.

Pull-out model -where an ESOL resource teacher provides either 90 minutes of uninterrupted

ESOL/Reading instruction or 120 minutes to include ESOL/Reading and Writing instruction at a location other than the ELL students' classroom. In both cases the ESOL resource teacher is responsible for providing grade level instruction and assigning grades for these subjects.

Inclusion model - where ELL and non-ELL students are grouped in a classroom and the ESOL resource teacher comes into the classroom ("push-in") to provide them with specialized English language instruction.

At the middle school grades, students identified as a level 1 or level 2 ELL will be placed in M/J Developmental Language Arts, ESOL elective as well as M/J Language Arts I-III Through ESOL which supplants their grade level Language Arts class. The Developmental Language Arts Through ESOL elective allows for the placement of various language proficiency levels in the same group (ESOL levels: I/II; II/III; III/IV). The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction.

The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction. The School's effectiveness in serving ELL students will be evaluated by the School's ability to demonstrate learning gains of ELL students as evidenced by their performance in all respective portions of the FSA and consistent with the annual goals specified in the Student ELL Plan.

Many students enter our schools with limited or interrupted school experiences from their home country. Specially selected teachers at the School will work with below level ELL learners in order to improve their engagement in the curriculum by the use of the following:

- Consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well differentiated according to student needs.
- Small-group instruction that targets the ELL's deficiencies and that is focused on areas of most critical need.
- Differentiated instruction that provides several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
- Effective use of technology. Greater access to technology and computer-assisted learning that can engage ELL's motivation, and scaffold instruction.

Best practices in instruction such as the following:

- Auditory, visual, and kinesthetic activities to reinforce concepts and directions (for example, incorporate movement into classroom lessons).
- Visuals in order to clarify meaning and check for comprehension. Hands-on experiments and activities.
- Activities that are student centered and provide frequent opportunities for students to practice verbal communication skills.
- Open-ended sentences to encourage students to talk Student- conducted interviews
- Student Cooperative group activities encouraging ELL students to work with English proficient students
- Opportunities for students to help each other – (at elementary level, use the "Buddy System")
- Summarize stories and illustrate them in order to check comprehension. Simplify and adapt materials.
- Use of charts, tables, maps, graphs, and to simplify information.
- Use games that encourage oral and/or written English language interaction
- Use manipulatives to help students understand concepts at the concrete level.
- Use the TPR (Total Physical Response) method – (student shows understanding of the

- spoken word by performing actions in response to a command).
- Role-playing techniques

ELL Testing Accommodations

All test administrators at the School will provide accommodations for ELL students during the administration of statewide assessments:

- ELL students may be given additional time beyond the time limit specified in the test administration manual for administration of the test to non-ELL students. Students must never be permitted to continue testing from one day to another.
- ELL students may be provided English to heritage language/heritage language to English dictionaries. The dictionary would be familiar to ELL students because of its regular availability in instructional settings. A dictionary written exclusively in the heritage language or English shall not be provided.
- ELL students may be provided the opportunity to be tested in a separate room with the ESOL or heritage language teacher serving as test administrator.
- The ESOL or heritage teacher may answer questions about the general test directions in the student's heritage language, but the teacher is prohibited from reading the prompt to the student or answering questions about the prompt.

To ensure accommodations are an integral part of the core instruction of ELL students, teachers will incorporate these accommodations with ELL students on a regular basis in the classroom.

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

Progress Monitoring for ELL Students Less Than 2 Years in the Program

The School makes accommodations in its progress monitoring for ELL students less than 2 years in the program. ELL students cannot be retained for lack of English language proficiency. Such students are acquiring English language proficiency while mastering academic grade-level content and will be held harmless in considerations of retention, promotion, and grading. A number of factors must be considered:

- Length of time in the ESOL program
- Educational background
- Length of time in the country Academic Progress during school year
- Cultural adjustment
- Home support
- Progress with Language Arts Standards
- Progress with English Language Proficiency
- Mobility (Migrant)
- Assessment data in the native language (if available)

The rights of ELL students will be upheld in regard to promotion, retention, grading, and equal access to all education programs at the School. The parents/guardians of ELL students will be notified of the student's academic progress in a timely manner. Any student who does not meet the School's expected level of mastery will be provided remediation.

ELL Data Collection/Folder

The School's front office staff will collect and report student demographic data. Student residence will be verified with two proofs of residence, and health records will be reviewed to determine

appropriate immunization history. A registration packet will be handed to each parent/guardian. School forms will be provided in the native language of the student when feasible. When the information has been collected, the school front office staff will enter all the information into the student information database. Home language information for students and parents will be included. A blue district file folder shall be maintained containing information regarding the student's ESOL status: HLS form, assessment information, ELL Student Plan, Placement Data, Exit Data, ELL Committee Meeting notes, and other applicable information.

ELL Extension of Service

The School will consider extending ESOL services to students still in the ESOL program at the end of their third year of participation. Students will be assessed to determine English proficiency 30 days before the anniversary date of the fourth, fifth and sixth year (if needed) to ensure compliance with state requirements. Once assessment has been completed, the ELL Committee will convene, inviting the parent/guardian, to determine eligibility. The ELL Committee will determine the best course of action and make recommendations based on the assessment data, grades, age, maturity, prior educational background, length of time in the United States, home support, cultural adjustment, academic progress during the school year, and other applicable information. The Committee will consider what is best for the English language acquisition of the student and what is best for the academic achievement of the student in its determination.

Exit Criteria/Procedures

Students can be considered for exiting through an ELL committee if the student were not administered all domains of the ACCESS for ELLs 2.0 and therefore did not receive a composite score. The student has an inconsistency in scores. (i.e., passed all but one domain on ACCES 2.0 for ELLs.) The teacher, parent, counselor, administrator/or parent requesting that a student be re-evaluated for services.

ACCESS for ELL 2.0 scores are valid until 10/1/2020. Scheduled ELL Committee Meetings must have at least 4 members in attendance. Send home a parent invitation to the meeting in the home language, if available, and in English. Convene ELL Committee Meeting to discuss all current data available. The decision must be supported by at least two (2) of the criteria established. Two of the state approved criteria must be substantiated in the Student Meeting in ELLevation and documents to support recommendation must be included. Finalize and print Student Meeting Report from ELLevation. Attain signatures and file original in the blue ELL folder. Provide the parent/guardian with a copy.

A student may also be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL coordinator who is responsible for the reevaluation process and procedures designed to determine exit eligibility. Also, a student may be eligible for exit once the student reaches proficiency on each sub-test of the ACCESS for ELL 2.0. For grades 3-8, a student can also score 3 or above on the FSA reading and be eligible to Exit the ESOL Program. A student who has been classified as Limited English Proficient/ELL and enrolled in an ESOL program may be reassessed utilizing additional information at the request of a teacher, counselor, administrator or parent. The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or a combination of instructional programs better meet the needs of the student. If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting. The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. Copies will be given to the parents in their native language, when feasible.

Post Program Monitoring

The performance of the former ELL student shall be reviewed periodically to ensure parity of participation once he/she has been reclassified. These reviews shall take place automatically 4 times throughout the two years of monitoring:

- The students 1st report card
- The end of the 1st Semester
- The end of the 1st year
- The end of the 2nd year

Exited students' academic performance is monitored on an ongoing basis by gathering information from classroom teachers such as class performance, grades, and/or test results and documented via a post-exit Monitoring Meeting in ELLevation. The ESOL coordinator is responsible for filing current report card along with a signed and dated Student Meeting Report. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation to assess the student's need for additional appropriate placement back into ESOL or other needed programs.

ESOL Program Evaluation/Monitoring

The School will use performance accountability best practices to ensure compliance with State and Federal laws. The School has clearly stated goals and measurable objectives that can be achieved within budget for each major educational and operational program. The School is accountable for the achievement of individual subgroups. The assessment instruments used will follow the established guidelines of the district. The School will also utilize the ACCESS 2.0 to measure the growth of students classified as ELL students.

All ELL students participate in statewide assessments with the approved State accommodations. The School will review ACCESS 2.0 and FSA scores to determine ELL progress and proficiency. The School will focus on ensuring the academic success of ELL's. Additionally, classroom teachers will evaluate student performance by monitoring daily performance, classroom grades, progress reports and report cards throughout the year. Additional monitoring of student progress is accomplished using alternative/authentic assessment based on portfolio development for the purpose of programmatic assessment and determining individual student needs. These ongoing monitoring processes assist in the evaluation of appropriate instructional programming.

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

The population of the School will serve to determine the staffing plan for the ELL program. A Student Services Coordinator will be assigned to be responsible for overseeing the ELL Committee and maintaining all documentation required for compliance. The Coordinator has been identified in the Staffing model and this person will help advise and identify the areas of need for additional teachers. Other ELL instructors will be hired as needed based upon the population of ELL students at the School. All ELL instructors will be ESOL certified and highly qualified for the areas they will teach. Teachers who provide primary language instruction will either be ESOL-endorsed or will be identified as out-of-field and place on a waiver to complete the state-mandated 300 hours of ESOL in-service training or the equivalent. The School will track each teacher's progress and will ensure that teachers add the ESOL endorsement to their Florida teaching certificates once the training has been completed. Teachers of content areas, such as math, science, social studies, or computer literacy, will either have a minimum of 60 hours of state mandated ESOL in-service training or the equivalent through college coursework. This training requirement will also apply to teachers of elective courses, such as, art, physical education, and

music. Administrators and guidance counselors will also either have a minimum of 60 hours of state mandated ESOL in-service training or the equivalent through college coursework. The School will ensure compliance of its staff with these requirements as spelled out in the META Consent Decree so that the staff has the ability to increase both the English language acquisition and the academic achievement of all ELL students.

Once the student enrollment reaches at least 15 ELL students of the same language background, the School will provide a bilingual/bi-literate paraprofessional or teacher proficient in the students' home language and in English, in order to assist in basic subject area tutorials. Responsibilities include but are not limited to:

- Assist ELL students in basic subject area classes
- Function as a liaison between classroom teacher and ELL student
- Assist in providing home/language communication between the school and parent

ACCESS for ELLs 2.0

The School will administer the state-required assessment, Assessing Comprehension and Communication in English State-to-State for English Language Learners Paper (ACCESS for ELLs Paper) assessments as a tool to measure English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically. Once the ACCESS for ELLs 2.0 results have been received, the School will use the results to inform instructional practice in order to increase the English language proficiency and to increase the academic achievement of each ELL student. Students who score proficient on each domain of the ACCESS for ELLs 2.0 shall be referred to the ELL Committee for consideration of exit from the ESOL program or will be exited out automatically by the district. Please see the ELL Exit Criteria/Procedures section for more detailed information regarding exit.

Attachments

Section 7: English Language Learners

– No Attachments –

Notes

Leyda Sotolongo, 3/4/20 3:25 PM:

This application was reviewed by Leyda Sotolongo, Bilingual/ESOL Department & Celina Chavez, Charter Schools Management Support Department - The application refers to students who have participated in the ESOL program for less than two years as not being required to be included in the school wide Progress Monitoring Plan (PMP) process. Can you please clarify? - The application states that student performance will be evaluated in the student's dominant language in addition to English assessments until independence is reached. Can you please clarify this?

8. School Culture and Discipline

Section Evaluation

Final Rating

Meets the Standard Debra Kearns, 2/29/20

Meets the Standard Carmello Moussignac, 3/4/20

Meets the Standard

A. 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 academic and personal success of students is at the forefront of all processes and procedures. As stated by Aristotle, "Educating the mind without educating the heart, is no education at all". Character education is therefore key to our mission of educating the whole child. It is our goal to surround our students with an environment that encourages human development through serious study, integration within the community and personal maturity.

As stated in section 3, a culture permeated with leadership principles will prepare every child for the demands of the 21st century and the global workforce. A strong SEL program will foster the development of the five interrelated sets of cognitive, affective and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teaching social and emotional skills through leadership principals will promote a positive academic environment and reinforce student intellectual and social development.

To create such a culture, education professionals, parents, community leaders, and students at the school will work together to create a culture that expects excellence for all its students. The school will partner with Leader in Me (LiM) which is an evidence-based, comprehensive-school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century based on the book, *The 7 Habits of Highly Effective People*. Leader in Me helps schools create well-rounded learners by developing the whole child. Leader in Me unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like critical thinking, self-discipline, vision, communication, relationship building, goal achievement, public speaking, problem-solving and global awareness.

As part of the Leader in Me program, the principal, school administration and staff will engage in ongoing professional learning and set the example for its students. Committees will be established to involve all stakeholders and provide leadership opportunities for students in many facets of school organizational effectiveness. These committees will help the school proactively design a culture that will support the school's mission and vision.

B. State whether the applicant intends to use the local school district's code of conduct policy.

The school will utilize the Broward County Public School Code of Student Conduct.

If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

- o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**

The School will follow a detailed and structured three-tier MTSS behavioral intervention plan in alignment to the District's requirements. The three-tier MTSS behavioral intervention is outlined

as follows:

Tier 1: Universal Interventions - All students in all settings

Tier 2: Targeted Group Interventions - Students who need more supports in addition to school-wide positive behavior system

Tier 3: Intensive Interventions: Students who need individualized interventions

All behavior strategies will start and end with a genuine desire to support, guide, and model behavior for students framed as positively as possible. Discipline measures will be fair and consistent, utilizing best practice techniques that promote student ownership of behavior. When discipline problems arise, students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. The School commits to rewarding the efforts of its students, including positive reinforcement for students demonstrating exemplary behavior and conduct. As students experience behavioral or disciplinary issues, their attention will be drawn to the leadership principles through conferencing with teachers, administrators, and parents.

The School recognizes that without a safe and orderly environment for students and teachers, extraordinary curricular achievements cannot be made. As a Leader in Me school, the practices used to promote discipline will closely align to the leadership principles within The 7 Habits of Highly Effective Teenagers by Stephen Covey. Students will be taught that as part of “Being Proactive” and “Beginning with the End in Mind”, a strict code of conduct will be followed in order to stimulate a productive learning environment and to promote responsible citizenship. Systems of rewards and consequences will be implemented by classroom teachers and the school will follow the Sponsor’s code of conduct matrix of consequences.

