Model Florida Charter School Application

New Charter Application #000512

Pompano Beach Municipal Charter School

Submitted To:

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

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Submitted By:

Greg Harrison
100 W. Atlantic Blvd. Pompano Beach, Florida 33060

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GENERAL

A. School Information

Open Date:	**August 11, 2021**
Proposed Name:	**Pompano Beach Municipal Charter School**
School Type:	**Elementary / Middle**
Grade Levels:	**[K, 1, 2, 3, 4, 5, 6, 7, 8]**
School District:	**Broward County Public Schools**
Neighborhood / Community:	**Pompano Beach**
Organization Type:	**Government Entity**
Sponsoring Entity:	**Governmental**
Address:	**100 W. Atlantic Blvd. Pompano Beach, Florida 33060**
Phone:	**954.786.4601**
Fax:	
Web Site:	**www.pompanobeachfl.com**
Calendar Type:	**Standard - 180 instructional days**
Educational Service Provider:	**(None)**

B. Primary Contact Person

Name:	**Greg Harrison**
Mailing Address:	**100 W. Atlantic Blvd. Pompano Beach, Florida 33060**
Mobile Phone:	**573.645.0837**
Alternate Phone:	**954.786.4601**
Email:	**greg.harrison@copbfl.com**
Current Employer:	**City of Pompano Beach, FL**

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2024-25	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	54	90	54	90	54	90	54	90	54	90	54	90
1	54	90	54	90	54	90	54	90	54	90	54	90
2	54	90	54	90	54	90	54	90	54	90	54	90
3			54	90	54	90	54	90	54	90	54	90
4					66	110	66	110	66	110	66	110
5							66	110	66	110	66	110
6	66	110	66	110	66	110	66	110	66	110	66	110
7			66	110	66	110	66	110	66	110	66	110
8					66	110	66	110	66	110	66	110
Total	228	380	348	580	480	800	546	910	546	910	546	910

D. Board Members

Name	Title	Contact Information	Current Employer
Eaton, Rhonda	Board Member	P: 954.786.4625 M: E: Rhonda.Eaton@copbfl.com	City Commissioner
Hardin, Rex	Board Chairperson	P: 954.786.4623 M: E: rex.hardin@copbfl.com	Mayor
McGee, Andrea	Board Member	P: 954.786.4619 M: E: Andrea.McGee@copbfl.com	City Commissioner
McMahon, Tom	Board Member	P: 954.786.4649 M: E: Tom.McMahon@copbfl.com	City Commissioner
Moss, Barry	Board Vice Chairperson	P: 954.786.4618 M: E: barry.moss@copbfl.com	Vice Mayor

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Bonilla, Jonathan	Accountant / Financial Advisor	P: M: 954.518.9036 E: jbonilla@ppines.com	City of Pembroke Pines
Butler, Leontine J.	Academic / Curriculum Development	P: M: 954.263.8345 E: leontinejbutler@yahoo.com	
Hooper, Donald	Consultant	P: M: 713.870.8777 E: Don@cql.net	Center For Quality Leadership, Inc.
Mulhall, Lisa N.	Consultant	P: 561.955.1550 M: 561.271.0181 E: lmulhall@inremsolutions.com	In Rem Solutions, Inc.
Smiley, Earlean	Academic / Curriculum Development	P: M: 954.592.7359 E: Smiley1919@bellsouth.net	Intensive Care Educational Management Solutions, LLC

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

	Final Rating
Complete Celia Jimenez, 2/28/20	Complete
Complete Martina Blanco, 2/28/20	
Complete LoriAyn Stickler, 2/28/20	
Complete Dorina Varsamis, 3/2/20	
Complete Detra Adams, 3/2/20	
Complete Celina Chavez, 3/2/20	
Complete Melissa Pariaug, 3/3/20	
Complete Debbie-Ann Scott, 3/3/20	
Complete Jill Young, 3/3/20	
Complete Reynaldo Tunnermann, 3/3/20	
Complete Rhonda Stephanik, 3/4/20	
Complete Tanya Hutkowski, 3/4/20	
Complete Deborah Gavilan, 3/4/20	
Complete Ray Papa, 3/4/20	
Complete Matt Schroeder, 3/4/20	
Complete Adam Iarussi, 3/4/20	
Complete Allisyn Axelrod, 3/4/20	
Complete Khandia Pinkney, 3/4/20	
Complete Denise Roberts, 3/4/20	
Complete Debra Kearns, 3/4/20	
Complete Louise Ball, 3/4/20	
Complete Zuzel Rodriguez, 3/4/20	

Complete	Laurie Steinberg, 3/4/20
Complete	Angela Lublin, 3/4/20
Complete	Neena Grosvenor, 3/4/20
Complete	Merilyn Johnson, 3/4/20
Complete	April Kowalski, 3/4/20
Complete	Leyda Sotolongo, 3/4/20
Complete	Donna Haynes, 3/4/20
Complete	David Shelley, 3/4/20
Complete	Cortney Roberts, 3/4/20
Complete	Lourdes Panizo, 3/4/20
Complete	Carmello Moussignac, 3/4/20
Complete	Sean Brown, 3/4/20
Complete	Donte Collins, 3/4/20
Complete	Brenda Santiago, 3/4/20
Complete	Marion Williams, 3/4/20
Complete	Cecilia Zereceda, 3/5/20
Complete	Blanca Guerra, 3/5/20
Complete	Aneatra King, 3/5/20
Complete	Terri Coyle, 3/5/20
Complete	Maria Yen, 3/6/20
Complete	Sarah Decotis, 3/6/20
Complete	Robert Hamberger, 3/6/20

City of Pompano Beach – Our Promise

For people who value genuine hometown qualities but also want the lifestyle a progressive, modern city offers, the City of Pompano Beach provides an environment where comfort, enjoyment and success are top priorities. The City does everything possible to make it easy and pleasant for its residents and visitors to enjoy its beaches and parks or for its community to do business here. In every interaction it affirms one's choice to reside, visit or conduct business in of Pompano Beach by being welcoming and making one feel like a valued part of the community.

Part of that promise is to ensure access to its residents and businesses to a high-quality education experience by choice. This means that the education will be challenging, college and career ready and an economic driver for the Pompano Beach community at all grade levels. This will build loyalty for a bright future of Pompano Beach residents. By establishing a municipal charter school, the elected members of the City and the elected members of Broward County Public Schools (BCPS) can overcome the challenge of large numbers facing a county school district and still remain fiscally accountable while providing services in a very cost effective and efficient manner through the municipal charter school.

Our carefully designed educational program is aligned to the Florida standards, reflecting Florida Department of Education's foundational expectations of what all students should know and be able to do to ensure each student reaches their greatest potential. Delivery of the purposefully designed, research-based program promotes the development of competencies needed within today's educational and postsecondary pathways, and as a contributing member within our 21st century. Each component of the educational program has been carefully selected to address diverse needs of the target student population.

The Pompano Beach Municipal Charter School is committed to address local community needs and significant workplace demands to develop students who are qualified to fill high technological and scientific jobs by: **(1) building a strong literacy foundation** in the early grades to ensure that all students are able to demonstrate proficiency in reading by third grade; **(2) developing a deeper understanding** of Florida State Standards across core content areas through the integration and practical application of science, technology, and mathematics and enhance critical thinking, analytical, reasoning, and problem solving skills needed to address real world problems and challenges for the future; **(3) fostering creativity, imagination, and innovation** through the arts that enhance collaboration, communication, perseverance, and resilience which are 21st century skills needed to be successful in a work environment.

Establishing a high performing municipal charter school that inspires students to love learning, helping them discover new abilities and develop the skills they need for life and achievement at all levels that is informed by research and successful practices will benefit both BCPS and the City of Pompano Beach by (1) enabling private school students to attend this public school and save significant money by not paying tuition, (2) providing choice in a high quality, high performing school for Pompano Beach residents, (3) equipping the City Commission with some of the tools necessary to attract businesses and industries offering high salaries to its workers who have school age children and want a high quality education opportunity for their children, and (4) mitigating the impact of new residential development.