Teachers will strive to use classroom management techniques, which include referring to the student’s IEP, that are proactive and diffuse issues before they escalate. Professional development will be provided on the 7 Habits of Highly Effective People, Social and Emotional Learning, along with Principles of Classroom Management. Teachers will guide students toward responding appropriately to difficult situations. If such proactive measures fail, the teacher will refer to the Teacher’s Quick Classroom Disciplinary Reference Guide provided by administration to curb misbehavior before it disrupts the orderly operation of the classroom.

The principal or other administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted based on the student’s IEP before suspension. Parents will be notified immediately of the offense and dates of the suspension. In some cases, Alternative to Suspension programs will be recommended.

During a suspension from school, students will be permitted to complete missed work for credit applied toward their final grades, provided it is submitted within three days of returning to school. The school guidance counselor will meet with the student prior to returning to class in order to ensure a smooth and positive return to the learning environment.

Ultimately, it is our paramount responsibility to provide a safe, healthy, nurturing and responsible setting for our youth. We are committed to supporting our student’s development, to teach them to respect individual differences, and to help them learn to live and work cooperatively thus promoting health, self-awareness, competency, self-worth and resilience.

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;

The School will adopt the Broward County Public Schools The Code Book for Student Conduct and Discipline Matrix when it comes to discretionary and non-discretionary suspensions and expulsions.

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

In addition to those roles of administrators, teachers, and staff defined in the District's Code of Student Conduct, teachers specifically will be responsible for providing students with the Tier 1 supports stated within the MTSS Framework. Timely communication is a critical element of the Rtl behavioral process. Teachers are responsible for sending their infraction-based referrals to the designated administrator in a timely manner, including same-day write ups for intensives discipline issues in the classrooms using the Referral Form and other discipline reports and/or documents requested. The school administration, be it the Dean or Assistant Principal, will also play an important role as this is the individual models classroom management strategies for teachers, speaks to students that have a greater than normal level of behavioral challenges, facilitates the detention process, and project manages and conducts parent conferences that focus specifically on behavioral and discipline issues. The administrative team will communicate with the teachers the expectations regarding discipline and classroom management at the opening of school meeting. Roles and responsibilities as well as protocols will be clearly stated and upheld throughout the school year. Teachers will be expected to use classroom management strategies such as redirection strategies and the use of classroom incentive systems. The School's classroom management system is predicated on teachers' communication of clear expectations for behavior and the use of consistent consequences and incentives depending on the behavior being exhibited by students. Administrative classroom walk throughs and formal observations will allow the administration to observe if proper discipline, classroom management, and proper use of instructional time is being implemented. In addition, and when necessary, the Governing Board will also play a role in the implementation of the school's culture and discipline framework. If a parent is not satisfied with an administrative decision regarding discipline and/or consequences applied, the parent may appeal the Administrator's decision as it relates to consequences for violations of the Code of Student Conduct. Parents may contact the Board's Representative to discuss the matter. The Board's Representative will work with the parents and the administration to resolve the issue. If the Board Representative is unable to resolve the issue, the matter may be brought before the Board. The Board will decide whether to uphold the Principal's decision or whether to recommend the Principal reconsider his/her decision.

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

Discipline of ESE/504 students with disabilities shall be in accordance with the state and federal laws, the IEP/504 plan, and the District's School Board policies, which can be found on the School District's website on the Exceptional Student Learning Support Page. Consistent, fair, and respectful discipline and due process procedures will be applied to all students. Due process procedures will be articulated to all students. The school staff and Governing Board will stay apprised of the current legislation and will comply with any federal or state laws, as well as District policies and requirements regarding student discipline, including those for students with disabilities. Those students with disabilities whose behavior may impede or adversely impact their learning, or the learning of others, specific goals and objectives will be developed, as needed, with the guidance of the school's ESE Specialist. Strategies, including positive behavioral interventions and supports to address that behavior as with other students, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312 and the Exceptional Student Learning Supports, is appropriate for a student with a disability who violates the Code of Student Conduct. If the student's behavior is impacting performance, the team may decide to conduct a Functional Behavioral Assessment and subsequent Positive Intervention Plan, which is noted in the Special Considerations Behavior section of the IEP. Consistent with the school district's Code of Student Conduct and Exceptional Student Learning Support Policies and to the extent that removal would

be applied to nondisabled students, school personnel:

The removal is for more than 10 consecutive school days.

The student had been subjected to a series of removals that constitute a pattern that is a change of placement because the removals cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

In addition, in alignment with the Code of Student Conduct and the Exceptional Student Learning Supports, "If a disabled student is approaching a removal of ten school days, the IEP team will convene a manifestation meeting for the student, within ten school days, to determine appropriate services and/or change of placement."

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 follow the "Due Process" section of the Code of Student Conduct which provides due process available to parents and students. The revision to this section for the School is that the School's Board Representative will facilitate a resolution and to appeal the Board as opposed to the district's Superintendent. This venue provides parents and students additional due process and does not limit the due process available through Broward County Public School Code of Student Conduct.

o **Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.**

An electronic copy of the Code of Student Conduct and Parent-Student Handbook will be available on the School's website and made available in the form of a hard copy upon request. In order to encourage parental responsibility in the education of our students, all families will be presented Leader In Me parent training as well as with the Code of Conduct and all policies and procedures relating to it. The Acknowledgement of Responsibility contract will be signed by both parents and students within the first week of school to acknowledge receipt of the handbook information and acceptance of the policies therein.

Attachments

Section 8: School Culture and Discipline

– No Attachments –

Notes

Carmello Moussignac, 3/4/20 3:49 PM:

Is there an actual plan with objectives for addressing proactive and reactive behavior? How will you implement the Leader in Me program (who, when and how)?

Debra Kearns, 2/29/20 7:52 PM:

How will the school communicate to stakeholders, and ensure that, a Code of Conduct Acknowledgment Form is signed by parent and student, and returned to the school, and maintained by the school, for each student of the school?

9. Supplemental Programming

Section Evaluation

Final Rating

Provided LoriAyn Stickler, 2/11/20

Provided Deborah Gavilan, 3/4/20

Provided

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.

The School will offer a plethora of after school activities to support students academically and provide for a range of interests. Supplemental activities will include athletics, performing and fine arts, academic clubs, including nationally recognized clubs (NJHS, Science Olympiad) robotics and technology teams, and tutoring. After school activities will be funded by student dues or fees associated with each activity and fundraisers. The School will fund before/after school tutoring and Saturday FSA Camps and registration fees for competitions. The School will also participate in a competitive sports conference and offer girls, boys and co-ed sports teams.

Attachments

Section 9: Supplemental Programming

– No Attachments –

Notes

Deborah Gavilan, 3/4/20 2:09 PM:

Providing family services is important for any school. That extends past the school day. Parents work, providing a daily after school child care program with academic enhancements will meet your working parent's needs. This should also be offered on teacher planning days and none school days.

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation		Final Rating
Meets the Standard Brenda Santiago, 2/27/20		Meets the Standard

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

Avant Garde Academy K-8, Inc., a non-profit Florida corporation, is the legal entity that will operate the school. The Board is committed to the School’s mission and is fully aware of the responsibility that is entrusted upon them as the holder of the School’s charter. A dynamic and multifaceted Board of educators and business professionals will oversee the delivery of academic program and its operations. The Board understands its fiduciary responsibility to effectively and properly manage public funds. Clarity of roles and responsibilities within the board will be clearly delineated and in furtherance of the effective governance of the school. The Board has applied for federal tax-exempt status (501c3) and has filed all financial forms required by the Internal Revenue Service (see Attachment I).

B. Provide the following documents, if available, as attachments:

- The articles of incorporation for the applicant organization (or copies of the filing form) – **Attachment H**
- 501(c)(3) tax exempt status determination letter (or copy of the filing form) – **Attachment I**
- Governing board by-laws – **Attachment J**
- Governing board code of ethics and conflict of interest policy – **Attachment K**

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.

The Board of the School serves as the ultimate decision maker on all school policies and specifically those that dictate action related to management and oversight of the school. The Board will provide clear policies and actionable items from democratic votes taken at advertised meetings, as well as informal advice and direction to the School’s Principal and administrative staff on an on-going, continuous basis and when requested by school leadership. This strong level of involvement will continually revolve around oversight of school operations to ensure the execution of the school’s mission and goals with complete fidelity. The Board will follow all applicable laws, policies related to charter schools established by the sponsoring school district and state, as well as established rules and procedures customary to charter school governing boards in Florida. The Board will contract with experienced professionals that can demonstrate success within the charter school industry to provide services conducive to a successful opening and continuing operation of the school. The Board will oversee the performance of the principal and contracted professional and hold them accountable to the school’s mission, purpose and guiding principles.

The Board will oversee and manage the interaction and relationships between the principal, the management company and the authorizing district to ensure compliance with all applicable laws and the successful completion of the school's mission. The principal and management company will provide and present the Board with a full report on school operations, finance, initiatives and challenges at all Board meetings. The Board will delegate the day to day management of the school to the principal with the support of the management company. The management company will support the principal by providing financial, operational and HR support. This support frees up the principal's time to effectively deal with his/her instructional and leadership duties, as the instructional leader of the school. The Board will delegate this authority with care and strict oversight, following established best practices and without relinquishing its authority and responsibility as the school's governing entity. During Board meetings, the Board will provide the necessary clarification or direction to the principal and management company, in accordance with the school's mission and governing policies and procedures. Governing policies and procedures will be revised and updated following the principal's recommendations and in accordance with established best practices. The Board is committed to a philosophy of continuous improvement and will shepherd the execution of the Cognia (AdvancEd is now Cognia) accreditation designation as a proven tool to continuous improvement. The Board may utilize the best practices of the Avant Garde Academy Broward schools, in a continuous effort to increase efficiencies and obtain economies of scale, while maintaining its full autonomy. This practice will ensure that the school will retain its local governance that focuses on the needs of its stakeholders and community, while obtaining the efficiencies and economies of scale that are common with larger organizations.

The members of the Board of the School shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration of any kind whatsoever while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities. Such reimbursement shall be presented by the Board President and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting. The Board is fully aware of their responsibility to provide effective and proper management of the School and be good stewards of the public funds allocated to the School. Some of the key functions of the Board are as follows:

- The board meets regularly to address matters of policy, strategic direction, organizational performance and community impact.
- The board receives financial and other important information sufficiently in advance of the board meeting.
- The board meets regularly throughout the year, with a majority of directors in attendance.
- Board candidates are formally selected with an emphasis on the skills needed to advance the collective work of the organization.
- New directors receive comprehensive orientation and training after election to the board.
- Ongoing training is provided regularly to the board to ensure effective service by its directors.
- The board maintains active involvement through rotation of duties and/or term limits.
- Meetings deal primarily with policy formulation and the review and evaluation of the work of the organization. Routine matters, requiring board action but little discussion, are handled with dispatch. Some of these routine items may be placed on the consent agenda by the Board President.
- The committee structure reflects the organization's strategic priorities and changes, when necessary, to advance the mission. Committees are used effectively so that board members with relevant skills can focus on key issues.
- The board understands its legal obligations.
- The Board President will review the school's progress and needs with the school Principal

on a monthly basis or as needed.

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

The Board will meet on a quarterly basis or more often, as needed, and will comply with all of the requirements governing public records and public meetings. Regularly scheduled meetings for the year will be posted on the school's website, Facebook page, newsletter and bulletin board. Both regular, as well as special meetings of the board of directors will be publicly noticed, in accordance with established open meetings and records law. Minutes of the meetings of the board of directors, annual budget and monthly financials will be published on the school's website in accordance with the public records law. The school will respond to public records requests in accordance with the records law. The participation of parents, staff and the general public will be encouraged. Members of the public may sign up to speak on agenda items before the meeting begins. Their name will be called during the public speakers' portion of the board meeting. If they wish to speak to an agenda item, but did not sign up for it, they may request to do so. A motion and a second by board members to allow the speaker to address the meeting may be made, followed by a vote of the board. Board members and/or staff may address the public speakers' comments during the public speakers' portion of the meeting or during the discussion of the pertinent agenda item(s).

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 Board will have a minimum of three (3) and a maximum of seven (7) board members. The current size of the Governing Board is three (3) members and will increase after the school commences its operations. The desired skills include financial, educational, operational, and leadership expertise while the constituencies will primarily consist of the balanced and representative ethnic and geographic representation of the school student population.

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

The Board has been selected from the community and areas of affinity/expertise that align with the Board and the school's needs and mission. The Governing Board of the School shall consist of no less than three (3) and no more than seven (7) members. The terms of each Board Member shall be staggered to facilitate continuity on the Board. Potential Board members shall be nominated annually by Board members and.

The five seats shall be as follows:

- Seats 1, 3, 5 and 7: Three (3) year term appointed by the Board
- Seats 2, 4, and 6: Two (2) year term, appointed by the Board

Board Members shall serve without compensation. The method for selecting members of the Board is designed to identify and select those persons who are qualified in terms of training, education, experience, credibility and respect. The members shall reflect the diversity of the community and be qualified in terms of training, education, and experience. At least one of the members shall have education, training and/or experience in the field of finance or business (not a requirement, but a goal), one board member in the field of law (not a requirement, but a goal) and one member in the field of education (not a requirement, but a goal). The Board shall annually elect officers, including the President of the Board, from its membership, pursuant to procedures devised by the Board, except that the position of President and Treasurer shall be filled by Board members with a three (3) year term.

The Founding Board will transition to a permanent Governing group. A minimum of three founding

board members will transition to the Governing Board. This will strengthen the governance of the school and support the startup phase and opening of school.

Terms of Office. The initial term of office for all Board Members shall commence with the execution of the Charter Agreement between Broward County and the School. After the expiration of the Board Members' initial term, all subsequent members' terms shall begin on July 1.

Three-year Board Members shall be eligible to serve three (3) consecutive three (3) year terms but shall be ineligible for further reelection until one (1) year has elapsed. A Board Member may extend the second term by one year, if and only if, to serve a second consecutive year as Board President/Chair. All one-year Board Members shall be ineligible for reelection until one (1) year has elapsed. Regardless of the foregoing, all Board Members shall continue to serve until their replacement has been nominated and approved to serve.

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

The Board structure and composition will link to the school's mission and strategic plan: Board recruitment and development activities will be matched with the requirements and demands called for by the strategic plan. The Board and the board development committee reviews the mission, vision, goals and strategies, and identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the strategic plan. The board development committee will create a profile of the current board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

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
Julia Valent	Current	President	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Antonio Cruz	Current	Treasurer	<input checked="" type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
Erika Gonzalez	Current	Secretary	<input checked="" type="checkbox"/> Information Sheet <input type="checkbox"/> 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 School will develop a year-round Board development and recruitment process that will build a public charter school leadership team around its shared values. On or before May 1 of each year and beginning with the second year of the school's operation, the Board shall name a three person Nominating Committee to perform the duties set forth below. Ninety (90) days prior to the expiration of a current Board Member's term the Nominating Committee shall nominate two or more persons to fill the seat. The Committee may conduct personal interviews of the nominees, if the Nominating Committee deems it helpful. The Nominating Committee shall advance its recommendations to the full Board no later than 45 days prior to the expiration of the current Board Member's term. The Board shall make the selection for the seat from the list of nominees forwarded by the Nominating Committee.

The Governing Board will carry out a plan, as follows:

- Board development committee: The Board will engage in an ongoing, year-round function of prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating Board Members. One (1) Board Member will be asked to chair this committee.
- Profile the current Board: The board development committee will create a profile of the current board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

The Board will follow the provisions that are established by FLDOE for the approval of charter school governing board training pursuant to Section 1002.33, F.S., which states that every member of the governing body of a charter school operating in Florida shall participate in governance training. The Board's governance training will meet the requirements of this rule and be approved by the FLDOE. Each governing board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three year period after that to complete a two (2) hour refresher training (Rule 6A-6.0784, F.A.C.) on the four (4) topics above in order to retain his or her position on the charter school board. New members joining the School's board will complete the four (4) hour training within 90 days of their appointment to the board. The training course will be scheduled for the members of its Governing Board, in accordance with State law. All Governing Board members will be required to complete this or another similar approved course. The School's Principal will provide a copy of the board member's training report to the school's Sponsor within ten (10) days of receiving the report from the trainer. The Board will attend professional development workshops at educational conferences, such as the Florida and National charter school conferences.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The Board has established, adopted and communicated a rigorous code of ethics and conflict of interest policy for its members and all school site personnel. The members of the Board and the school's staff will abide by the Board's code of ethics. Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board Member and their personal/professional interests and will complete any and all forms

and disclosures as required by the state, sponsoring school district and financial auditor. Board members may not participate in the selection or award of bids or administrative process if a conflict of interest exists. A conflict of interest exists when an “employee, officer, any member of his or her immediate family, his or her partner, or an organization which employs the parties indicated herein, has a financial or other interest in the firm selected for the award.”

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.

A Parents as Leaders (PALS) group will be formed to function as a PTO. The organization fundraises for short term needs and assists in the development of long-range fundraising goals. Additionally, the organization holds two events annually to friendship-raise creating goodwill among school stakeholders. A School Council (SAC) will be formed to solicit stakeholder feedback about school initiatives, as well as to participate in the school's long-range strategic planning for both school improvement initiatives and accreditation compliance. An Athletic Committee will be formed to fundraise for interscholastic athletic clubs and teams. A Music Committee will be formed to provide funding and support to the music programs of the school. All advisory bodies and councils will interact on a regular basis with the school’s leadership and will be invited to participate in the meetings of the school’s board of directors.

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.

There is a skill to diffusing parent concerns, involving patient listening and empathy with the parent’s grievance. The Board will recruit a Principal that not only is an experienced school leader with knowledge of Florida School Law and Broward County’s Board rules and procedures, but a leader who is approachable by all stakeholder groups and utilizes active listening techniques and diligently attempts to reconcile disagreements as they naturally arise within schools from time to time. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the problem within his authority and legal/ethical boundaries, then the Parent may request an appearance before the Governing Board. The school’s grievance policy will be published in the Parent-Student Handbook and on the school’s website, and is attached as an appendix to the application

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:

- M. Name of the partner organization.**
- N. Name of the contact person at the partner organization and that person’s full contact information.**
- O. A description of the nature and purpose of the school’s partnership with the organization.**
- P. An explanation of how the partner organization will be involved in the governance of the school.**

NOT APPLICABLE

Attachments

Section 10: Governance

10.1	Attachment L- Board Forms and Statement of Assurance	Bolanos, Frank Javier, 2/3/20 1:52 AM	PDF / 1.856 MB
10.2	Attachment L Board Member List	Bolanos, Frank Javier, 2/2/20 7:44 PM	PDF / 64.985 KB
10.3	Attachment K-Conflict of Interest	Bolanos, Frank Javier, 1/30/20 10:27 PM	PDF / 54.316 KB
10.4	Attachment J-By-Laws	Bolanos, Frank Javier, 1/30/20 10:27 PM	PDF / 82.343 KB
10.5	Attachment I- 501c3	Bolanos, Frank Javier, 1/30/20 10:26 PM	PDF / 877.044 KB
10.6	Attachment H- Article of Incorporation	Bolanos, Frank Javier, 1/30/20 10:26 PM	PDF / 59.33 KB

11. Management and Staffing

Section Evaluation

Meets the Standard Maria Yen, 2/19/20	Final Rating Meets the Standard
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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.

Please see attached organization charts Attachment M.

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.

The management company will follow the directives of the Board and will be tasked with identifying and recruiting a future school leader who will be intimately familiar and committed to the vision and the mission of the School. At this time, School leadership is mentoring future school

leaders to take on this program and expand upon the success of AGA Broward. Currently, there are three Assistant Principals and four Instructional Coaches that are aspiring Principals. All come with a wealth of experience and knowledge in their field and the drive and determination to attain the goal of becoming a Principal. Each have opportunities to attend different leadership programs including Leadership Hollywood through the Greater Hollywood Chamber of Commerce, Leadership Broward, The Brian Dassler Leadership Academy through the FLDOE, and Leader In Me Annual Symposium and Community Coaching Days. Exposure to these programs greater strengthens the aspiring Principals to lead a school.

The current Director of Operations will mentor the new Principal and have oversight of day to day operations of this new school to help with critical areas of compliance and operations. The Principal will serve as the instructional leader of the School who will motivate and support instructional personnel to strive for superior performance in order to engage students and provide them multiple opportunities for growth and success academically and personally. The Principal will be responsible for setting the tone of the climate and culture of the School based on the vision, mission and guiding principles of the School and will use the tenets of The Leader In Me program to create a learning environment that is safe for all stakeholders and sets high expectations for students and staff alike. Future Principals and Assistant Principals already engaged in AGA Broward and serving in our cohort of future leaders are excited about this opportunity to bring their expertise and experience to develop this “sister school” with a sustainable support system from the Management Team and current on-site leadership teams.

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 Avant Garde Academy Governing Board is the ultimate decision maker that determines the academic direction and operation of the school. The Board has contracted with LBS Services, to help identify a School Leader who will then hire the remainder of the instructional staff.

Depending upon enrollment, the School will have additional administrative support for the School Principal and administrative office staff. The Principal shall be responsible for the day-to-day operation of the school in the areas of: safety and security for the School and providing a safe environment for students to learn, working with the teaching staff, addressing student-related issues, connecting with the parents and community members and overseeing the volunteering component of the School, and providing input and support for curriculum development. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with mission and vision set forth in the charter application and Broward County. The Principal and his/her leadership team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Competencies, to make all school-based decisions relating to the operations of the school. Included as Attachment N and P are the job descriptions for the school-based administrators.

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.

Please see attached staffing plan in Attachment FF and qualifications in Attachment Q

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.

The management company will support the Board of the School and the principal to ensure that all faculty members have the qualifications needed to be deemed Highly Qualified and meet the needs of the students served by the school. After a thorough recruiting and hiring process, the Principal will review the recommended new hires with the management company and then will present the candidates to the Board for final approval. Therefore, the recruitment plan will take the following into consideration: utilize an extensive network base of teachers and leaders from previous experience; partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance. The School will advertise open positions through nationally recognized search firms and platforms, the local newspaper, other Schools’ websites and social media. These organized efforts will help recruit instructional experts to serve as teachers at the school and accomplish the following: create a competitive salary schedule that includes performance incentives to attract high performing teachers; identify staff committed to the mission of the school; increase the rigor and relevance of teaching and learning; foster an innovative, collaborative environment; and use leadership tools to implement a STEAM program that is rooted in the education and development of the “whole child”.

The Governing Board of the School will ensure that the hiring procedures focus on representing the diverse racial/ethnic backgrounds of the students it serves. All school-based personnel, including teachers, administrators and staff, will comply with Broward County’s requirement for fingerprinting, background checks and drug screening prior to employment at the school.

The Governing Board of the School will not authorize an individual to provide instruction in the school if they do not contain a certificate or license in Florida or if their license has been revoked or suspended. The School will adhere to the fingerprinting requirements outlined in Section 1012.32, F.S., and all employees will have to participate in a background check and drug-screening. The Governing Board will appoint a hiring committee to work with the principal in recruiting and hiring the staff to ensure alignment to the vision and mission of this charter. The hiring process for the school will be as follows: the Governing Board approves the Principal recommended by the management company;; the Principal works with a local and wide reaching network including universities to develop partnerships that will attract Highly Qualified Teachers and will appoint the hiring committee (inclusive of all stakeholders); the Hiring Committee will work with the Principal to advertise positions, develop interview questions for the positions available and conduct initial interviews. The committee will also verify candidate credentials and references and provide two recommendations to the principal of possible candidates to be hired; and the Principal reviews final candidate list (includes content experts such as department chair) with the management company and hires the candidate of choice.

Attachments

Section 11: Management and Staffing

11.1	Attachment P- Other Admin Job Descriptions	Bolanos, Frank Javier, 2/3/20 1:33 AM	PDF / 515.879 KB
11.2	Attachment FF- Proposed 5 Year Staffing Plan	Bolanos, Frank Javier, 2/1/20 1:28 AM	PDF / 86.229 KB
11.3	Attachment Q- Teacher Job Description and Qualification Requirements	Bolanos, Frank Javier, 1/30/20 10:32 PM	PDF / 36.25 KB
11.4	Attachment N- School Leader Job Description and	Bolanos, Frank Javier, 1/30/20 10:29 PM	PDF / 113.708 KB

	Qualification Requirements		
11.5	Attachment M-School Org Chart	Bolanos, Frank Javier, 1/30/20 10:28 PM	PDF / 78.211 KB

12. Human Resources and Employment

Section Evaluation

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

A. 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 School will be a not-for-profit, at-will, private employer and will not participate in the Florida Retirement System. The employees will be employed by the school. The School will provide a competitive compensation plan to attract and retain good, loyal and committed employees. The Board will promote a healthy, productive work environment that rewards creativity and performance. Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by Broward County or as established in the annual school calendar by the Governing Board. All full-time staff will be eligible to participate in the School’s 403B savings and matching program.

B. 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 will participate in the Florida Consortium Public Charter Schools evaluation plan and tool to measure employee effectiveness and to determine appropriate raises and bonuses approved by the State. Included in the handbooks are approved policies and procedures for School governance and operations and Staff performance.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

The staff’s overall compensation plan will include health, dental, vision and life insurance benefits for full time employees. The Board intends to contract with a human resource service provider for these benefits, pursuant to an RFP. These providers offer an array of benefit options for small to medium size employers. They facilitate the offering of a broader spectrum of coverage to full time

employees, while reducing the time management cost of shopping for benefits and administering them. The Governing Board believes that the retention of staff is based on relationships developed and benefits provided. The Governing Board wants to ensure its' employees are provided with competitive benefits and employee services, within the School's financial parameters and responsibilities. The Board has worked on an approved Salary Schedule that provides flexible bands for salaries commensurate with experience and expertise and comparable to the Sponsor. Experience and research dictates that when the employees have a good benefit package and a positive working relationship with their supervisors the environment is conducive to effective teaching and learning. A full compensation package of insurances, savings plans, and benefits will be provided, and salary increases will be managed according to the guidelines in the School policies. The Board is committed to ensuring that its' leaders have strong interpersonal skills to promote professional growth among the instructional staff. This school culture of excellence results in high retention rates and high academic performance. In addition, the school will have a clear human resource process that demonstrates its commitment to employees by addressing their concerns.

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

All faculty and staff members will be hired through a comprehensive recruitment and selection process, including the criminal background checks required by the sponsor. The School is a drug-free workplace. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the Sponsor. The comprehensive recruitment process includes, supervisor and peer interviews, teaching demonstrations (for teachers) when appropriate, and review of credentials, background checks and reference checks. Teachers and staff will be thoughtfully selected to fulfill the mission of the school. The School leadership position will be advertised, interviewed and vetted with the support of the management company. School leadership will be brought on board and provided support through the entire opening process of the School including hiring and training of all Staff. The teachers will be carefully interviewed and selected based upon their instructional pedagogy and interest in providing students a full STEAM program. All staff will be certified in the content areas of their placement and all Electives teachers who serve in the Sciences, Technology, Engineering, Arts and Sciences will be specially trained for their classes and provided the curriculum they need to find success in the classroom. The advertisements for teaching staff will be placed locally, on the School's website, and on Indeed and will be very specific to the culture the School intends to develop. The advertisement used to attract highly qualified, specialized instructional personnel committed to the STEAM initiative will be published on the website, recruiting agencies and social media.

The School's personnel policies and procedures provide guidelines for the varied range of personnel related employment, evaluation, discipline, benefits and code of conduct issues, including dismissal. The policies will clearly set forth and communicate the principles of fairness and due process and will be in full compliance with all applicable laws and regulations. All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students. The School will adopt the Florida Department of Education's Code of Professional Practices. The Board will implement the Policies and Procedures manuals that have been approved for AGA and submitted to this Board of AGA for approval. This policy handbook can be reviewed and modified as needed based upon changes in Florida or District statutes regulations or as needed to help develop and improve the School. This manual has been included in the attachments.

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.

Personnel policies are found in Attachment R.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The school’s vision, mission and objectives will be clearly delineated and communicated. Retention, recruitment and professional development efforts will look to motivate staff to embrace and embody the school’s mission. The School will strive to promote a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept. Most importantly, the entire faculty will be well versed in the 7 Habits of Highly Effective Students which will serve as the anchor for the climate and culture we intend to create. All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students. The school may terminate a staff member’s employment when performance or conduct does not meet standards, in accordance with established and communicated policies and procedures. In most cases employees will be given a reasonable opportunity to correct the problem. Once a corrective action opportunity is given to an employee and the school determines that the employee has failed to make the necessary correction, he or she will be subject to further discipline, including termination. A summary of the policies and procedures regarding probationary period, voluntary and involuntary termination, job performance, misconduct, and insubordination are included in the attachments. The Board will receive an annual report from the school’s leadership on the staff’s performance and teacher turnover to maintain high performance levels and to ensure that turnover is kept to a minimum.