The Pompano Beach Municipal Charter School ("PBMCS") approach will be to grow excellence on a solid foundation. PBMCS will operate grades K-8. However, since it is difficult to build a school without the proper foundation and students who will matriculate into the program, PBMCS will begin with opening its charter school at the lower grade levels expanding to the higher grades over time. From the beginning, PBMCS intends to operate the school with a specifically designed program to develop deep subject knowledge, conceptual understanding, and higher order thinking skills grade by grade. Students will build on their previous learning content and skills that reinforces what they have learned and how they learned it, while at the same time carrying them forward to higher levels of achievement. We will start with high achievement at lower grades, continue at an appropriate pace to a K-8 program, all while the school is securing an "A" rating at all levels.

Attachments
Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation	
Meets the Standard Rhonda Stephanik, 4/27/20	**Final Rating** Meets the Standard

Section 1: Mission, Guiding Principles and Purpose

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.

Purpose Statement – Providing Excellence in Education to Pompano Beach and Broward County residents.

Mission Statement –Equipping Pompano Beach and other local young minds to think, by utilizing quality educational systems, tools, and processes for productive learning and living.

Vision Statement – Educating Pompano Beach residents and other local students for active learning and living. Pompano Beach Municipal Charter School (PBMCS) students are engaged in active learning and living within a positive school community focused on supporting the development of the whole child, educating them to become productive citizens and employees.

Guiding Principles – The PBMCS provides a framework for teaching and learning that fosters a rigorous and relevant curriculum that gives students a context within which they can develop into engaged, motivated and self-regulated learners while incorporating a focus on reading, promoting social/emotional health and physical wellbeing, and cultivating positive character and citizenship in learners.

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.* Sections 3, 6, 14 and 15

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* Sections 3, 4, 20, and 21
- *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.* Sections 3, 4, 5, 15

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.* Sections 3, 4, 5
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* Sections 3, 4, 5, 6, and 7
- *Encourage the use of innovative learning methods.* Section 3
- *Require the measurement of learning outcomes.* Section 5

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)©, 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:

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* Section 1, 2
- *Expand the capacity of the public school system.* Section 1, 2

Attachments
Section 1: Mission, Guiding Principles and Purpose

| 1.1 | Attachment A | Mulhall, Lisa, 1/27/20 6:31 PM | PDF / 21.199 KB |

2. Target Population and Student Body

Section Evaluation	
Meets the Standard Jill Young, 2/29/20	**Final Rating**
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) & ©, F.S.[1] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

The school will primarily serve students in Pompano Beach and northeast Broward County. Pursuant to §1000.05(2)(a), Florida Statutes, the school will not discriminate based on race, ethnicity, national origin, gender, disability, religion, or marital status in the admission of students. The school will serve as an open enrollment school of choice and will comply with §1002.31(2)(a), Florida Statutes.

Pursuant to §1002.33(10)(b), PBMCS shall enroll an eligible student who applies prior to the posted deadline, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with §1002.33(10)(d), Florida Statutes, PBMCS will provide **enrollment preference** to the following populations:

- currently enrolled students;
- students who are siblings of a student enrolled in the charter school;
- students who are residents of the City of Pompano Beach; and
- students who are children of PBMCS employees.

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

The school will serve students residing in the northeast Broward County corridor and surrounding areas. The school will have enrollment preference for students that are residents of the City of Pompano Beach, Florida.

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.

Enrollment Projections By Year			
			Year 4&5

Grade Levels	Year 1 2021-22		Year 2 2022-2023		Year 3 2023-2024		2024-2025 2025-2026	
	Std Count	# Of Classes	Std Count	# Of Classes	Std Count	# Of Classes	Std Count	# Of Classes
K	90	5	90	5	90	5	90	5
1	90	5	90	5	90	5	90	5
2	90	5	90	5	90	5	90	5
3			90	5	90	5	90	5
4					110	5	110	5
5							110	5
6	110	5	110	5	110	5	110	5
7			110	5	110	5	110	5
8					110	5	110	5
TOTAL	380	20	580	30	800	40	910	45

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

The student population projections were made based upon several factors: (1) district school capacity and charter schools in the area; (2) the ideal size for a K-8 school and our educational program ; and (3) data on charter school growth in Broward County and Florida. Consideration was also given to several nearby private schools that focus on academic achievement. We reviewed the Broward County School District memo regarding "School-by-School Five Year Student Enrollment Projections for the 2019/20 through 2023/24 School Years". Pompano Beach student enrollment in Broward County Public Schools (BCPS) grades K-12 is approximately 14,500. The breakdown is: Elementary School = 7893   Middle School = 2915   High School = 3788.

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.

As illustrated in the Table above, we anticipate that we will have 380 students in the first year. By beginning with five sections each at grades K-2 and 6 we can grow our own excellence with a rigorous program. At the end of the first four years we will be fully operating grades K-8. This will enable students to learn the rigors of the system and minimize the risk of failure for students unfamiliar with the rigors of a high achieving environment. In addition, the school will reach maximum grade capacity and maximum student size of 910 in August 2024. Starting small allows school leadership to select the strongest teaching candidates through a hiring, recruitment, and retention process that is rigorous and mission-aligned; and to establish a targeted and comprehensive professional development program for these teachers. The slow growth model will also allow the school to build the school's infrastructure and establish a strong foundation of best practices.

Attachments
Section 2: Target Population and Student Body

2.1	Attachment FF	Mulhall, Lisa, 1/28/20 10:29 PM	PDF / 4.126 MB

3. Educational Program Design

Section Evaluation

Partially Meets the Standard	Celia Jimenez, 2/28/20	**Final Rating**
Meets the Standard	Martina Blanco, 2/28/20	Partially Meets the Standard
Meets the Standard	LoriAyn Stickler, 2/28/20	

Meets the Standard Melissa Pariaug, 3/3/20

Meets the Standard Louise Ball, 3/4/20

Meets the Standard Tanya Hutkowski, 3/4/20

Meets the Standard Matt Schroeder, 3/4/20

Meets the Standard Zuzel Rodriguez, 3/4/20

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

Meets the Standard Merilyn Johnson, 3/4/20

Meets the Standard Donna Haynes, 3/4/20

Partially Meets the Standard David Shelley, 3/6/20

Meets the Standard Cortney Roberts, 3/4/20

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

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

Partially Meets the Standard Detra Adams, 3/6/20

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

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

In §1002.33, Florida Statutes, charter school operators are charged with the challenge of improving student learning and academic achievement for all students with a special emphasis on low performing students and reading, using research-based innovations and sound measures to document results. The PBMCS educational program design is founded on the belief that an effective school, where high achievement is the culture of the school, must make certain that:

Principle 1: Students (below, at, or above levels) are exposed to a rigorous and relevant curriculum that is built on conceptual relationships to improve student achievement.

Principle 2: Teachers use effective strategies and methodologies to "fill gaps" in students' content knowledge base to enable them to excel academically.

Principle 3: Principal leadership has the capacity to guide teachers in their methods and strategies to affect the quality of instructional delivery.

Students attending PBMCS will be successful and have rich and rewarding futures in any discipline of their choosing, including science, technology, engineering and mathematics, because the heart of the school's program design is built on the above principles. The school conducted a comprehensive literature search to identify the soundest K-8 systems, tools and processes associated with high academic achievement and that best matched the mission of the school and the needs of the community. The educational program design of the PBMCS is based on the findings from that comprehensive literature search.