Attachments

Section 12: Human Resources and Employment

12.1	Attachment R- Personnel Policies	Bolanos, Frank Javier, 1/30/20 10:34 PM	PDF / 573.086 KB
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Notes

Debbie-Ann Scott, 3/3/20 7:03 PM:

Application did not include component related to Florida Statute 1012.22 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 of the same classification. The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.

13. Professional Development

Section Evaluation

<p>Complete Dorina Varsamis, 3/2/20</p>	<p>Final Rating</p> <p>Complete</p>
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Not Complete Denise Roberts, 3/4/20

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 is committed to a high level of quality instructors by implementing a comprehensive professional development plan to support the school's mission and vision. Administrators, instructional personnel and staff will participate in Leader In Me training workshops for personal improvement and professional learning. Professional development will be an ongoing commitment of the School and will be demonstrated annually in the budget development process. The leadership team composed of the Principal, Assistant Principal and the Instructional Coaches will develop and implement the components of the professional development program to support STEAM integration and SEL. The School will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits through the Office of School Performance & Accountability or another approved source. The management company will support the school's professional development needs as directed by the Board and as needed by the school's administrators.

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.

Teacher effectiveness is crucial to the success of the School and its students. The School seeks to provide new and exciting professional opportunities for its teachers. Teachers and staff will share in the decision-making processes at the School through their participation in one of the Leader In Me committees. Teachers will be encouraged to incorporate their unique style into their instruction and will be provided multiple venues for collaborating on best practices with each other. A spirit of collaboration, rather than competition, will prove the most beneficial to students as well as create a positive working environment for teachers. The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive, emotional, and ethical growth. This will be accomplished through the establishment of professional learning communities.

The School will provide a strong academic program in a warm, work-friendly and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives. Teachers will be encouraged to communicate with their colleagues and share effective techniques used in the classroom. The master schedule will accommodate professional learning communities to take place between teachers in the school. "The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools." (DuFour, 2004). Some of the key questions that drive a professional learning community in education are;

- What do we want our students to know or learn?
- What are the indicators that let us know that our students have learned that information?

- What do we do differently when students are struggling or to improve the instructional approach? (DuFour, 2004)

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?

The School will require all staff to report to school one week prior to the opening of school for the purpose of becoming oriented to the Mission & Vision, Leader In Me program, along with various policies, methodologies and programs that will become the framework for the new charter school. Training during the week will be provided by consultants, instructional coaches, publishers, etc. Teachers who have attended local, state and national conferences during the summer may also serve as facilitators and provide training to the staff on research based educational practices.

Continuous Professional development will be offered throughout the school year in the following core components:

1. Mission and Vision- School administrators build understanding of the school's mission and vision. Faculty and staff will be trained in the development and use of the school's mission and vision in their own classrooms and in their Leader In Me committee toward achieving the school's goals;
2. Framework of Effective Instruction
3. Creating an Individualized Professional Development Plan

Instructional Coaches will support the professional development plan through the implementation of Coaching Cycles with teachers. These cycles will be individualized to observed needs for a group of teachers during their individual planning periods. The Coaches will also host "Chat & Chews" on Standards Based Planning and Instructional Strategies during common planning to groups of teachers monthly.

As part of the professional development plan, teachers will also serve as facilitators during the year. Department Chairs will lead professional learning communities (PLCs) on Instructional Strategies specific to their departments. They will then present the strategies to the entire faculty. Selected teachers will serve as mentors to early career educators. They will host in-house workshops and meetings on specific topics in order to facilitate, support, and encourage the new teacher. This practice also provides the opportunity for teachers as leaders to grow as leaders.

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 or collaboration and how such time will typically be used.

During the inaugural year, teachers will report to work for 10 days of PD prior to school opening. Each year thereafter, teachers will report 5 days prior to opening. Additional days for team professional development are built into the calendar. Each week, different meetings will occur for prescribed or specific PD or collaboration. Grade level common planning is built into the master schedule to allow teachers to work and plan together cross curricular activities. Throughout the school year, appropriate and relevant school-wide training will occur.

Attachments

Section 13: Professional Development

– No Attachments –

Notes

Denise Roberts, 3/4/20 2:48 PM:

The application does not explain how or the method that teacher participation in courses will be recorded.

14. Student Recruitment and Enrollment

Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 2/28/20	Meets the Standard
Meets the Standard	Marion Williams, 3/4/20	

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.

The School will: address stakeholders; ensure marketing, application, registration materials are available in multiple languages; include “Tuition-free public charter school” in its materials; engage the community through public presentations and partnerships; target local groups, homeowner associations with information about charter schools and AGA's curriculum focus, application procedure; use social media, applications, flyers, brochures, including information about Transportation/Lunch; contact social service agencies that typically serve “harder to reach” families; ensure that there are no “built in” barriers for applications or attendance; provide online and in person applications; publicize open enrollment periods, lottery dates, ensure that there is equal opportunity for acceptance.

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.

The School will: consider students for admission without regard to ethnicity, national origin, gender, or achievement level; embrace all students, regardless of their racial, cultural, ethnic or religious orientation; has adopted a non-discrimination policy and includes it in enrollment, marketing:

“The School is an Equal Opportunity Employer and a non-discriminatory educational provider. The school will not discriminate on the basis of race, creed, gender, sexual orientation, national origin or age in administration of its educational policies, admissions policies, athletic, and other school

programs.”

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.

The School will: be open to all eligible students residing in Broward County; not discriminate in the admission of students; be nonsectarian; not charge tuition or fees except for those fees normally charged by other public schools; ensure that the school is available to serve the residents of the school’s neighborhood; use the reasonable distance definition as provided under FS. 1002.33 (10) (4)(e); ensure students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district. As provided for in Florida’s Charter School Legislation, the School may also give enrollment priority to the following student populations:

Siblings of students enrolled in the charter school; Children of employees of the charter school and of Board Members of the School

Enrollment Timeline:

January 1, 2021 -March 2021: Initial student application period begins.

March 31, 2021: First official lottery. If the number of applicants exceeds capacity, admission lottery will be conducted, and Parents will be notified of child’s acceptance to the school. Parents will be required to complete a letter of acceptance and will be enrolled into the School. If there is greater subscription than there are available seats a waitlist will be generated.

April 1- June 30, 2021: Second registration period begins. If the number of applicants exceeds capacity, a lottery will be conducted. Parents of students enrolled during second registration period will be notified of their child’s acceptance to the school.

Year two (2) and subsequent years:

Recruitment activities after the first year of school will commence at the end of the calendar year.

Lottery Process:

The School will: have an open admissions policy as required by statute, unless the number of applicants exceeds capacity; add all applicants during the initial open enrollment period, to our database until the First Lottery; on the day of the First Lottery, the database will randomly select students for enrollment based on the number of seats available at each grade level; if the number of applicants is greater than the number of seats available, the remaining students will be placed on a waiting list for the Second or following lotteries; all applicants shall have an equal chance of being admitted through a random selection process overseen by the School’s accounting firm in conformity with Florida’s Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Any premature vacancies will be filled in the same way described above. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. All eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act. The School will hold an initial application period from February 1 to April 1 of each year (or the first business day in that month if these dates fall on a weekend). If the number of applicants for any grade level exceeds the available student vacancies for that grade

level, then a lottery will be held to randomly select from the total of student applicants for that grade. An offer of admission will be made to those applicants selected in the lottery to fill the number of student vacancies. Parents shall have ten (10) business days to respond to the admission offer. This period may be reduced in the weeks immediately preceding the opening of school. If the parent’s response is negative or if there is no response, then the School shall move to the next applicant selected in the lottery until all student vacancies have been filled. If for some reason, student spaces should become available after all names in the applicant pool have been exhausted, then the School will move to accept applicants into a new lottery pool and students on the waitlist will participate in future lotteries for seats as available dependent upon grade level.

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S- Student Enrollment Application	Bolanos, Frank Javier, 1/30/20 10:35 PM	PDF / 338.148 KB
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15. Parent and Community Involvement

Section Evaluation

<p>Complete Aneatra King, 3/5/20</p>	<p>Final Rating Complete</p>
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A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in the 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.

It is proven that parental involvement is essential to a student’s success and therefore increasing meaningful parental involvement is vital to the School. Through the Leader In Me Parent Development program, parents will be trained how to partner with the school and help their child develop life-ready leadership skills at home. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory parent ratings will be addressed.

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent’s ongoing commitment to their child’s schooling. Parents will be provided opportunities to meet a minimum 20-hour commitment based on the belief that a parent should be able to dedicate time each month (September to June) to in-school or out-of-school activities in direct support of the school and their child. The Governing Board will name a Parent Liaison that will be available to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The Parent Liaison’s contact information will be

available on the school website and sent out in the Annual Opening of School Newsletter. Examples of areas where parents and community members will be involved are:

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the school for parents to discuss topics affecting their children’s educational progress. These will be student led by students in grades 3 and higher
- Parent Meetings - held monthly that include Parent Leader In Me Training and an academic parent training component i.e. FSA Grade Level Expectations, Rtl/MTSS, Literacy, Math, STEAM
- Open Houses, Career Fairs, Special events - held yearly to maintain communication and active involvement between the school and community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication
- Parental Service Compacts – parents are requested to volunteer a minimum of 20 hours with their child’s teacher and/or be involved in school activities
- Parents As Leaders (PALS) –coordinates extra-curricular events involving parents, teachers, students, and community members
- School Advisory Council (SAC) - comprised of school personnel, parents, students, local businesses, and community members. The School will also foster partnerships with the community and its organizations inviting them to participate as active members in the SAC. This group will help craft yearly School Improvement Plans and review yearly climate survey data with the School leadership

The Board and School Principal will involve parents in the decision-making process by:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the School (SAC)
- Hosting monthly parent coffees to create informal opportunities to meet and hear parent concerns.
- Designing the strategic planning process for the school so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.
- Conducting a breakfast briefing for civic leaders to describe the charter school’s unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the School.
- Including a column written by the Board Chair or his designee in the monthly parent newsletter outlining key issues facing the school.
- Organizing a series of personal interviews by Board directors with the leaders of youth and family service agencies in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

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 management company, the members of the Board, and members of the SAC will be intricately involved in developing community partnerships. The local Board members will help build and cultivate partnerships that benefit the School community by identifying businesses that can support the STEAM initiative and promote the program through financial resources and human capital. The School will encourage community members to support our students through attendance at presentations, artistic shows, and academic competitions. The School will also

encourage local businesses to provide onsite mentoring in the STEAM initiative and to engage with students during projects, labs and the intentional community-based service-learning activities. The school will seek partnerships with community service organizations, such as area churches to inform community stakeholders about the proposed school and to determine where there may be other opportunities to develop working partnerships. The School Advisory Council (SAC) will assure that the community leaders, parents and school administration are all equally vested in the education of the children attending the School. Additionally, The School's leadership will be members of the local chamber of commerce and develop business and community partnerships that enrich the program.

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).

Please see Attachment T

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T- Support and Evidence of Need	Bolanos, Frank Javier, 1/31/20 6:03 PM	PDF / 5.566 MB
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BUSINESS PLAN AND ADDENDUMS

16. Facilities

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

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

Our team has negotiated a Purchase and Sale Agreement for 9 acres of appropriately zoned land in Southwest Ranches and easily accessible from both Pembroke Pines and Southwest Ranches, which will close upon approval of this charter application. The facility when complete will contain: two connecting buildings combined will measure 70,000 sq. ft with a total of 50 classrooms, a full-size gymnasium compatible with the National Federation of State High Schools Association (NFHS) requirements for basketball and volleyball, an athletic field and outdoor playgrounds. The facility scope will be based on previous plans that have been successfully deployed by our team for schools of this size and program. The layout will accommodate a logical separation of elementary (K-5) and middle (6-8) school grades. In addition, the buildings will include adequate resource rooms for the program, common areas for gathering (lunch, assemblies, etc.), and space for school leadership. The school site plan will also include: designated pick-up and drop-off zones, adequate stacking of vehicles and school buses and parking that meets code requirements.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school’s opening.

The School will comply with all applicable Florida Building Code and Fire Prevention Code. All building specifications as well as the final plans and site layout will be designed by a licensed architect and approved through the Broward County Planning department. Construction will be completed by a licensed General Contractor with pervasive experience in the construction of charter schools within a prescribed timeline. Having already met with the Broward County Planning department, we can confirm that the site will meet approval for educational use and is compatible with existing traffic and with local municipal/county planning. The construction contract itself will be in A1A format and include a Guaranteed Maximum Price as well as a schedule with a liquidated damage component that guarantees delivery to the school no later than July 15, 2021. These items are tied to the facility financing approval and are under Attachment U.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

The facility scope will be based on previous plans that have been successfully deployed by our team. The layout will accommodate a logical separation of elementary (K-5) and middle (6-8) school grades. In addition, the buildings will include adequate resource rooms for the program,

common areas for gathering (lunch, assemblies, etc.), and space for school leadership. The school site plan will also include designated pick-up and drop-off zones, adequate stacking of vehicles and school buses and parking that meets code requirements. The classrooms will be individually designated with compatible FISH identification numbers, are each approximately 700-800 sqft in size, and between the two buildings comport a total number sufficient to meet and even exceed current class size requirements for the proposed school size.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.

See attachment U.

E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

Our team will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by July 15, 2021, a contingency plan has been established and will activate approximately four months prior to the initial opening of school. The school has received offers from both Mobile Modular and ModSpace to construct a school facility on the land referenced above in the event that the primary facility is not ready for August 2021. The focus will shift to the development of a site which will suit the schools needs for a 1-3-year span, utilizing modular classroom space. Approximately five modular units of eight classrooms each would be required to open the school according to the initial years K-8 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a second contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will incur no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the best interests of the school. Also, the school has a backup contract for an additional parcel of land in Pembroke Pines in the event that the primary site is deemed unsuitable during the due diligence period prior to closing. Should these measures not guarantee a smooth and successful opening for students in August 2021, the school would ask for a planning year to complete the final construction project for opening one year later.