Larry Lezotte's research around the *Seven Correlates of Effective Schools* was used to build the foundation and core support structure of the school. These Correlates are strategic and critical building blocks in shaping culture and climate in schools. The Whole Child Program Tenets of the *Association for Supervision and Curriculum Develop (ASCD)* were incorporated to look after each student's social, emotional, physical, and academic need. Our Healthy Bodies and Healthy Minds curriculum support supplement is another means to reinforce the need to foster health and well-being. The Multi-Tiered System of Supports, described in more detail in Sections 4 and 5, delivers on-target support to all students who are not making adequate progress toward mastery of grade level expectations and Florida standards. A Project Based Learning approach was installed to allow for group flexibility and greater learner engagement through collaboration. Using cross-curricular instructional approaches will make it possible for teachers to connect subjects, skills and other dimensions to create coherence and increase motivation for students attending PBMCS. The *Leader in Me* program provides a process for teachers and school leaders to celebrate student leadership and for staff to model appropriate behaviors. We believe that helping students to make connections through Service-Learning experiences adds value to their character development and civic responsibilities. Incorporating the 4Cs of Learning and Innovation Skills into the curriculum ensures that learners exiting the school are equipped with the skills needed to confront the demands of postsecondary education and the workplace. The Cycle of Continuous Improvement gives PBMCS a tool to drive new actions, and take steps to make course correction immediately, rather than later. Marzano's 9 High-Yield Instructional Strategies offer teachers proven strategies with the greatest positive affect on student achievement for all students, in all subjects, at all grade levels. With the skills that the Backward Design employs, teachers will be equipped to design lessons that focus on the "destination" first and then plan the route, rather than the other way around. The principles of Universal Design for Learning (UDL) helps to reduce learning barriers for students by helping teachers customize their lessons. And finally, but by no means last, is the school's Balanced Scorecard tool, which helps to identify and improve various internal functions and tracks progress of student achievement targets, teacher retention, internal and external quality indicators and resources. All the practices that are referenced in this document have a history of success surrounding them. Additionally, the principles upon which this proposal is designed, along with the research that guided its development, make available to students the best possible foundation for K-8 learning and give them more than a "head start" toward academic independence.

Educational Systems, Tools and Processes	Systems	Tools	Processes

7 Correlates of an Effective School	X		X
Whole Child Tenets	X		
Multi-Tiered System of Supports (MTSS)	X		
Project-Based Learning (PBL)			X
Cross Curricular Instruction		X	
The Leader in Me	X		
Service Learning			X
Healthy Bodies and Healthy Minds	X		
4C's of Learning and Innovative Skills		X	
The Cycle of Continuous Improvement			X
Marzano's 9 High-Yield Instructional Strategies		X	
Backward Design			X
Universal Design for Learning (UDL)		X	
Balanced Scorecard		X	

Principle 1: Students (below, at, or above levels) are exposed to a rigorous and relevant curriculum that is built on conceptual relationships to improve student achievement.

The **first principle** in the program design, which exposes students to a rigorous and relevant

curriculum, is built on conceptual relationships to improve student achievement and gives them a context within which they can develop into engaged, motivated and self-regulated learners. The design offers a coherent K-8 plan where students emerge from their compulsory years of education equipped not only with the core knowledge and "literacies", but also, with the abilities and character necessary to be effective lifelong learners. In addition, it is a learner-centered instructional system that aligns curriculum, teaching, learning, and assessment.

Further, the design is aligned to the Florida standards, reflecting foundational expectations of what all students should know and be able to do to reach their greatest potential and is also aligned to the Next Generation Sunshine State Standards (NGSSS). While creative, challenging and student-centered, this design will not be the difference maker in the lives of students attending this charter school. The difference will ultimately be the fidelity by which these strategies are implemented and executed.   This is why it is our belief and vital to our school's success that teachers must be fully equipped and highly trained in the use of effective strategies and methodologies to "fill gaps" in students' content knowledge base as a means to propel them to excel academically. Through our cross-curricular, inquiry-based delivery methods, a highly trained teaching workforce will help students gain confidence and be encouraged and motivated to academically grow-to-scale, realizing that positioning themselves to compete globally will be a strong indicator of their success down the road. These future graduates will undoubtedly, enter the workforce of tomorrow and the world of higher education with a demonstrable understanding of society as well as their own strengths and needs as learners and producers.

This student-centered model is a natural fit for increased learner engagement using the differentiated learning methods. In this climate, students are motivated to learn as the teachers apply the breadth and depth of content and skill sets across the disciplines through a myriad of the most effective and innovative learning strategies, using up-to-date research from the fields. Our students, "these gems in the rough," will clearly benefit from this enriching and nourishing experience. Students will be asked to perpetually evaluate their points of interest, experiences, and talents with ongoing valid and reliable measures. This design taps into what Dr. Tomas Chamorro-Premuzic, an organizational psychologist who works mostly in the areas of people analytics and leadership development, calls "inborn talent." In his article, "Three Reasons Why You Aren't Reaching Your Full Potential," (2015), Premuzic wrote that, "We all differ in our potential to develop the skills and attributes that later lead others to call us talented." According to Premuzic's theory, when students are motivated to learn a skill, the process becomes both more effective and more enjoyable. Universally, research experts agree that students generally lack insight into their actual talents for a number of reasons, namely they have low self-awareness, weak motivation and focus on the wrong qualities. Educational experts, on the other hand, conclude that student under-achievement has been a combination of insufficient resources, faulty delivery, a fragmented core subject curriculum, insufficient direction and understanding on how to use the resources that are available.   In light of the aforementioned challenges, and through a set of core values, we believe that a highly trained workforce can be assembled that will motivate students to succeed, help them achieve 21st century skills, and prepare them to meet enthusiastically, the academic challenges they will face.   Clearly, the benefits of the PBMCS model are aligned to the critical diverse needs of the targeted student population.

In this learning setting, engagement, application of knowledge, collaboration and communication, problem-solving skills, embedded differentiation, increased learning relevance,

more meaningful projects, community partnerships, and a sustained student-centered learning environment, are the norms and not the exception. With the flexibility that the PBMCS curriculum provides, the school believes that students who receive well-rounded educational services and supports that are tailored to meet their educational needs are best equipped for long-range success within their educational and postsecondary endeavors.

Principle 2: Teachers use effective strategies and methodologies to "fill gaps" in students' content knowledge base to enable them to excel academically.

The **second principle** in the PBMCS's K-8 program design is teacher effectiveness, which involves nurturing learners as well as teaching subject knowledge and understanding. Because teacher quality has the highest impact on students' learning and performance, this model places a deliberate focus on not only cultivating the culture in the classroom but also, throughout the school. Very powerful and highly desirable learning habits, representing a combination of values, attitudes, motivation, empathy, knowledge and skills are deliberately cultivated into the learning environment thus helping students become better learners. These habits provide students with an understanding of the process of learning and teaching not just a narrow focus on learning outcomes. Students gain the level of confidence, responsibility, deeper insight, creativity, and curiosity, they need to take charge of their own learning; they learn faster and learn better. They can concentrate more, think harder and find learning more enjoyable. Guy Claxton, noted professor and Director of Research on Culture and Learning at the University of Bristol and author of the best seller, *Building Learning Power (2011),* tells us that students who habitually and skillfully demonstrate these habits employ a broad range of cognitive skills and socio-emotional skills (including personality qualities such as resilience, self-motivation and self-regulation) towards effectively managing their performance. PBMCS recognizes that for students to be successful in completing the high rigorous course for higher education pursuits and the world of work, they need to demonstrate these habits throughout their learning. In addition, these habits are compatible with other classifications of "21st century skills", for example, 'ways of thinking,' 'ways of working,' 'tools for working,' 'skills for living in the world,' (Griffin et al, 2012), and approaches including David Perkins' *A Dispositional Theory of Thinking* (1993).

Principle 3: Principal leadership has the capacity to guide teachers in their methods and strategies to affect the quality of instructional delivery.

The fidelity by which teachers teach and learners learn, we strongly believe, rests ultimately under the guidance of a talented school leader, the **third principle** in this proposal. We will recruit and retain a principal with the capacity to engage a highly rigorous curriculum, differentiated classroom teaching strategies, and the multifaceted instructional uses of the latest technologies in order to distinguish the school as exemplary. The principal will be responsible for providing the instructional leadership that teachers need to deliver high quality instruction. And as much as the sharing of leadership roles is valued, school administrators are responsible for building school capacity in a way that allows teachers to realize their full potential.

The School Leader Standards place a clear emphasis on the role of the educational leader as an instructional leader. One who will provide instructional support and collaborative coaching to teachers as they work to implement the Florida Standards, Next Generation Sunshine State Standards (NGSSS) and the school's curriculum through an integrated approach. The leadership team leading the K-8 school will be expected to focus on learning and the quality of instruction. Robinson's (2007) study of the leadership styles and behaviors that had the greatest impact on student outcomes; concluded that: *"The more leaders focus their professional relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes."*

Robinson (2011) goes on to identify five key functions "student-centered" leaders engage in:

1. Establishing Goals and Expectations;
2. Resourcing Strategically;
3. Ensuring Quality Teaching;
4. Leading Teacher Learning and Development; and
5. Ensuring an Orderly and Safe Environment.