If the site is not yet acquired:

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

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

I. Describe the back-up facilities plan.

Not Applicable

Attachments

Section 16: Facilities

16.1	Attachment U- Evidence of Facility Funding Sources	Bolanos, Frank Javier, 1/31/20 6:37 PM	PDF / 4.611 MB
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17. Transportation Service

Section Evaluation

Meets the Standard Lisette Serrano, 3/4/20	<p style="text-align: center;">Final Rating</p> <p style="text-align: center;">Meets the Standard</p>
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Describe the school’s plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

Transportation will not be a barrier to equal access for all students residing within a reasonable distance of the school. The school intends to provide a sound yet efficient plan to transport students safely to and from school, with a focus on transporting a range between 25-40% of the total student population. Stop locations will be targeted to deliver service to students who primarily live between 2 to 5 miles of the school, and those areas of dense school enrollment where bus service would greatly reduce vehicular traffic congestion at the school and surrounding community. Students who have transportation listed as a related service of their IEP will receive that service according to the conditions detailed within their IEP.

The school has several options available to provide adequate transportation services to the school community. Assuming enrolled students will require transportation, the school will issue a Request For Proposals (RFPs) in order to solicit and select a transportation vendor approved by the School District of Broward County for the transportation of students. A copy of the contract between the school and the vendor will be provided to the Sponsor as part of the documentation required. LBS has the ability to facilitate contracts with private bus transportation companies that work with existing LBS schools in Broward County with full-service options that transport 300-500 students daily for an annual contract price ranging from \$140,000 to \$300,000. This price includes staffing, maintenance, route planning and support for TFTE verification. Should the school elect to operate their own buses, they have hundreds of pre-owned buses from which to choose and can make use of the financings available and articulated in Section 20, Budget. Florida Transportation Systems or a similarly equipped service company would be contracted for routine maintenance and inspections of these buses to ensure compliance with Florida law. Alternatively, the school may elect to purchase new school buses. School bus financing will be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 5.6% for a 7-year term on 72 passenger-rated school buses, and payments would be reflected in the budget as a component of the annual allowance for bus transportation in lieu of contracting with a vendor. Conceptually, the school would also be open to considering a service contract directly with the school district for transportation service should that option ever become available. The school will also make its arrival-dismissal process available to local daycare and afterschool programs in the event there are children that attend both the school and the local extended day

program in the outside community. Any and all transportation provided by the school will be offered at no cost to the student.

Attachments

Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

	Final Rating
Meets the Standard Ray Papa, 2/11/20	Meets the Standard

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.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with The Healthy, Hunger Free Kids Act of 2010 and the USDA Dietary Guidelines of meal components and portion size requirements. The school will either prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a USDA/Department of Agriculture registered vendor to provide the food and equipment necessary for holding the food at required temperatures. All meals will be distributed to students using a point of sale accountability procedure.

The school will apply to participate in the NSLP, including any and all programs within NSLP that may provide eligible benefits to our students, and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the most current Federal Income Guidelines.

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:

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

The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve 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.

The school facility will include a lunchroom or, at a 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
Partially Meets the Standard Sean Brown, 3/5/20	Partially Meets the Standard
Meets the Standard Victoria Stanford, 3/5/20	

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act. Specifically:

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

The school's number one priority is a safe and secure environment and the safety of its students and staff. The school will comply with all Federal, State and District requirements including 1006.12 F.S. In compliance with the Safe Schools legislation, the school will hire a qualified and certified Resource Officer or School Guardian to serve on campus during school hours. The school will take extra precautions to maintain the safety and security of its students and staff at all times, including the addition of a School Resource Officer or Guardian every day of the year when students are present.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

All "Active Shooter" trainings and drills will be done at the beginning of the school year per school

district and state-stipulated reporting timelines as required. All staff will be required to sign into the Active Shooter training to ensure that all personnel are well-aware and prepared in case of an Active Shooter. The plan will include but not be limited to:

- Identification of “lockdown” procedure for drills and actual active shooter situation, including the assigned room
- Identification of the “hard wall” in each room to ensure that students are best protected
- Review of protocols for blocking doors and staying within the designated area until the predefined all clear signal has been given

The School’s Code Red Active Shooter situation or drill will be included within the school’s Emergency Plan and Procedures, which will be reviewed and trained as part of the beginning of the year procedures and available via video-webinar based training. The video-webinar based training will be available virtually for all new staff members to review should they join the School after the beginning of the year and for staff members that attended the training to be able to refresh themselves on this important training.

C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.

The school will establish a threat assessment team that will be comprised of key administrative and other personnel to ensure that all key perspectives are integrated into the school threat management efforts. The team will, at a minimum, include but not be limited to the following individuals:

Principal	Assistant Principal	Officer/ Guardian	Facilities Manager
Counselor	Registrar	Two (2) Teacher Leaders	Instructional Coach

The threat assessment team will meet a minimum of once per month as per district requirements and additionally if one of the members perceives the emergence of a threat that must be addressed more immediately. Should the meetings result in changes to the school’s Active Assailant emergency plan or other procedures, those changes will be communicated to staff and/or students and parents within reasonable timing. One of the key agenda items to be discussed during each monthly threat assessment team meeting will be any individuals whose behavior may pose a threat to the safety of staff or students. The school will have a clear “see something, say something” policy in which all individuals will be able to inform an administrator or other school staff member who, for whatever reason may pose a threat to the school, including but not limited to:

- Verbal remarks made by individuals that pertain to a dangerous situation with a person’s mental health, school safety or a threat against another individual or group of individuals
- Content or social media that pertains to safety and/or possible threats

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

Any incidents that occur at the School that pertain to the safety of students and/or staff will be reported that same day via email and telephone call to the Districts designated school

representative. The details of the incident, resulting action that occurred on behalf of the school-site including any action taken on behalf of administration will be included within the report submitted to the district personnel. The contact information of all pertinent parties will also be included within the detailed report.

Attachments

Section 19: School Safety and Security

– No Attachments –

Notes

Victoria Stanford, 3/5/20 10:06 PM:

1. In your Emergency Plan, address all “unplanned” events such as fire, weather, boil water advisories and other emergencies/events that could affect your school. 2. To comply with the National Fire Prevention Code (NFPA1): the School Board of Broward County requires two drills within the first two weeks of school and then one every month in which the facility is in session.

Sean Brown, 3/4/20 5:25 PM:

section 1006.07(6), relating to adopting an active assailant response plan and provide annual training. Not clearly stated How the school will adopt an active assailant response plan. Section 1006.07 (9), relating to School Environmental Safety Incident Reporting. Districts designated school representative. Please elaborate on what you mean by following district requirements.

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, 3/12/20	

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.

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. 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.

Not Applicable

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.

Avant Garde Academy has developed a five-year detailed budget instrument that provides substantial information on the fiscal operation of the school presented in the preferred Broward County format. This draft assumes an increase of enrollment, staffing, purchases, and facility in the first five years of operation. The charts and tables indicate staffing levels to meet the needs of up to 800 students, with one grade level of students being added each of the first three years. The school budget is thoughtfully built to provide an accurate yet fundamentally conservative financial basis, ensuring that the school is sustainable over the long term. Four important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the first year FEFP is based on the 2019-2020, second calculation funding formula available as of November 2019 and is projecting 2% inflationary increase for both revenue and expense in the FEFP in years 2-5. There is a contingency fund built into the expense section of the budget, and the budget does not rely heavily on any outside sources of funds to operate, and those supplemental funds are based on actual returns for the existing Broward county Avant Garde schools, adjusted conservatively down. Similarly, the school's budget was developed based on per-pupil spending drawn from actual operations of the existing charter schools located in Broward, particularly those operated by our team. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning.

Income Assumptions

- FEFP revenue is projected as flat for year one, then 2% on following years in conjunction with expense.
- Capital Outlay Revenue begins in year one as the school will be part of the Avant Garde Academy Foundation network and will open fully accredited.
- The School will apply for the Charter School Start-up Planning and Implementation Grant, but those funds were not included in the budget because they are not a guaranteed source of revenue.
- The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral to the school. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary and is assumed to be all inclusive and cost neutral, thereby omitted from both revenue and expense sides of the school budget.

- Loans will be utilized to pay for those items that must be purchased before the school opens or at the beginning of the school year and to assist with cash flow needs. AGA maintains a very strong reputation in the finance market and has established lines of credit for the school at sub-market rates to facilitate a smooth opening while ensuring that operating cash is not an issue and the facility and classrooms within are equipped to deliver the school program on opening day.

Expense Assumptions

- Teacher salaries are budgeted at a median starting annual rate of \$45,000 and increase in years two through five. In addition to these average base salaries, there is an additional \$100,000 placed into the salary expense for any additional needs not contemplated during the application process, additional dollars for those staff that are hired above the average salary, substitute days and PTO.
- The budget includes a contingency surplus of at least 2.4% annually. The expectation is that these dollars will not be spent and will be available at the end of the school year to use toward salary increases for school staff, and any other debt service pay down.
- FEFP increases in years 2-5 will be applied first toward salary increases for school staff.
- Any cash surplus at the end of the year will be applied first toward salary increases for school staff.
- Budgeting conservatively for salary increases yet earmarking externally driven factors such as FEFP as well as internal factors such as contingency offers protection to the overall school budget, empowers the school leadership to be wise with their fiduciary responsibilities and provides a direct conduit by which the school can sustain salary costs over the long term by tying it to annual FEFP increases. When salaries at approximately 50% of the overall budget, salaries can be increased at near twice the percentage of the overall FEFP increase without increasing net relative cost to the school as long as other expenses remained flat.
- Fringe Benefits are estimated at 30% of salary.
- The School has budgeted monthly payments in years one-five for textbooks and other direct educational expenses, as well as payments on any and all Furniture, Fixtures, Equipment, and Technology that the school will need to deliver its education program in the debt service line of the budget. This equates to an overall capacity to carry in excess of 1.25 million dollars in an annualized lease or similar type financing arrangement at current market rates, which equates to over 2,000 dollars per student for educational materials and related technology to support the program.
- Beginning Rent is budgeted at approximately \$1,300 per student to ensure proper balance of facility costs to overall budget, yet at the same time delivering a top-quality facility on opening day. The Board will negotiate the facility lease on a per student basis to protect the financial integrity of the School as it relates to student enrollment.
- The cost for the required independent annual audit is included as a \$12,000 expense under General Administration Expenses, beginning in year two which contemplates payment for the first full year of the school's operation. The cost for payroll and accounting is included in the Financial Accounting line item.
- Transportation gross expense has been budgeted at the current contracted rate for the AGA Broward schools for an estimated 25-40% of the student population in years one-five. This will allow the school to contract for services until the school population is fully known based on actual registrations, then possibly transition to an in-house program at an overall lower cost relative to the increasing number of students that will be transported as the school continues to grow.
- Operation of Plant costs have been developed based on actuals from the other AGA Broward charter schools in operation.

- All expenses related to professional development for the staff is assumed to be part of the consulting fees to the management team. As stated in the narratives in Education and Curriculum Plans, the management team will be responsible to secure professional development for the staff for initial and ongoing development in the STEAM initiative, core subjects and all areas identified in the PD plan.
- Variable costs are based on a per student basis and increase accordingly as student enrollment increases.
- The FFET and curriculum loan is a critical aspect of the school's financial model and a cornerstone of current schools' financial and academic success. Our team has negotiated financing that allows schools to open with a full complement of furniture, technology, equipment and curriculum (including STEM-based curriculum) so that the school possesses everything it needs for students to be successful on opening day, while at the same time amortizing the cost over several school years to bring it in line with a traditional depreciation timeline. Examples of these types of items and the financings are included under Attachment Z. To support the beginning school even further, the repayment schedule begins with an interest only period, and then increases slowly over a five-year period.

Employee benefits are based on the recommended parameters of the FLDOE Charter Support Unit and are adjusted for prevailing local market conditions. The benefits currently offered by other local charter schools have been taken into consideration within the school's budget constraints and parameters. Additional benefits that are budgeted and will be offered are: health insurance, retirement, FICA, unemployment taxes and workers compensation. The board has budgeted to pay for the employer's portion of employee's health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. Dependent coverage will be offered and paid for by the employee through payroll deduction. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School. The AGA team has a longstanding relationship with BB&T for its human resources, employee benefits, retirement and worker's compensation needs. The combined buying power offered by BB&T will allow the school to obtain a benefit coverage plan comparable to that offered by large companies. Insurance expenses are estimated based on actual schools and adjusted for prevailing local rates. Facilities and common area maintenance will be contracted out. The following guidelines were used to estimate the staffing, operations and facilities costs:

Staffing

- The number of instructional staff complies with the class size reduction act.
- Included in management fees and inherent in some curriculum adoption costs are professional development offerings which further the curriculum plan of the school.
- Salaries are forecast using guidance from published Broward County pay scale of an average 7th year teacher in effect and charter schools of similar size and location, as well as the AGA Broward schools current salary scale.
- Human resources functions and payroll administration will be outsourced to a provider. The cost for these services is included in the management fee.

Operations

- The school will follow the district's vendor and procurement policy in the procurement of supplies, equipment, construction, training, and other services.
- A monetary cap and threshold will be established for small purchases.
- Instructional material costs are based on consultations with various vendors and through analysis of other schools.
- The infrastructure to implement the school's vision is supported by the budget.
- The Board will negotiate benefits and other operational services.
- The spending priorities of the School are as follows:

1. Personnel expenses
2. Instructional Resources
3. Facilities costs
4. Furniture Fixture & Equipment lease payments
5. All other operating expenses, excluding the fee paid to the management company
6. Management fees or educational consultant fees

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.

As described in the budget narrative, the school has arranged for a long-term loan for all necessary facility, furniture, fixtures, equipment, technology and curriculum to open and operate the school from its very first day. Additional capital needs are provided for in the cumulative annual operating budgets and borrowing power increases as the school grows in enrollment. The Break-Even Point of Student Enrollment becomes a key indicator for opening charter schools that can be difficult to identify due to ongoing economies of scale that shift as enrollments go either up or down. Notwithstanding, the Board has pre-identified approximately three hundred thousand dollars in salary and benefits for non-core instructional and related staff (or 17% of projected staffing costs), and three hundred thousand dollars in non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or initially 458 student equivalent revenue. This enrollment number would further effectuate a reduction to the core instructional teacher requirement by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 417 students needed to break even. Additionally, the facility itself is negotiated on a per-pupil basis and costs shift downward parallel to any gap between expected and actual enrollment which would allow the school to operate at approximately 50% capacity in year 1, or 357 students K-6. Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school. Should the revenue reduction be a result of lower than expected enrollment, the budget review will also include a reconciliation of current staffing needs and appropriate reductions in force (RIF) will occur within the first six weeks of school.