Finally, the principal's ultimate job is to work with instructional teams, students, parents, and community leaders to create and sustain an effective learning environment where expectations are high, and students are striving academically.

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 PBMCS will provide a learning environment in which students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and a sense of pride in their academic accomplishments. The school will foster a culture of high academic performance in an environment that encourages risk-taking. Students will be taught the art of questioning as well as logical and critical thinking. With this focus comes an understanding of learning as a system, rather than as only a snapshot revealed on a test. More and more we are finding that teachers are examining the ways in which their classroom environments and strategies contribute to student performance by focusing on the "how's" of learning performance.

The design of the learning environment was built with the students being served in mind. A series of essential questions centered on the ideal learning environment guided the school's development process:

How do students learning in this environment learn best and who are they? Our students attending PBMCS were born into a post-911 world, shaped by very different attitudes, distinct

behaviors, and unique challenges. Dubbed as Generation Z by the U.S. Census Bureau, these unique individuals make up 25% of the population, outnumbering Millennials, and Baby Boomers, with an annual consumption of $44 billion dollars. They were born with the Internet at their fingertips and are extremely comfortable with rapidly evolving technology. Literature indicates that even low socioeconomic students have phones with access to the internet. Their use of social media shows vastly different preferences from their counterparts, the Millennials. For instance, there is a marked decrease in Facebook usage (only 11% compared to 34% among Millennials) and a significantly large share of YouTube, Snapchat, and Instagram use. Their relationship with information is fundamentally different from previous generations. Instead of seeking it out, information is surfaced to them in an immediate, personal and contextualized form. Information must be delivered to them in a timely and accurate manner in order to be best received. They value experiences, care about the environment, and are pragmatic about their approach into the workforce. Traditional roles and industries may not appeal to them in the same manner as previous generations. They look positively on entrepreneurship and starting a business. From an academic standpoint, their learning techniques are adapting as well. They are adept researchers, aware of how to self-educate their multiple educational interests. One out of 3 watch their lessons online and 32% work with their classmates online. Don't just teach them, engage them. Mobile technology is not a phenomenon with this generation – it is an inherent part of their lives. As Boomers, Gen X's and Millennials are in positions of authority at the school, it is important to remember that attitudes, trends, and behaviors considered negative by prior generations maybe the complete opposite currently. We need to meet students where they are and shape their learning environment for them as described in this section.

How do we ensure that our students are safe? Lezotte's research examined which school-based factors had a positive influence on learning outcomes in K-12 schools. Through this study he developed what he called the *Seven Correlates of an Effective School*, which has been widely adopted by districts worldwide. Of the seven correlates, Safe and Caring Environment ranked up in the top three. However, in defining the correlates as being the core foundation of quality schools, Lezotte does not tell us how to accomplish this feat. Currently securing the learning environment requires new thinking about the relationship between school and the public at large. The need exists to welcome the community into our school by making the inner-workings transparent. We strengthen the relationship between school and community when this is accomplished. Notwithstanding the Sunshine Law requirements, certain sections of the Safety Plan will only be available to law enforcement and other appropriate persons. When possible for safety concerns, transparency is our approach to overall school safety for several reasons: 1) it is an important part in providing a positive learning environment and promoting community use. 2) it is a strategy for security, and 3) it makes it easy to identify threats early, thereby increasing available time for closing blinds, locking doors, using emergency communications, moving children to an area of refuge, or fleeing through a secondary exit. PBMCS will comply with the Marjory Stoneman Douglas legislative requirements (Ch. 2019-22, Laws of Florida (2019)) regarding school hardening-the specifics of which will be determined once the school site is identified. Further detail on safety is provided in Section 19.

How do we build an environment that fosters healthy living? Every aspect of the school is critical to the learning environment – including programs on fitness, nutrition and healthy eating. Also, in as much as the learning environment extends beyond the wall of the physical facility, it is important for our students to connect to nature and the natural world. PBMCS's belief is consistent with John Medina's research findings that being active while outdoors provide the optimal conditions for a child's cognitive development. Medina makes two important points in his book, *Brain Rules*:

1. The brain is most active during exercise; a lack of exercise impairs cognitive function.
2. The "outside" matters because the human brain performs best when it is outdoors.

Therefore, to the extent possible we will build into the schedule opportunities for students to be active and outside without infringing upon required instructional time.

Further, in today's world mental health concerns are paramount requiring close attention to any signs or incidents of suicide or bullying. PBMCS will engage with community partners who have expertise in these areas: Broward Sheriff's Office, the Children's Services Council of Broward County, Broward Behavioral Health Coalition, Inc., BCPS, Broward County's Health & Human Services Division, 211, etc. to develop programs and meet the needs of the staff and student body to address their mental as well as physical health needs.

How do we create a learning environment that is rich in all five senses and allow our student to integrate them together? The sensory-rich learning environment at PBMCS mirrors the research cited in Section A in every way. Color, natural and artificial lighting, materials and student work will be incorporated into every aspect of the learning environment design so that our students reap the full learning benefits that a highly engaging environment affords. We know that children develop intellect, build memories and make meaning of things around them through the senses. Further, the research is clear regarding the importance that dining plays in providing sensory-rich experiences for students. Also, we know that a sensory-rich learning environment helps students to retain, retrieve, and learn best. To that end the PBMCS's staff will work hard to achieve "the smells and tastes of life" in its environment.

How will we ensure that our students are engaged (basic learning environment)? The school's learning environment will reflect and support the learning needs of today's student. The shift from predominantly teacher-centered instruction to one which is student-centered requires a diversity of learning approaches and methodologies. PBMCS's basic learning environment will provide a range of learning style options, which are integral to our instructional delivery methods. Additionally, teachers will deliver content in a variety of ways where students are able to:

- work independently in **self-directed study**, learning to make decision, solve-problems, and ultimately, for their own position on a subject.

- work together with **collaborative team** members learning how to share their position with others and how to value the position of others, seeing their world from multiple points of view.

- work through a **blended model** that mixes technology and face-to-face instruction. The brick-and-mortar classroom learning is combined with online learning, and students have some control over the time, pace, and place of their learning.

- work in **large and small groups** to successfully accomplish learning objectives, at the same time they will learn how to collaborate, communicate and think on their own.

In other words, the learning environment is not only designed for ideal learning but also designed to teach students how to learn differently and get high marks in achievement. By working this way, we are able to improve students' skills and attitudes, and help them learn how to reflect and think, which is linked directly to the school's mission: "Equipping Pompano Beach young minds to think, through utilization of quality educational systems, tools and processes for productive learning and living.

School's Structure of Operating

Level	Organization of School	Scheduled Use of Time	Teacher Collaboration Opportunities	Professional Development (Internal/External Partnerships)	Decision-Making	Integrated Services
K-2	Teaming	5 Day	Cross-Grade & Same Grade Common Planning	Long Term Intensive Sponsor's Network	Collaborative	Writing, Reading, Content
3-5	Teaming	5-Day	Cross-Grade & Same Grade Common Planning	Long Term Intensive Sponsor's Network	Collaborative	Writing, Reading, Content

| 6 | Teaming | Modified Block | Cross-Grade & Same Grade Common Planning | Long Term Intensive Sponsor's Network | Collaborative | Writing, Reading, Content |
| 7-8 | Teaming | Modified Block | Cross-Grade & Same Grade Common Planning | Long Term Intensive Sponsor's Network | Collaborative | Writing, Reading, Content |

Rationale for Class Size and Structure – The organizational structure of the school is based on the ways in which students learn, the role of teachers in their day-to-day interactions with teachers, with students and parents, the school's relations with parents and community and the overall mission.   As clarified in the table above, the key elements considered in determining structural priorities are organization of the school, use of time, teacher collaboration opportunities, extensive and intensive professional development, school decision-making process, parent involvement and integrated services.

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All classes will be taught by certified personnel and will be designed to maximize space for differentiated learning. All classes will be equipped with collaborative worktables or pods, teacher stations, high tech tools to give teachers the opportunity to embed technology into instruction. Classrooms will be uniquely designed to serve students in a collaborative, team environment including a "gathering area" for younger students with work tables, and specialized mobile desk units for older students which can be moved around in a fluid manner to allow for individual, partner and group work in a matter of seconds. This design will promote and support a progressive, technology enhanced, and project-based model for instructional delivery.

PBMCS plans to transition and grow over time. By starting off with K-2 and 6th grades, the school will purposefully begin as a small school, allowing school leadership to select and train the best teaching candidates through a hiring, recruitment, and retention process that is rigorous and mission-aligned; and, to establish a targeted and comprehensive professional development program for these teachers that is aligned to state standards and also the school's mission and values.

The slow growth model will also allow the school to establish a strong foundation of best

practices and deliberately build the school's infrastructure. The school's proposed K-8 grade configuration creates more stability for students at a time when they are going through the changes associated with young adolescence. Abella (2005), Offenberg (2001), and Alspaugh (1998) draw a positive correlation to the K-8 configuration and increased student achievement. Class size will be in accordance with §§1003.03 and 1002.33(16)(b)3., Florida Statutes, as may be amended.

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

The latest research in curriculum, instructional methodologies, special support structures and systems and supplemental programming was used to design the PBMCS.

In Lezotte's **Seven Correlates Of Effective Schools,** Correlates critical to a successful school-improvement plan are presented and supported by research findings. The research also revealed that the Correlates had a positive impact on student achievement when designed into the structure of the school. He reinforces how strategic and critical these 7 Correlates are and consider them to be the core foundation of a school.   These Correlates make certain that the school:

- articulates a **clear and focused mission.**
- provides **opportunity to learn** and ensures that a significant amount of class time is dedicated to instruction in essential skills.
- monitors **frequently the progress** of students and that student academic progress is measured frequently using a variety of assessment procedures.
- maintains a **climate of high expectations** for success.
- sustains a **positive home-school relationship** with parents.
- preserves a **safe and caring environment.**
- is led by a **strong instructional leadership**.

Whole Child Program Tenets – The research associated with the whole child approach describes the importance of meeting all learner needs: social, emotional, physical, and academic needs. In addition, *The Association for Supervision and Curriculum Development* (ASCD) went further with its research and drafted tenets to magnify the significance of educating the Whole Child. The K-8 PBMCS design takes a whole child approach in its instructional delivery model.

- **Healthy students and lifestyles** – "Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students." The school will operate under the overarching expectation that students will be healthy by learning and practicing healthy lifestyles. To support this concept, elements related to health and well-being will be evident throughout the campus. At a basic level, the school and classrooms will have age-appropriate visuals to offer regular reminders of the importance of exercising the mind and body, making healthy food choices, and recognizing emotional indicators. Teachers, administration, and students will set school-wide, individual, and/or personal health goals, which will be used to target particular health needs or areas requiring attention. At a

minimum, students enrolled in 6-8 will be required to take one class period per day of physical education for one semester of each year. K-5 students will have 150 minutes of physical education each week at a moderate intensity level to provide a significant health benefit.

- **A physically and emotionally safe learning environment for students and adults –** The School's students and staff will always be expected to adhere to expectations promoting the physical and emotional safety of others. When students, parents, and visitors walk onto the campus they should expect to be engaged in, and connected to, a positive school climate and culture fostering security and the success of others. As part of establishing and maintaining a safe learning environment and school community, students and staff will hold one another accountable for maintaining and improving a safe and student-centered school. Staff and students will also be expected to engage in professional dialogue and reflection in support of sustaining school safety. Administration will ensure that any policies and procedures that could potentially impact or be connected to overall school safety are developed with collaborative input from stakeholders and are in alignment with the school's safety expectations. The school will ensure information is available online, on campus, and disseminated to parents.

- **Active engagement in learning and connections to the school and broader community –** There is strong research that supports engaging students through Project Based Learning (PBL). This approach has been shown to yield several benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Compared to traditional instructional methods, students engaged in small-group learning achieve better, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments.

- **Access to personalized learning supported by qualified and caring adults** – The interaction between teachers and students is of greater importance in optimizing personalization support than virtually any other factor.   Care has been taken to include safeguards to guard against the lessons learned by Jean Mizer's short story "Cipher In The Snow." No student in the school should experience isolation to the degree of a negative outcome. As part of the school's overall positive and safe school culture, "adults who interact with students at school, and during any extracurricular, co-curricular, and community-based experiences," will teach and model pro-social behavior."

- **Challenging academics to equip students for successful participation in a global environment –** Today's students are more likely to switch careers and hold multiple jobs during their lifetime. They will face an evolving workplace influenced both by technology and the global marketplace (Werell, 2014). The school's educational framework is naturally aligned to the *4Cs of Learning and Innovation Skills* recognized by the Partnership for 21st Learning: creativity and innovation, critical thinking and problem solving, communication,

and collaboration. According to the NEA, the "number of students leaving our K-12 schools with effective critical thinking, communication, collaboration, and creativity skills is very uneven." From the research there is a clear imperative that in order to prepare "Generation Z" students to become "life-ready," educators across America must first equip themselves with the knowledge and skills that they need to alter the futures of students they teach.

The **Multi-Tiered System of Supports**, (MTSS**)** which will be discussed in greater detail in Section 4A, provides a framework to meet the needs of students performing below grade level. MTSS, which is often used as an overarching construct for Positive Behavioral Interventions and Supports ("PBIS") and Response to Intervention ("RTI"), is a schoolwide, three-tiered approach for providing academic, behavioral and social supports to all students based on their needs and skills (Cook, Lyon, Kubergovic, Wright, & Zhang, 2015; Harlacher, Sakelaris, & Kaelman, 2014; Sugai & Horner, 2009; Sugai & Simonsen, 2012). Harlacher et al. (2014) described six key tenets of the MTSS framework:

(a) all students are capable of grade-level learning with adequate support;

(b) MTSS is rooted in proactivity and prevention;

(c) the system utilizes evidence-based practices;

(d) decisions and procedures are driven by school and student data;

(e) the degree of support given to each student is based on their needs; and

(f) implementation occurs schoolwide and requires stakeholder collaboration.

Studies continue to suggest that the MTSS/RTI model has a high correlation to positive student achievement when implemented to fidelity.

Project-based learning (PBL) – A number of research studies points to the positive effects PBL has on students' engagement, motivation, and beliefs in their own efficacy. These interactive classes foster movement, space and opportunity for group and team collaboration, access to technology, independent workstations, and small group or individual teacher to student working areas. The structure of the classroom is fluid in nature and allows for flexibility in order to adjust to student needs and the student learning process. While the overall structure of the school's basic learning environment is influenced by several factors, we say again that the quality of interaction between teachers and students in individual classrooms is of greater importance in optimizing personalization than virtually any other factor.

Cross-Curricular Instruction – Cross-curricular integration strategies are included in the redesign of Florida's NGSSS in conjunction with literacy and other subject areas. This powerful approach, when integrated properly, maximizes instructional time and makes learning more relevant.   When teachers work as part of planned instruction, to interconnect various standards from various disciplines into one lesson or unit, they help connect subjects, skills, create coherence, increase motivation, promote meaningful engagement in real problems, and help

develop high-level skills that students can apply in unfamiliar situations. Cross-curricular instruction is an integral part of the school's delivery method because while students are learning the basic information in core subject areas, they are not learning to apply their knowledge effectively in thinking and reasoning (Applebee, Langer, & Mullis, 1989).

The *Leader in Me,* a whole school improvement model that used teaching practices to promote social and emotional learning for student in grades Kindergarten through 6th grade, provides the school with tools to develop a climate that cultivates service to one another and infuses leadership opportunities for all students. Through its implementation, a culture and spirit of community, where students are intentionally expected to learn and demonstrate skills needed for 21st century survival skills, emerge. Objective research continues to attest to *the program's* effectiveness as more and more school districts around the country incorporate it into their curriculum. To date over 30 independent academic-research studies have evaluated this program and determined its positive impacts across a wide variety of areas.

Every staff member will be required to support the concept and complete the training, since *Leader In Me* is central to the mission of the school.

Research literature indicates that **Service Learning** positively impacts the personal growth of students in grades 4-8 in terms of the development of empathy, responsibility, civic engagement, and self-efficacy. In addition, findings pinpointed growth in students' communication with parents and teachers. Through service-learning experiences, at school and in the community, students will further develop their ability for engagement, and enhance their group organizational and interpersonal skills.