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).

As depicted in Attachment U, LBS and its partners (AES) has facilitated loans that will support the school throughout its early years, particularly in years 1-5. These financings are available at any time during the school's operation: from charter application approval ongoing for the life of the school. This valuable resource when combined with enrollment-driven lease cost and the FFET and curriculum loan, provide the strongest protection available for a new charter school.

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.

SEE ATTACHMENT X and Y

Attachments

Section 20: Budget

20.1	Attachment Y- Startup Budget	Bolanos, Frank Javier, 2/1/20 1:35 AM	PDF / 63.194 KB
20.2	Attachment X- Proposed Operating Budget	Bolanos, Frank Javier, 1/30/20 10:37 PM	PDF / 82.743 KB
20.3	Attachment W- Revenue Estimating Worksheet	Bolanos, Frank Javier, 1/30/20 10:36 PM	PDF / 150.021 KB

Notes

Cecilia Zereceda, 3/12/20 8:02 PM:

In addition to prior note: 20.E. School's contingency plan: The applicant failed to include budgets for 75% and 50% of revenue projections. 20.G. The monthly cash flow projection is incomplete. It does not include the school's start-up period. 20.D The budget narrative states that examples of FFET, curriculum loan and the financing are included under Attachment Z. The applicant failed to provide attachment Z. The budget narrative states that the school has budgeted monthly payments in yeas 1-5 for textbooks and other direct educational expenses, as well as FFET in the debt service line of the budget (over \$2,000 per student). The budget shows just \$264,741 budgeted to function 9200. Expenses in function 7300 School Administration are \$507,884 which are just administration salaries (per staffing attachment). The budget does not include expenses for other items related to school administration (rentals, communication, supplies, other purchased services, computer software, etc.) Section 25 ESP states that the management fee will be 11% of the total revenue. Where is this expense of \$484,985 coded? Applicant's answer to this question was that it was part of 7300 School Administration. As explained in the above paragraph, function 7300 contains just administration salaries, therefore; the applicant's answer was not accurate.

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

20 B. Start Up Budget ? Startup budget was not provided. The attachment Y that was provided included a cash flow for the first year. ? A balance sheet was not provided. 20 D. Narrative Description of line item revenues & expenditures ? It is impossible to determine line item expenditures as budget was not submitted on the budget template and the budget was presented by Function only. ? Certain functions seem underestimated (for example, 7900 Operation of Plant. The expense is \$750,000, of which \$720,200 is rent. It appears unrealistic that \$29,800 is enough to cover the remaining 7900 expenses, which includes custodial, insurance & bond premiums, utilities, etc.) ? The annual audit expense belongs under function 7100, not 7200.

21. Financial Management and Oversight

Section Evaluation

Meets the Standard Reynaldo Tunnermann, 3/3/20

Meets the Standard Lourdes Panizo, 3/3/20

Meets the Standard April Kowalski, 3/4/20

Final Rating

Meets the Standard

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 Board is ultimately responsible for the financial management and fiscal viability of the school, focusing on formulating sound financial policies and monitoring all major financial decisions, particularly during the formative years of the school. T

Financial Goals and Oversight

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal in conjunction with the ESP and the Board will prepare a school-site budget that will include anticipated revenues and expenditures based on student enrollment. The Board will minimally review and approve an updated budget on a quarterly basis with revisions as necessary. The Board's Treasurer will review monthly financial statements as well as expenditures that have not been previously authorized in the approved budget on a monthly basis and provide a formal report to the board each month. The board will also adopt a policy whereby the principal will need to seek prior board approval for expenditures over a pre-approved amount.

The Board will oversee the Principal and remain responsible for all financial matters delegated to the principal. The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables.

The Board Treasurer, Principal, Business Manager, representative from the ESP, and whomever else the Board appoints, represents the Finance Committee of the school with each individual bringing experience and expertise in charter school financial management. The Finance Committee is commissioned by and responsible to the board for all financial matters related to the school including but not limited to budgeting, forecasting and financial reporting.

At each board meeting, the monthly financial reports that detail the charter school's income, expenses and any surplus or deficit will be presented. The reports also highlight any deviations from the budget, projected revenues and any actions the charter school administrator takes to correct those deviations, as well as three critical components:

- Cash-flow projection worksheet.
- Balance sheet.
- Income statement.

The school's Principal and the ESP will ensure that the board or the board's Finance Committee receives the following information minimally on a quarterly basis:

- A report on the number of students currently enrolled compared with the number projected, and compared with the number in the same period of the previous year
- A report on fund raising activities and results
- A list of critical items that might affect the financial viability of the charter school.

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

The Governing Board will establish financial management policies and procedures to further safeguard the public money entrusted to its care, including: retaining the services of a CPA for the annual independent financial audit and review, approval of 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, review and monitor the financial statements described above, and developing internal controls and similar policies to monitor and protect

school funds and the employees that process them. A strong internal control policy will be guided by the following financial management principles:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured, and inventoried and appropriate employees bonded.
4. Internal accounting procedures for account receivables and accounts payables.
5. The School will utilize established procedures for cash receipts, cash disbursements and record keeping.

The school will provide monthly financial statements to Broward County including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the school board in the charter school contractual agreement between the school and the school district.

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

The Governing Board will utilize audits in carrying out its responsibility to assure the school's financial resources are properly managed. The board understands the fiduciary responsibility it holds in using public funds to provide its students with a free and appropriate public education. The Board will comply with all of the requirements set forth by the laws, rules and regulations at the Federal, State and district level.

The Board is fully aware of and will comply with the following:

An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of Florida, and the charter school's independently audited financial statements shall be included in this report, which is due to the Charter Schools Support Office by September 30th of every year.

If an annual audit conducted by a certified public accountant in accordance with s. 218.39 reveals one or more of the conditions specified in s. 218.503(1), F.S. have occurred, or will occur if action is not taken, the auditor must notify the governing board of the charter school or charter technical career center, the Board, and the Commissioner of Education within 7 business days.

If the Commissioner determines that the charter school requires a financial emergency plan, then the school is considered to be in a state of financial emergency and must submit a detailed financial recovery plan with the District and the Commissioner of Education within 30 days. The Commissioner of Education shall annually report to the State Board of Education each charter school and charter technical career center that is subject to a financial recovery plan or corrective action plan.

The School will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between Broward County and the board in the Charter. The auditor will understand and agree to the following in writing: "That if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, Broward County, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, Broward County, and the Department of Education within 14 working days of the exit interview."

The Governing Board will comply with all of Broward County requirements for submitting the annual audited financial statements and will be prepared to cooperate fully with any additional information that may be requested. The Board will establish through the Finance Committee, in accordance with the Florida Consortium of Charter Schools, Technical Assistance Paper #2009-03, to assist in selecting an auditor to conduct the annual financial audit. Pursuant to section 218.391, F.S.,. After the Finance committee has made its recommendations according to the procedures established in statute, the governing body shall select one of the firms and negotiate a written contract.

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

Financial records will be maintained and kept for those periods required by law. Most contracts and other sensitive financial records will be copied and stored offsite in electronic form. 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 the local school district.

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 reports.

Through the ESP the Governing Board will employ stringent and transparent financial reporting requirements, as follows:

- All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the board.
- The document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment.
- A copy of the monthly bank reconciliation and financial reports are maintained on the document portal and the bank register is updated weekly and posted to the portal.
- Enrollment is monitored weekly by the school's registrar, and daily during FTE survey periods.
- The school will provide an annual financial report and program cost report information in state-required formats for inclusion in the district's reporting in compliance with §1011.60(1), Fla. Stat.
- The school will provide Broward County reports showing balance sheet, income statements, bank reconciliations, and any other documents as agreed to and provided in the Charter.
- Budgets that are approved by board action will be published alongside approved board minutes on the school's website.
- Monthly financials that have been fully reviewed and reconciled by the Finance Committee will also be published on the school's website.
- Annual financial audits will be published on the school's website.
- Annually, the school will review the most current budget and prior year financial audit at a school wide staff meeting and PTO meeting.

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.

The school intends to contract with the reputable back office support firm Building Hope for financial accounting services. This service contract includes processing of all Accounts Receivable (AR), Accounts Payable (AP), data entry, vendor verification, check production, bank

reconciliation and financial statement drafting. LBS has negotiated an annual contracted rate of \$60 per K-8 student, per school year.

G. Describe how the school will store financial records.

The School will maintain both student and financial records consistent 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. Permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials, if feasible, and in such an arrangement as to be easily accessible. Financial records including personnel files will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

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 provide evidence of insurance coverage as required by Florida law, Broward County and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A- "or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company. Insurance coverage will be minimally as follows, unless agreed differently by the school district and Board in the Charter Agreement:

- School Leaders Errors and Omissions, Directors and Officers, Educator Liability,
- Employee Dishonesty/Crime, Sexual Abuse/Misconduct \$1,000,000 per claim/\$3,000,000 annual aggregate, maximum \$25,000 deductible.
- Fidelity Bonds
 - The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.
- Commercial General Liability Insurance
 - \$1,000,000 per occurrence/\$3,000,000 annual aggregate. Property damage liability will be on a first-dollar basis without deductible or self-insured retention. The maximum property damage liability shall be \$1,000.
- Automobile Liability Insurance
 - \$1,000,000 per occurrence/\$3,000,000 annual aggregate including all owned and non-owned automobiles.
- Worker's Compensation Insurance
 - Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease(s); \$500,000 Diseases, each employee; or, as required by Florida Law.
- Fire, Property & Casualty - Bldg. & Equipment Coverage
 - Property coverage insurance will be carried on all real and tangible property with a value greater than \$750 and totaling the actual cost of the facility and its contents.
- Unemployment Insurance

The School will provide quality health insurance, secondary benefits and retirement to employees and eligible family members.

Attachments

Section 21: Financial Management and Oversight

– No Attachments –

22. Start-Up Plan

Section Evaluation

	Final Rating
Meets the Standard Cassandra Vallianos, 3/4/20	Meets the Standard

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

1. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
2. Identifying and securing facility
3. Recruiting and hiring staff (leaders, teachers, and other staff)
4. Staff training
5. Finalizing curriculum and other instructional materials
6. Governing board training
7. Policy adoption by Board (if necessary)
8. Recruiting students
9. Enrollment lottery, if necessary
10. Establishing financial procedures
11. Securing contracted services
12. Fundraising, if applicable
13. Finalizing transportation and food service plans
14. Procuring furniture, fixtures and equipment
15. 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 will implement the below detailed action plan that will assure the timely opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School’s staff and parents, throughout the timeline in the action plan. The Board will work closely with LBS, and experienced charter school developer, to facilitate the implementation of all components of the action plan.

Start-up Action Plan for August 2021 First Day Opening

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Item	Timeline
State Corporation Filing	Complete
Site Selection - initial vetting of adequate facilities and due diligence	June 2019 - August 2020
Approval of application by school district	2020
Start-up Grant preparation	July-November 2020
Board participation in Florida Charter School Conference: board members will focus on governance and innovative programs	October 2020
Start-up Grant Submission	December 2020
Corporation filing 1023 for 501c3 approval	February 2020
School Board approval of contract	February 2021
Develop Board Policies & Procedures	January 2020- March 2021
Principal Begins Work	January 2021
Complete site plan, permitting and financing for facility and FFET	July - October 2020
Construction Begins	January 2021
Begin Marketing Effort for enrollment and community outreach, open enrollment period begins	January 2021

Teacher Recruitment highlighting the unique & innovative programs that promote teacher creativity and project-based learning	February 2021 – July 2021
Parent Orientation Meetings highlighting the school’s program	January 2021-July 2021
Finalize & approve Board policies & procedures	April 2021
Issue RFP for identified service contracts	April 2021
Open Enrollment Period Ends. First Lottery is held. Open seats post-lottery filled on a first come, first served basis	April 2021
Student registration period	April 2021 – August 2021
Selection and Hiring of staff per staffing plan	April 2021- July 2021
Coordinate summer and preplanning PD calendar for staff	April 2021 - July 2021
Finalize & Order Furniture, Fixtures, Equipment, Technology and Curriculum (paid for with funds from long term loan)	May 2021
Board Member required training	May 2021-July 2021
Complete pre-opening checklist	May 2021-July 2021
School Principal & Finance Officer FLDOE required training	May 2021
Facility construction complete, CO issued	June 30, 2021
501c3 approval received	July 2021
Delivery and installation of FFET. Curriculum materials	

delivered	July 2021
Staff orientation and PD, preparing for the first day of school	August 2021

Attachments

Section 22: Start-Up Plan

– No Attachments –

23. Addendum A: Replications

Section Evaluation

	Final Rating
Completed Brenda Santiago, 2/27/20	Completed

A. Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.

AGA West is replicating the existing and successful school design at Avant Garde Academy Broward K8 - MISD #5015, located in Hollywood, Florida. The proposed school is substantially similar overall to the existing school design and curriculum of the Hollywood school. The individuals and organizations involved in the establishment and operation of the proposed school are deeply involved in the operation and widely used curriculum of the Hollywood school that is being replicated. Avant Garde Academy Broward K8 in Hollywood opened with over 900 students, reaching our enrollment targets year over year and has demonstrated academic growth and achievement with a very diverse student body. AGA Hollywood is a Title 1 School serving a high percentage of English Language Learners. The School is completing its certification as a Lighthouse Model School for its exemplary implementation of Leader In Me. AGA Broward has continually demonstrated academic growth and increased compliance and success in meeting the requirements for successful OSPR visits. A true implementation of the STEAM model has proven successful in attracting families to meet our enrollment targets as well as recruiting passionate staff. AGA West will follow a very similar track as the Hollywood campus and will utilize that experience for success at the proposed school. There is significant strength and depth of the leadership at the Hollywood school that will serve the proposed school well.

B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.

The key components that will be replicated in the proposed school include two non-negotiable

elements: a rigorous high-quality STEAM integration program and the full implementation with fidelity of The Leader in Me program. This will assure that the School will meet its mission to prepare students to succeed in a competitive global society through an academically challenging educational program. We believe that this will “transform(s) student potential into academic achievement”. The goal is to meet the needs of all learning styles and abilities through the use of high-quality curriculum materials focused on STEAM and a strong SEL program focused on leadership principles. Mastery of the standards through a variety of instructional strategies infused with technology and social emotional learning will be a highlight of instruction. This coupling allows students to not only learn, but more importantly, apply the required standards into real-world situations. This enhances critical-thinking and decision-making skills while bringing students’ attention to what lies ahead after elementary and middle school. These elements are discussed further in Section 3.

C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant’s target population.

The proposed school is replicating the existing and successful school design at Avant Garde Academy K8 - MISD #5015, located in Hollywood, Florida. The proposed school is substantially similar overall to the existing school design and curriculum of the Hollywood school. The proposed school anticipates that it will enroll a diverse student population, similar to Hollywood and is prepared to provide the necessary level of support for student success. The School’s educational program described thoroughly in Sections 3, 4 and 5 has been fashioned as a replication of the existing program at Hollywood that is currently meeting the needs of a similar population. It is expected that the ELL and EDS population of this program will be lower than that of the Hollywood campus, and therefore expect higher academic performance and proficiency in its initial years of operation. However, the School will review incoming baseline data of all students and strive to show individual and collective academic growth and to decrease any existing achievement gaps. The academic goals and needs of the school are anchored by the same conscientious financial strategy that has succeeded in the AGA Hollywood campus and will allow the school to annually increase its number of students, while providing students and teachers with all of the tools necessary for academic success.

D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.

The current school enrolls a diverse student population. All students at the School benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. As described in Section 4, apart from providing the specific services listed in a student’s IEP, EP, and/or ELL/LEP plan as applicable, the School’s faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in Section 5.

E. Describe any other ways in which features of the proposed school’s educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.

Not applicable. The School does not anticipate that there will be a need to change the existing program that is being replicated.

F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.

Contrary to other EMO/CMO models, schools within the Avant Garde Academy network are not leveraged financially against one another nor do they share direct resources, assets or other items of monetary value. Each School will operate independent of one another in distributing revenues from the FEFP to acquire a facility and outfit the School with all the FFET as described in the sections above. However, when it is appropriate the schools can take advantage of volume discounts on purchased resources and utilizing shared expertise. As it relates to funding, in this replication model, due to the size, diversity and age of Avant Garde Academy Broward, AGAW will have access to expertise and shared resources at a level that will likely reduce the net cost of the replication related to the original program. The ability to share personnel of different levels of specialty will prevent either program from duplicating that level of knowledge in the individual campuses and will provide potential to decrease the net costs at each school as potential administrative and instructional support positions are shared. This will also result in a rapid increase of program capacity in all areas as that shared expertise is available now and will continue as a part of the subsequent opening and continued operation of the replicated school.

We anticipate this to increase student achievement and overall capacity of School performance at each campus.

G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

This is the School’s first replication. The organization has waited to effectively and successfully develop the Hollywood school, complete the initial 5-year charter contract and successfully navigate through the renewal process before submitting this first replication.

Attachments

Section 23: Addendum A: Replications

– No Attachments –

Notes

Brenda Santiago, 2/27/20 2:22 PM:

Notes by Donte Fulton-Collins and Brenda Santiago - According to this application this applicant is replicating "Avant Garde Academy K-8 Broward - 5015" located in Hollywood, Florida, which is currently operated under the non-profit entity, "Avant Garde Academy, Inc." According to the Application Cover Sheet, the name of the non-Profit organization submitting this charter application replication is "Avant Garde Academy K8, Inc." The name of this non-profit entity does not match the name of the nonprofit entity which currently operates 5015. In addition, the agreement for "Avant Garde Academy K-8 Broward - 5015" expires on June 30, 2020 and the school is being renewed as a K-5 under a new entity name, "Avant Garde Academy Foundation, Inc."

24. Addendum A1: High Performing Replications

Section Evaluation

Not Required Brenda Santiago, 2/27/20	Final Rating Not Required
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Not Applicable

Attachments

Section 24: Addendum A1: High Performing Replications

– No Attachments –

25. Addendum B: Education Service Providers

Section Evaluation

Completed Brenda Santiago, 2/27/20	Final Rating Completed
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An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP’s track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The Board determined that in order to develop a high performing school it needed the broad level of services and experience of an ESP. The Board recognizes the complexity of managing a school and the high level of expertise required. An important component of the replication is to continue to utilize the services of the same ESP and school support management personnel that is currently supporting the staff and programs at the Hollywood school. The Board has contracted with LBS Services Inc. (LBS) as an ESP with a special focus on curriculum development, instructional support, professional development and program fidelity in order to better support the school’s mission. The LBS team successfully secured financing in Hollywood for start-up capital, secured a lease for a multi-phase construction of a 200,000 square foot facility to ultimately house over 2,000 students, and negotiated leases on behalf of the Board. All of these efforts were essential in developing and establishing the Hollywood school’s STEAM and Leadership initiatives.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

LBS currently serves as the ESP for Avant Garde Academy K8 Broward (#5015) in Hollywood, Florida. This application is being presented as a replication of the Hollywood school. LBS is an integral part of the organization and is involved in the establishment and operation of both the existing and proposed school. The ESP has been deeply involved in the operation of the similar school in Hollywood from its inception. LBS is a locally based, boutique consulting firm committed to supporting all charter school start up and operations that are in the best interest of the school. The Governing Board has identified LBS as the preferred provider for these services based upon the experience and expertise of the founders/principles of the firm and the collective success they have each demonstrated in the existing Hollywood school. The support services from LBS are uniquely tailored to the School and Board they serve, and they are intimately committed to the STEAM mission of the school. This ESP has demonstrated the ability to open a school successfully by providing the full operational ESP services for another program, AGA Broward that opened successfully in August of 2015. LBS successfully implemented a highly successful marketing campaign that resulted in over 2000 student applications to open the school at full enrollment at the target of 938 students with a healthy, balanced waitlist. Finally, LBS and its partners successfully secured a visionary school leader and provided assistance in recruiting and hiring the entire instructional and administrative support staff. The Governing Board of AGA West also holds the same position in the board of the Hollywood school and is intimately familiar with the work and success of the ESP at the Hollywood school. will help us meet our mission to provide our students with a creative and challenging student-centered The Board believes that the ESP will effectively implement and support the learning environment that focuses on science, technology, engineering, arts, and math (STEAM), implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

Not Applicable.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The Board has assessed the ESPs capabilities through its success at the Hollywood school. The ESP's educational model met the Board's objective of having a personalized academic plan for students that uses current, individual performance data to drive instruction, and maintains a scope and sequence that promotes efficient student learning. Perhaps most importantly, the Board believes that the ESP will also instill in our students the understanding that their academic success must be integrated with their desire to become socially responsible and productive citizens within our growing communities. This is a key component of the school's vision.

Local Hiring and Training Practices: LBS is committed to providing all of the resources and support a school community needs while empowering site-based leadership to implement a top-quality vision and mission for children, to own the decision-making and ultimate success of programs by developing visionary, expertise-driven servant leadership. All instructional decisions are made with one simple question in mind: "Is this best for students?" LBS will train school staff with the understanding that integrity is the consistency between what we say and what we do. LBS will identify school leaders and educators who have demonstrated measurable success in with previous schools and student populations, to serve in our schools and act as mentors to our new school leaders and educators.

Local Community Support: LBS will develop partnerships with local and regional organizations that depend on STEAM-based workforce, and willing to offer their expertise and resources into our curriculum model to provide our students with the technology, tools and knowledge they will need to be successful.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

LBS' mission is to be a leader in the development of bright scholars from diverse backgrounds, providing them with a safe and caring environment that develops the whole child. LBS' five-year growth plan is focused on the Hollywood school and its replication. The collaborative support philosophy and systems that have been established at the Hollywood school will be replicated at the proposed school.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

The principles of LBS possess extensive charter school support experience that the school's Board of Directors believes will greatly enhance the success of the school. The same ESP leadership team that helped build and currently supports the AGA Hollywood school will be involved in the proposed school. LBS is headed by Frank Bolanos, Frances Bolanos, Jennifer Lucas, and Justin Matthews. Frank Bolaños supports the School's overall implementation of the Board's mission and has a rich background in the planning and implementation of the mission, guiding principles and program integrity of both traditional, as well as public charter schools. Mr. Bolanos was Chairman of the Miami-Dade County School Board. Frances Bolanos supports the operational needs of the AGA Hollywood school and has vast experience working with the educational and personal development needs of children as an Executive Director of the YMCA in Pembroke Pines and the development officer of CHARLEE, a foster care agency. Mr. Justin Matthews has served as a public-school educator in Florida and North Carolina for the past nineteen years. He has held the positions of CEO/Executive Director, Region Director, Founding K-12 Principal, Chief of Operations, Head of High School, and Assistant Principal, while also serving as an elementary and high school teacher in his career. Mr. Matthews has been directly responsible for the successful construction of over two million square feet of charter school facilities, numerous gymnasiums, sports fields, cafeterias, playgrounds valued at over two hundred million dollars in financing for charter schools, most recently a record setting thirty-three million dollar building and multiple sport field project at Mountain Island Charter School. Mr. Matthews regularly works with schools and entities in Florida and North Carolina through his consulting firm Alliance Education Services, and with Cognia as a Lead External Review Evaluator. He was the 2010 National Innovation Principal of the year and runner up in the 2013 Governor's State competition for the top 25 School Leaders in Florida. Schools under his leadership have won numerous national awards in the areas of academics, parent choice, school culture, and operations. Mrs. Jennifer Lucas has been involved in charter school education since 2005 and has served as teacher, instructional coach, Principal, and Superintendent in Prek-12 grade highly successful charter schools. As the Academic Officer, Jennifer works with the Principals and leadership teams serving schools to support daily operations, educational programs and staff/parent issues. Jennifer is currently serving in leadership roles of the Board of NC Association for Public Charter Schools and lead member Durham Charter Collaborative Organization. Jennifer is also a master trainer for multiple RTO and Leadership Conferences and Trainings for charter schools. Additionally, Jennifer serves as a team member for Cognia (formerly AdvancEd) Accreditation and has guided numerous schools through the accreditation and

continuous improvement model to help increase academic achievement school culture and compliance in charter school operations in Florida and North Carolina. (See Attachment BB for the organizational chart of the ESP).

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The LBS team has demonstrated its organizational capacity to open a high-quality school with the opening, growth and management of the AGA K8 and AGA 6-12 schools located in Hollywood, Florida. The LBS team established a sound foundation for one of the largest charter school openings and one of the fastest growing charters in the area, with a student population that has doubled in size in just a few years. The growth plan of the ESP is focused on the existing Hollywood school and the proposed new school, AGA West. This will allow the LBS management team to focus its resources on the continued success of the Hollywood school and the proposed school. The replication model will add to the efficiencies of scale at both campuses. A highly successful and collaborative team approach is in place that honors the areas of strength of the team members and identifies each one as a subject matter expert. The LBS team has five years of experience working together and effectively answering the myriad of daily issues and challenges that affront a school and its administrators. A delicate and crucial balance has been established in the Hollywood school that allows the Principals to function effectively as the instructional leader with the operational and financial support of the management company. This management model will be replicated in the proposed school. The structure, talent and experience that is currently in place is capable of supporting the needs of the existing school and the new proposed school. The work-load capacity and decision-making prowess of both the management team and the school site leaders continues to expand as this team implements the continuous improvement model that is embodied in the school's accreditation and ongoing pursuit of best practices.

The LBS management team was responsible, under the direction and oversight of the Board, for all aspects of the planning and operational phases of the two (2) Hollywood charter schools, including the initial application; drafting of policies and procedures for the board's approval; the creation and implementation of the start-up plan; the design, submission, compliance and implementation of the CSP start-up grant; the recruitment of the Principals for the Board's review and approval; the design of the criteria and advertising for high performing teachers; posting; identifying and obtaining sources of financing for approximately \$2 million of FFE&T to support the initial and yearly student growth of the school (now at almost 2,000 students); governmental compliance; ongoing mentoring and professional development of the principal, APs, teachers and staff; and providing support to the school site team on a day to day basis. The ESP leads the school's continuance improvement efforts, in collaboration with the Principal and school committees.

The leadership structure of the ESP is shown in Attachment CC.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.

See Attachment DD.

C. Explain the ESP’s success in serving student populations similar to the target population of the school. Describe the ESP’s demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

The ESP has demonstrated success in serving the diverse student population at the Hollywood school that is being replicated. Both Hollywood campuses have continued to show growth year after year in enrollment and academics. The Hollywood camps opened with a student population of approximately 900 students and grew too 1100+ year two, 1300+ year 3, 1500+ year four, and currently at 1900+, over double the enrollment of the inaugural year. Academic growth includes an increase in student proficiency levels in critical areas of literacy, math, and science with the supplement of technology with rich instruction. The ESP’s expectations of quality and data-driven instruction and management philosophy provide a culture that promotes student growth. The ESP responds to the needs of the school’s administrators, teachers and parents on a daily basis. The work for continuous improvement is an on-going pursuit that is championed by the ESP.

Avant Garde Academy

Year	ELA Proficiency	ELA Learning Gains	ELA Learning Gains L25%	Math Proficiency	Math Learning Gains	Math Learning Gains L25%	Science Achievement	Grade
2019	61	61	51	56	55	48	48	B
2018	57	58	50	54	53	47	54	B
2017	58	57	49	45	42	46	44	C
2016	57	49	35	48	27	20	54	C

See attachment DD.

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

The ESP voluntarily surrendered its management contract for the AGA Kissimmee school in 2019 and recommended a group to the school’s Board that is focused on school turn-around work to help manage that school. This has allowed LBS to focus all of its efforts on the Hollywood campus and proposed school.

Legal Relationships

A. Describe how the school’s governing board is independent from the ESP and self-governing, including evidence of arm’s-length negotiating.