In a well-oiled "learning system" environment, every educator in the school focuses intently on learning – at whatever level they serve. A **cycle of continuous improvement process** to keep the focus where it should be, is one quality design feature of an effective school. The school will implement a sustained, standards-based cycle of continuous improvement to increase educator effectiveness and results for all students.

Marzano's 9 High-Yield Instructional Strategies. Most differences in student achievement can be attributed to factors like the student's natural ability or aptitude, the socio-economic status of the student, and the student's home environment and that these things cannot be changed by schools, according to Marzano. However, he and his colleagues identified a "game changer" when they isolated the nine high-yield instructional strategies that are nonnegotiable instructional strategies at PBMCS. Through a meta-analysis of over 100 independent studies, these strategies had the greatest positive affect on student achievement for all students, in all subjects, at all grade levels.

Strategy #1   Identifying similarities and differences   (Yields a 45-percentile gain)

Strategy #2   Summarizing and note taking   (Yields a 34-percentile gain)

Strategy #3   Reinforcing effort and providing recognition   (Yields a 29-percentile gain)

Strategy #4   Homework and practice   (Yields a 28-percentile gain)

Strategy #5   Nonlinguistic representations   (Yields a 27-percentile gain)

Strategy #6   Cooperative learning   (Yields a 23-percentile gain)

Strategy #7   Setting objectives and providing feedback   (Yields a 23-percentile gain)

Strategy #8   Generating and testing hypothesis   (Yields a 23-percentile gain)

Strategy #9   Questions, cues, and advance organizers   (Yields a 22-percentile gain)

The **Backward Design** research-based teacher tool has had a significant effect on reading comprehension for English Language Learners in grades 4-8 students (Hodaeian and Biria, 2015). This approach will give teachers at PBMCS the skills needed to design lessons that focus on the "destination" first and then plan the route, rather than the other way around (Wiggins, G. and McTighe, J, 2005). From the students' perspective, it helps the learners understand the goal of the process of learning better and causes them to reach those goals faster.

This three-step process includes:

- Identify Desired Outcomes: Articulate what learners should be able to understand and do after provided instruction.
- Identify Acceptable Evidence: Determine what types of assessments and measures would clarify (or serve as evidence of) when and whether students can perform the desired outcome.
- Plan Learning Experiences and Instruction: Develop exercises, materials and instruction around the desired outcomes and evidence.

PBMCS's **Balanced Scorecard** makes benchmarks attainable by quantifying progress and providing realistic measurements of the results. The basic principles underlying the balanced scorecard are remarkably simple: If you can't measure it, you can't manage and improve it, and measurement motivates.

The balanced scorecard will force each and every employee of the PBMCS to answer the critical question: How does my work support student achievement? The school's strategy map targets four objectives to improve student achievement:

- Focusing on teacher effectiveness, and retention;
- Identifying barriers having a negative impact on achievement;

- Engaging the community; and
- Constructing a high quality and safe facility.

The literature reviewed for **Universal Design for Learning** (UDL) indicates that the use of UDL benefits not only students with identified learning disabilities but also the general education population of students. (Schreiber, J. 2017) To that end the UDL principles will be incorporated into the school's frameworks to address broader school issues such as scheduling and intervention time, curricular decisions, staff roles, and assessment, which often can create learning barriers for students. As part of the school's educational programming, digital tools will be used to support blended learning efforts and approaches to personalized learning and meet the need of the whole child.

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)

Sample daily schedule and school annual calendar can be found in Attachment B.

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's researched based curriculum and instructional model is aligned to current state standards and best practices. It is designed to actively engage all students in learning, inherently creating a learning environment where content integration and hands-on experiences provide students with opportunities to attain information embedded within the state-adopted standards. Teachers, understanding the importance of ensuring that all students access and master standards, will utilize UDL principles to make instruction accessible and reduce learning barriers, while providing engaging learning opportunities to students with wide-ranging learning needs. In addition, teachers will be held to the same high expectations geared toward teaching for in-depth understanding of content. The school acknowledges their responsibility to serve students from a variety of educational backgrounds and with diverse educational needs.

Through the school's MTSS/RTI infrastructure, described in more detail in Sections 4 and 5, students who are not making adequate progress toward mastery of grade level Florida standards, and students with special learning needs, will have access to supplemental and intensive interventions designed to target deficit skills identified through the problem solving process. The administrative team and appropriate designated staff at the school will closely oversee the implementation of individual educational plans (IEPs) and Section 504 plans for students with disabilities, Educational Plans for gifted students, and ELL plans in accordance with district and state requirements.

Added support in the attainment of the standards, is based in the fidelity of the implementation and all the complementary process and accountability "failure proof" safeguards contained in the design of the school. By connecting students to learning through content integration and hands-on experiences, students will be able to attain information embedded within the respective standards, apply their knowledge, and generalize their learning to other school and life experiences. Nets of support are woven into the design to grow a thriving community of high achieving students, who demonstrate above average performances in subjects across disciplines including mathematics and science.

The instructional materials for each subject will be selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities. Specific components that will be available at the school include but are not limited to the following:

- A comprehensive assessment program which will be used for a variety of student assessments, including but not limited to; (a) state and district assessments, (b) progress monitoring assessments and tools, (c) teacher created assessments and formative assessments, (4) district/school created baseline and interim assessments, and (5) test generators aligned to the Florida standards. These instruments will be used to evaluate whether students are making adequate progress toward the standards, and to identify students who require remediation, interventions, or who may not be making adequate progress toward the standards.

- Quality instructional materials that are: (a) aligned to the Florida standards addressing all content areas, (b) combined with instructional frameworks aligned with the standards, and (c) balanced with instructional methodologies geared toward attainment and application of knowledge.

- Fully functioning multi-tiered leadership and student-specific problem-solving teams will conduct ongoing evaluation of core and supplemental curriculum and interventions as well as implement the problem-solving process for individual students who are experiencing academic or behavioral challenges.

- An online student information system enables the school's administration, teachers, students, and parents to share and access information quickly and efficiently. Functionality such as parent access to students' grades and regular posting of homework assignments will foster communication and family involvement and support.

Students achieving above, at or below academic achievement levels will receive the wrap

around support needed to make sure that they are making gains regularly as discussed in
Sections 4.

Attachments
Section 3: Educational Program Design

| 3.1 | [Attachment B](#) | Mulhall, Lisa, 1/28/20 8:35 PM | PDF / 1.213 MB |

Notes

David Shelley, 3/6/20 6:01 PM:

The application fails to provide a progress monitoring tool for usage with level 1 students. Nor does it provide
a foundational reading program or instructional resources for students in need of that instruction. What will be
used for these two items? Additionally, the description of the ELA curriculum is scant at best.

Detra Adams, 3/6/20 1:35 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)? The application failed to provide
evidence of a clear and coherent educational program design for ELA, Intensive Reading, and Writing,
especially regarding how the school plans to meet the needs of Level 1 and 2 students. The application does
not clearly explain how the most intensive students would have their needs met. Daily reading intervention is
required per 1003.4156, F.S. Question: Describe the intervention schedule for intensive reading (Tier 2 and
Tier 3). How often will be students receive intensive interventions to support attaining grade-level proficiency
of the Florida Standards? 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.

Terri Coyle, 3/5/20 7:02 PM:

Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: English Language Arts: K-12
Reading Plan: The application fails to provide evidence of participation in the District’s K-12
Comprehensive Research-Based Reading Plan. The application references various complex and
comprehensive approaches to instruction, pedagogy, and planning such as PBL, UDL, Backwards Design,
etc. However the application fails to specify how the teachers will be developed in these areas, how
implementation will be supported and monitored, and who will be responsible for providing the necessary
professional development needed to effective implementation of these instructional approaches. Tier 2 and
Tier 3 Instruction: The application fails to provide evidence of clear educational program design for core
subject areas, especially regarding how the school plans to meet the needs of at-risk students.

Blanca Guerra, 3/5/20 3:23 PM:

Does not mention World Languages

Donna Haynes, 3/4/20 5:43 PM:

Music and Arts are not mentioned as part of the Education Program design however curriculum is discussed.