The Board of the school is independent and self-governing and will ensure compliance with all pertinent statutes regarding conflicts of interests, arms- length transactions and governance between the Board and ESP. All Board members have been trained on the roles and responsibilities by a Florida Department of Education approved trainer. The Board will reserve the right to terminate any vendor, including the ESP, based upon performance or failure to provide services. The ESP contract is a performance-based contract with specific terms and service requirements. The Board is required to evaluate the ESP performance, set goals, provide feedback, ask for additional or revised service, and negotiate terms of employment. The ESP

serves at the pleasure of the Board and can be terminated for poor performance or lack of performance. A full compendium of services is attached to the ESP contract which is included in the Attachments.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school will not have any legal or contractual relationships with any related parties to the ESP.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

The ESP will have supervisory responsibilities over the school's Principal, as delegated by the Board. The ESP will work in partnership with the Board to manage the School's principal, budget and financial obligations. LBS will provide a working budget to the Board for approval and will provide monthly reports and updates to the Board as well. The Board has approved a set of policies regarding financial roles and responsibilities as well as segregation of duties regarding financial controls which are included in the appendices. LBS will operate according to the Board approved policies and will share control of the School's operating accounts. LBS will secure a back-office vendor who will provide additional internal controls by receiving, processing and remitting payments for all Purchase Orders and Reimbursement Requests. This 3rd party vendor will also prepare monthly accounting statements and manage a database of approved persons who can submit PO's, approve PO's within specified thresholds, and sign checks for School related purposes. It is LBS's responsibility to recommend the selection of the vendor and work in collaboration with the Board to keep them informed, to seek approval of expenditures that meet the mission of this STEAM school, and to demonstrate financial controls with full transparency. Although LBS through its partners will secure necessary financing for facilities, leases, and start-up funds, the Governing Board will have final approval on all vendor contracts. This partnership lends an additional sense of transparency to the operations of the School and requires all parties to be involved, informed and committed to providing the school all of the resources required to ensure the School's long-term success and viability by sustaining a healthy budget and a positive fund balance.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

o Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

Not Applicable.

Any and all financing agreements will be separately and properly documented under the auspices of the school's independent attorney and reviewed by the school's independent auditor.

o Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.

Not Applicable.

The financing agreements will be reviewed by the board's independent legal counsel.

- o Describe how such agreements will be repaid. Repayments should be reflected in the budget. Not Applicable.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

Setting Performance Goals

Selecting Curriculum

Selecting Professional Development programs

Data Management & Selecting Interim Assessments

Determining Promotion Criteria

Setting a School Culture

Student Recruitment

School Staff Recruitment & Hiring

Providing Human Resources (HR) services (payroll, benefits, etc.)

Fundraising

Managing Community Relations

Selecting and Providing Information Technology

Managing Facilities

Procuring Vendors

Other Operational and Administrative Services, if Applicable

The joint Board-ESP responsibilities are, as follows:

Setting Performance Goals; Selecting Curriculum; Determining Promotion Criteria; Developing a School Culture; Managing Community Relations; Selecting and Providing Information Technology; Determining Promotion Criteria; Fundraising; Procuring Vendors; Other Operational and Administrative Services, as applicable.

ESP responsibility

Data Management & Selecting Interim Assessments; Professional Development programs; Student Recruitment; School Staff Recruitment & Hiring; Providing Human Resources (HR) services (payroll, benefits, etc.); Managing Facilities.

Scope of Services: LBS offers a variety of services, from an initial start-up charter school application, to specific and targeted levels of support for current schools in need of professional expertise. Services include, but are not limited to:

Charter School Start-Up; Initial Demographics study to determine community need and location of school; Authoring and submission of uniquely written Charter Application designed to meet the educational and social needs of the community; Negotiations with the Charter Authorizer throughout the review and approval process

Application for eligible state and federal Charter School grants and privately funded grants accessible to the school based on the Charter application's provisions for students

Facility procurement, design, financing, construction and management

Identification, financing and implementation of furniture, fixtures, technology, educational resources and equipment)

Community education and outreach to inform the local community about the school, answer questions for parents, business leaders and community leaders.

Governance Training; Identification of and training of all school staff, including leadership

Professional Development for all school staff

Implementation of research based educational best practices that will ensure the school's long-term success.

Human Resources and Budget support for the school as well as training for staff

Continuing oversight of all aspects of the school as requested by the Governing Board to ensure continued school success

Placement and compensation of School Director

Professional Development for all staff and stakeholders, including school leadership in addition to Governing Board/Board of Trustees.

Facilities procurement, renovation, design, financing, construction and management

Logistics Support (technology/network, safety and security, traffic, permitting)

Monthly Budget Review; Quarterly Budget Development and Revision; Annual Review and Update of all Policies and Procedures; Annual School Profile, including Academic and other Data; Annual School Improvement Planning; Annual Leadership Evaluation

Identification of support services to the school, including RFPs, as needed

Other services as needed that are critical to ensuring the school's long-term success

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Board has approved a set of policies regarding its oversight of the ESP, administrative and financial roles and responsibilities as well as segregation of financial duties regarding financial controls which are included in the attachments. The payment schedule sets forth payments to the ESP on a monthly basis after the school has received its monthly FTE payment from the District. There are no additional fees, bonuses, LBS will operate according to the Board approved policies and will share control of the School's operating accounts. The ESP will secure a back-office vendor who will provide additional internal controls by receiving, processing and remitting payments for all Purchase Orders and Reimbursement requests. This 3rd party vendor will also prepare monthly accounting statements and manage a database of approved persons who can submit PO's, approve PO's within specified thresholds, and sign checks for School related purposes. It is the ESP's responsibility to select this vendor and work in collaboration with the Board to keep them informed, to seek approval of expenditures that meet the mission of this STEAM school, and to demonstrate financial controls with full transparency. Although the ESP will secure necessary financing for facilities, leases, and start-up funds, the Governing Board will have final approval on all vendor contracts. This partnership lends an additional sense of transparency to the operations of the School and requires all parties to be involved, informed and committed to providing the school all of the resources required to ensure the School's long-term success and viability by sustaining a healthy budget and a positive fund balance. The Board will ensure compliance with all pertinent statutes regarding conflicts of interests, arms-length transactions and governance between the Board and ESP. All Board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer.

PERFORMANCE BASED: The Board will reserve the right to terminate any vendor, including the ESP, based upon lack of performance or failure to provide services. The ESP contract is a performance-based contract with specific terms and service requirements. The legal contract between the Board and ESP states that: LBS will implement the Charter Application and Charter Contract during the entire term of the agreement. The Charter Application and Charter Contract contain very specific school wide and student achievement goals.

ESP EVALUATION & BOARD INTERVENTION: The Board will evaluate the ESP performance, set goals, provide feedback, ask for additional or revised service, and negotiate the terms of

employment. The ESP serves at the pleasure of the Board and can be terminated for poor performance or lack of performance. A full compendium of services is attached to the ESP contract which is included in the appendices.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The school will pay the ESP a service provider fee of 11% of total revenues. There are no additional fees, bonuses, early termination penalties or any other compensation to the ESP.

The ESP may only make spending decisions that have been pre-approved by the Board in the Board approved operating budget. The Board has developed very specific policies and procedures, including Segregation of Financial Duties, to provide the necessary checks and balances and financial oversight. The ESP will provide the Board with a monthly report that summarizes the school's operations, including spending decisions, enrollment, parent/student issues and academic progress, including a detailed accounting provided by the ESP at the Board meetings.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on the financial performance, and on what schedule? How will the school governing board provide financial oversight?

The ESP may only make spending decisions that have been pre-approved by the Board in the Board approved operating budget. The Board has developed very specific policies and procedures, including SEGREGATION OF FINNACIAL DUTIES, to provide the necessary checks and balances and financial oversight. The ESP will provide the Board with a monthly report that summarizes the school's operations, including spending decisions, enrollment, parent/student issues and academic progress. A more detailed accounting will be provided by the ESP at the Board meetings.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the management agreement is six (6) years (planning year and first five years of operation). The management agreement states that after the five-year term the Board "at its sole discretion" may choose to re-engage the ESP or not. If the contract is renewed, there is a 180-day mutual cancellation notice requirement that may be provided on an annual basis. The ultimate authority of the Board is recognized on Section 1 on page one of the ESP contract which states that the "Manager shall be responsible and accountable to the Board for the administration, operation and performance of the Charter School in accordance with the Charter Application and Charter Contract. The Board shall be responsible for developing the school's vision, mission, guiding principles and policies and procedures.

Manager shall ensure that the school is implementing its educational program in a manner that is consistent with State and federal law, including requirements regarding content and subjects of instruction." This will ensure that the ESP will meet the high standards of performance that are detailed in the Charter Application and Charter Contract. The Agreement addresses performance and board monitoring, as follows: "Manager agrees that the School may measure the success of

the School on the basis of student achievement and by measures of parent and student satisfaction. Manager shall be required to present an intervention plan to the Board to address the academic deficiencies of the students, which may include additional resources and/or strategic activities for the School, as part of the Board’s monitoring process.”

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See Attachment EE.

Attachments

Section 25: Addendum B: Education Service Providers

25.1	Attachment EE- Sample ESP Contract	Bolanos, Frank Javier, 1/31/20 5:54 PM	PDF / 277.008 KB
25.2	Attachment CC- ESP Org Chart After Growth	Bolanos, Frank Javier, 1/30/20 10:42 PM	PDF / 21.455 KB
25.3	Attachment BB- ESP Org Chart	Bolanos, Frank Javier, 1/30/20 10:40 PM	PDF / 21.167 KB

Notes

Brenda Santiago, 2/27/20 5:44 PM:

Notes by Donte Fulton-Collins and Brenda Santiago - Mr. Frank Bolanos is listed as the Contact Person, representing LBS Services, Inc. the Educational Service Provider (ESP). It is not clear how many schools LBS Services, Inc. serves as the Educational Services Provider (ESP). 1) Can you please clarify the role of Mr. Bolanos with the ESP and the Board? 2) How many schools does LBS Services presently manages in the state of Florida? 3) How many have they managed in the past, if any?

26. Addendum - Consultant Information * District Request

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

N/A

Attachments

Section 26: Addendum - Consultant Information * District Request

– No Attachments –

27. Addendum - Review Extension Waiver * District Request

Section Evaluation

<p>Complete Rhonda Stephanik, 3/6/20</p>	<p>Final Rating Complete</p>
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Signed extension letter attached

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

<p>27.1 Signed Extension Letter</p>	<p>Bolanos, Frank Javier, 2/2/20 8:00 PM</p>	<p>PDF / 142.732 KB</p>
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ATTACHMENT TEMPLATES

28. Application Cover Sheet

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

Application Cover Sheet Attached.

Attachments

Section 28: Application Cover Sheet

28.1	Application Cover Sheet	Bolanos, Frank Javier, 2/2/20 7:36 PM	PDF / 326.527 KB
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29. Statement of Assurances

Section Evaluation		Final Rating
Complete	Brenda Santiago, 2/27/20	Complete

Also attached with each board members information sheet.

Attachments

Section 29: Statement of Assurances

29.1	Julia Valent Statement of Assurance	Bolanos, Frank Javier, 2/2/20 7:38 PM	PDF / 169.138 KB
29.2	Antonio Cruz Statement of Assurance	Bolanos, Frank Javier, 2/2/20 7:38 PM	PDF / 170.408 KB
29.3	Erika Gonzalez Statement of Assurance	Bolanos, Frank Javier, 2/2/20 7:37 PM	PDF / 170.148 KB

30. Board Member Information Form

Section Evaluation

Complete Brenda Santiago, 2/27/20

Final Rating

Complete

Attachment L- Board Forms has been attached in Section 10, per the instructions. I have attached an additional copy here as well.

Attachments

Section 30: Board Member Information Form

30.1 [Attachment L- Board Forms](#)

Bolanos, Frank Javier, 2/2/20 8:09 PM

PDF / 1.197 MB

Notes

Brenda Santiago, 2/27/20 5:26 PM:

Notes by Donte Fulton-Collins and Brenda Santiago - Question 3 on the Board Member Information Form asks about current or previous service on a board at a charter school. For the three governing board members, Julia Valent, Dr. Antonio Cruz and Erick Gonzalez, it seemed they failed to identify the various "Avant Garde" boards they are member of. Please clarify by providing information on which other boards the members have served.

31. Applicant History Worksheet

Section Evaluation

Required and Not Completed Brenda Santiago, 3/4/20

Final Rating

Required and Not Completed

Required and Not Completed Reynaldo Tunnermann, 3/6/20

Please see attached form.

Attachments

Section 31: Applicant History Worksheet

31.1 [Attachment DD- Applicant History Work Sheet](#)

Bolanos, Frank Javier, 2/2/20 7:19 PM

PDF / 92.719 KB

Notes

Reynaldo Tunnermann, 3/4/20 3:16 PM:

The attachment provided is not complete and lacks information. It also does not identify the school years that they are referring in the attachment.

Brenda Santiago, 2/27/20 5:19 PM:

Notes by Donte Fulton-Collins and Brenda Santiago - REQUIRED AND MISSING INFORMATION----- The application History Worksheet submitted by the applicant, Addendum C, does not identify which specific school years are Year 0, Year 1, Year 2, Year 3 and Year 4. It also failed to complete all requested information for years 0 - 4.

Brenda Santiago, 2/27/20 5:17 PM:

Notes by Donte Fulton-Collins and Brenda Santiago- REQUIRED AND MISSING INFORMATION ---- The Application History Worksheet submitted by the Applicant seems to be incomplete. For Addendum C: 1) Frank Bolanos listed as the Contact Person, representing LBS Services, Inc. the Educational Service Provider (ESP) has also being identified for Avant Garde schools in Osceola County. How many schools are in Osceola? 2) Have any of these Avant Garde schools in Osceola County been identified for financial conditions in 2018 and 2019? Please clarify.

Brenda Santiago, 2/27/20 4:58 PM:

Notes by Donte Fulton-Collins and Brenda Santiago - REQUIRED AND MISSING INFORMATION ---- The Application History Worksheet submitted by the Applicant seems to be incomplete. For Addendum A: (1) The three board members listed in the application have been members of other "Avant Garde" governing boards operating schools in Osceola County: Avant Garde Academy - 0155 and Avant Garde Academy K-8 Osceola -0161 (Victory Charter Schools). Please clarify.

CHART OF ATTACHMENTS

1. Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 5/27/20	Final Rating Attachments Added

Attachments placed in each section.

Attachments		
Section 1: Chart of Attachments		
1.1	Attachment HH- Extension Letter	Bolanos, Frank Javier, 2/1/20 2:24 PM PDF / 142.732 KB

Recommendation

School Name:	Avant Garde Academy K8 West
Primary Contact:	Frank Bolanos
Submission Date:	February 3, 2020
Recommendation Date:	May 27, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

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 Avant Garde Academy K8 West is recommended to The School Board of Broward County, Florida, via the Superintendent, for approval.