Neena Grosvenor, 3/4/20 5:17 PM:

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

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

Celia Jimenez, 2/28/20 8:07 PM:

PBMCS described their school's program design and it was centered around the 3 principles (High quality and rigorous instruction, strategies and methodologies to "fill gaps" and school leadership). However, there was no examples provided on how each of the 3 principles are intended to be implemented in the math. I am also wondering in which content area is PBL implemented.

4. Curriculum and Instructional Design

Section Evaluation

	Final Rating
Partially Meets the Standard Celia Jimenez, 2/28/20	Partially Meets the Standard
Meets the Standard Martina Blanco, 2/28/20	
Meets the Standard LoriAyn Stickler, 2/28/20	
Meets the Standard Melissa Pariaug, 3/3/20	
Meets the Standard Louise Ball, 3/4/20	
Partially Meets the Standard Tanya Hutkowski, 3/4/20	
Meets the Standard Matt Schroeder, 3/4/20	
Meets the Standard Zuzel Rodriguez, 3/4/20	
Partially Meets the Standard Neena Grosvenor, 3/4/20	
Meets the Standard Merilyn Johnson, 3/4/20	
Meets the Standard Donna Haynes, 3/4/20	
Partially Meets the Standard David Shelley, 3/4/20	
Meets the Standard Cortney Roberts, 3/4/20	
Partially Meets the Standard Blanca Guerra, 3/5/20	
Partially Meets the Standard Terri Coyle, 3/6/20	
Partially Meets the Standard Detra Adams, 3/6/20	
Partially Meets the Standard Sarah Decotis, 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 Core Curriculum – PBMCS's foundation is a data-driven model of instruction using researched based curriculum and materials to promote increased academic achievement for all students. As previously stated, the major issues of "student under achievement" has not been the curriculum but a combination of other issues: 1) insufficient resources to properly deliver and sustain core subject curriculum, 2) insufficient direction and understanding on how to use available resources appropriately, and 3) insufficient teacher training to align teaching and assessment strategies with internal and external mandates. To address the abovementioned issues, PBMCS has created an academic delivery system that renders zero risks and 110% benefits to students. Within highly qualified teacher-led student-centered classrooms, students are exposed to quality instruction, a rigorous and robust curriculum and assessments that are vertically and horizontally aligned to all system mandates, resulting in high student achievement and Florida Standards being met.

PBMCS will use textbooks for all core subjects that have been state/District approved and will make modifications throughout the duration of the charter in accordance with the state standards as they may change. (See State Adoption Timeline Chart). The core academic areas include: ELA, Mathematics, Social Studies, and Science. In addition, the school will offer other curriculum courses including Physical Education and Health, Art, Music and Technology. These subjects will be taught using research-based materials and State-approved/District-adopted textbooks. The curriculum will continuously reflect high quality instruction, research-based strategies, and innovative support methods for all students, which enables them to yield a high achievement record.

State Core Textbook Adoption Timeline Changes		
Core	**Textbook Pending Issue(s)**	**PBMCS Response**
ELA	• K-12 Adoption contract expired 2018 extended through 3/31/20.	• Charter will use the current K-8 ELA state approved/District adopted textbooks. • Will make modification as per District
	• K-12 Adoption contract expired	• Charter will use the current K-8 Math

Math	2018 extended through 3/31/19; state's adoption process for math start until 4/2021.	state approved/District adopted textbooks. • Will make modification as per District
Science	• K-12 Adoption contract expired until 2023; an extension is forthcoming, dates not posted yet.	• Charter will use the current K-8 Science state approved/District adopted textbooks. • Will make modification as per District
Social Studies	• K-12 Adoption contract does not expire until 2022; an extension is forthcoming, dates not posted.	• Charter will use the current K-8 Social Studies state approved/District adopted textbooks. • Will make modification as per District

As outlined in Section 3, students from kindergarten to 8th grade attending PBMCS will be exposed to a learner-centered instructional system that aligns curriculum, teaching, learning and assessment using sound researched based methodologies. Teachers will deliver high quality instruction aligned to the most effective teaching strategies that yield the highest return. The school's curriculum is adaptable to all students' needs, interests, abilities and future plans. It is designed to support students with wide ranging learning needs; including students with disabilities, gifted and ELLs. The school's intervention methods provide wrap around support within a multi-tiered system as outlined later in this section. Additionally, the curriculum is comprehensive, highly engaging and has been designed to ensure that all students achieve at high levels of learning.

All in all, the school's educational program design, Florida's academic standards, the strong alignment of specific curriculum content to state assessments, the array of research-based instructional materials at the hands of teachers and the instructional tools (digital and non-digital) we have selected or are considering, comprise the curriculum to be implemented at the school. Teachers can also expect to have the following curriculum tools and processes in place to help them prepare students for Florida Standards:

- Scope and sequence of essential Florida Standards – based on nine-week intervals, in content areas;
- Continuous review/monitoring of curriculum to ensure teacher's pacing of State Standards;
- Regular observations to ensure teaching of Florida Standards with focus, coherence, rigor;
- Balanced Scorecard to ensure that the curriculum benchmarks are being accomplished;
- Use of multiple measures and assessment data to make curriculum decisions and plan interventions;
- Professional Learning Communities (PLC) among grade level teams, departments and administration;
- Ongoing relevant Professional Development; and

- Increase reading of informational and higher complexity text, focused on text-based answers, and writing from sources across the curriculum.

K-5 CORE CURRICULUM

Reading/English Language Arts (ELA) – PBMCS's commitment to offering students a comprehensive education begins with academic excellence in reading, writing, oral communications, and the interpretation of literature. The school understands the critical nature of providing a strong foundation in the area of reading and ensuring the provision of a robust ELA program. The school's ELA curriculum will reflect critical and creative thinking and inspire active engagement in reading, writing, speaking, listening and viewing. Moreover, PBMCS will emphasize the interdisciplinary nature of language arts skills such as listening, speaking, reading and writing across all curriculum areas and grade levels.

The Reading/ELA Florida Standards (LAFS) will drive instruction in all content areas. Our teachers will utilize benchmarks for language arts instruction/coursework to prepare students for mastery of the standards. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in the elementary grades and beyond.

The daily literacy schedule is designed to provide an on-grade level curriculum to all students in reading and English/language arts, which translates into 90 minutes of uninterrupted reading instruction daily, plus 30 minutes of ELA instruction. Also, an additional 30 minutes for intervention/enrichment is built into the students' daily schedule (supplemental, immediate, intensive, and/or enrichment.) The full literacy block is designed to deliver high quality, explicit, and systematic instruction in reading and is a balanced approach to meet the ELA standards at each grade level.

Reading and writing skills will also be incorporated throughout the school's curriculum, while offering cross-curricular connections for students to support meaningful engagement. We recognize that to develop student literacy, the school must deliver comprehensive reading instruction with fidelity, assess students' progress regularly, and analyze all available data sources and progress monitoring information to adjust instruction to meet the needs of our learners. In conjunction with our whole child approach to learning, and connecting students to content and real-world application, one of our primary goals is to ensure an enjoyment for reading, by exposing our readers to the world around them, and by helping them to understand that reading is a skill needed for lifelong success. Reading and ELA instruction is delivered through an integrated approach and students will receive instruction in four areas of skill development: 1) research and writing; 2) vocabulary; 3) grammar and spelling, and; 4) listening and speaking.

- The **research and writing skills** concentrate on text analysis and give students the foundation they need to interpret texts from multiple angles and form insights. The books and digital tools prompt students to mark up and annotate texts, allowing understanding to blossom into written form.

- The **Vocabulary skills** builder enables students to gain mastery over a core academic

vocabulary as well as domain-specific knowledge of words. In addition, the weekly grammar skill targets, supplemented with daily lessons, support the students' understanding of how English works.

- The **grammar and spelling skills** scope and sequence is designed to build students' spelling skills and informational texts activities that are integrated within the curriculum literature. Weekly writing instruction provides opportunities for students to practice the writing process of pre-writing, drafting and revising everyday with writing prompts related to reading selections.

- The **listening and speaking skills** that are built into the curriculum incorporates team projects and class conversations and guide students to develop critical listening skills and mastery of group communication. Presentations and collaborative work activities put students in a position to develop social awareness and speaking skills as well.

Strategies to support Literacy development will include:

- **Classroom Library** – The classroom libraries of quality literature that includes material written at varying reading levels and in a variety of genres will be a part of each classroom. These collections will include multi-leveled text sets that are related to various topics in the areas of science, math, and social studies. These resources will also be multileveled to meet the spectrum of reading levels in the classroom. The physical layout of the classrooms will provide easy access to reading materials during literacy center time within the daily reading block as well as throughout the day. The teacher will monitor progress by listening to students read, checking for comprehension, and supporting student-led book discussions.

- **Word Walls** – Teachers will create word walls of high frequency words, word patterns, phonic elements, and interesting, unique, or exciting words. Word wall activities will support student practice in recognizing words quickly and accurately. Word walls will also be developed for reading, mathematics, and science.

- **Literacy Stations** – Centers or stations will be established within the classroom that allow students to work independently or in small groups. At these centers students will engage in a variety of independent activities to reinforce and extend learning, including practicing reading, writing, speaking, listening, and working with letters, sounds, and words.

- **Sustained Silent Reading** – Periods of sustained silent reading will be incorporated into the reading block as well as throughout the school day to help students build stamina for increasingly longer and more challenging text.

K-5 Mathematics – The math curriculum has necessitated an instructional shift that requires focus, coherence, and rigor. By emphasizing the standards focus, teachers will significantly narrow the scope of content, deepen how time and energy is spent in the math classroom so that students gain strong foundations. The coherent math curriculum requires teachers to think across grades and link to major topics within grades. They will carefully connect the teaching within and across grades so that students can build new understanding onto foundations built in previous years. They will also begin to count on solid conceptual understanding of core content and build on it, since each standard is not a new event, but an extension of previous learning. Teachers will:

- teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives;
- educate students to see math as more than a set of mnemonics or discrete procedures;
- support fluency and application by focusing on conceptual understanding;
- structure class time and homework time for students to practice core functions such as single-digit sums or multiplication so that they are more able to understand and manipulate more complex concepts and gain speed and accuracy in calculation;
- teach students how to use appropriate concepts and procedures for application even when not prompted to do so; and
- provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in K-5 and 6-8.

The mathematics curriculum will be integrated throughout the entire PBMCS learning community to the greatest extent possible. Teachers in content areas outside of math, particularly science, will ensure that students are using grade-level-appropriate math to make meaning of and access science content.

Students will have extensive experience in making data tables, graphs, and geometric sketches and will be able to use them to clearly describe a wide variety of patterns and relationships and be encouraged to state their own criteria for what is a satisfactory result and to discuss their judgments in terms of their purpose.

Ultimately, students will be able to understand the mathematical significance of the arithmetic and algorithmic operations that they perform. By focusing on the 'why' behind the algorithmic procedures, PBMCS will be preparing students for the further study of mathematics as well as the quantitative literacy of daily life.

According to the National Council of Mathematics Teachers, the shift was needed from traditional computation and "rote" learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem-solving skills. PBMCS will focus on delivering a developmentally appropriate math curriculum where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. PBMCS believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The curriculum will be flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study. The mathematics curriculum offers a range of courses to meet the students' different developmental and ability levels.

K-5 Science – The science program is designed to use a constructive view of learning skills, sequences, and subject knowledge. PBMCS believes that the science curriculum and instructional strategies must first build the student's own reality before introducing new content.

Understanding science comes from relating new experiences to what the students already know, not from simply adding new knowledge.

The sequence of instruction will begin with addressing the misconceptions or alternate understandings that the students have about the topic. Then, the students will be engaged in activities that help construct or reconstruct meaning. The science curriculum will include strategies to:

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

PBMCS's science-oriented curriculum will concentrate more on an experimental, hands-on approach to the students' current definition of science while increasing their abstract knowledge of science.

Science is a dynamic, ever-changing discipline, and the students will be encouraged to use computers and the Internet, plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they will create. The major purpose of the science curriculum will be to teach the students to become self-reliant and independent problem-solvers; it is designed to create a high level of interest in learning that will become personalized and individualized.

The science curriculum will prepare students to achieve the NGSSS by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. Additionally, students will participate in hands-on science experiments. In grades 4-8, interested students will be encouraged to participate in competitions such as Science Fair, Science Olympiad, and Science Bowl, where they will be able to explore and investigate the steps to the scientific method.

K-5 Social Studies – The social studies curriculum will promote the students' understanding of historical, geographical, and civic knowledge and their application of this knowledge to today's diverse world culture.

PBMCS is committed to offering an engaging social studies interdisciplinary curriculum focusing on the NGSSS for Social Studies, as the foundation for social studies instruction.   The six social studies domains will be covered in kindergarten through grade five: American History, Civics, Government, Economics, Geography and World History. Our emphasis on citizenship as part of

the school's overall culture will be supported as part of the social studies curriculum. Citizenship topics will be presented to students using an interdisciplinary approach prompting students to relate to the world around them and generate collaborative solutions to real-world problems.

In K-2, history will be delivered to students with stories and discussions through folk tales, legends, and prior knowledge brought to the classroom by the student. Stories of different cultures and countries to compare to their personal stories and experiences will be presented. Students also create an understanding of community through the classroom rules, values, and decisions that affect individuals and the classroom community. This gives an opportunity for students to explore community and civic responsibility as they study historical events and research on present day society through projects, technology and community service.

In grades 3-5, the curriculum focuses on the history of the United States, Florida History, and World History, which is in direct alignment to the Florida and NGSSS.

6-8 CORE CURRICULUM

ELA Core Curriculum – PBMCS's grade 6-8 ELA curriculum provides instruction in reading, writing, oral communications, listening and the interpretation of literature.   Students are expected to be proficient in these areas of communication and demonstrate at grade level their mastery of them. The ELA curriculum is aligned to all Florida standards and provides a systematic framework for literacy instruction by connecting all disciplines to focus on the teaching of reading, writing listening and speaking throughout all areas of the curriculum.

The primary focus of the ELA curriculum will help students use the reading process effectively, select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing (to anticipate content, purpose, and organization of a reading selection). In addition, the students will use writing processes effectively, select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines. Overall, the students will be prepared to use viewing and speaking, strategies effectively and understand the nature and power of language.

Mathematics Core Curriculum – PBMCS's math curriculum is aligned to the mathematics Florida Standards (MAFS), which makes the instructional shift that requires focus, coherence and rigor. By focusing strongly where the standards focus, teachers will significantly narrow the scope of content, deepen how time and energy is spent in the math classroom and focus deeply only on what is emphasized in the standards, so that students gain strong foundations.

The coherent math curriculum will require teachers to develop alternative ways to assist students to understand mathematical concepts and to think across grades and link to major topics within grades. They will need the training and skill to connect the teaching within and across grades so that students can build new understanding onto foundations built in previous

years. In addition, teachers will need a solid conceptual understanding of core content and build on it since each standard is not a new event, but an extension of previous learning. Teachers will:

- teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives;
- educate students to see math as more than a set of mnemonics or discrete procedures
- support fluency and application by focusing on conceptual understanding;
- structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts and have students gain speed and accuracy in calculation;
- teach students how to use appropriate concepts and procedures for application even when not prompted to do so; and
- provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in grades 6-8.

Science Core Curriculums – The science curriculum is designed to use a constructive view of learning skills, sequences, and science knowledge. It is believed that we must build the student's own reality when introducing content. Meaning in effective science teaching comes from relating the new experiences to what they already know, not from simply adding new knowledge. The science curriculum will incorporate reading standards for literacy in science.

The sequence of instruction necessarily begins with misconceptions or alternate understandings that the students have about the topic. Thus, it engages them in activities that help construct or reconstruct meaning. The curriculum will also concentrate more on an experimental, hands-on approach to students' current definition of science while increasing the abstract knowledge of science. Science class strategies include but are not limited to:

- Encouraging students to make their ideas explicit, presenting them with events that challenge their ideas; and
- Encouraging the process of hypothesizing, and the generation of alternative inspirations of models, enabling the students to explore these alternatives in informal and friendly ways, particularly through group discussion, and providing opportunities for students to use their new ideas in wide range of situations so that they can appreciate their utilit

The overall focus of the science curriculum is to provide students with a broad knowledge of scientific concepts. The science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. PBMCS will follow the state science course descriptions for grades 6-8.

The 6th grade Earth/Space science curriculum provides an opportunity for students to explore the Earth's materials, processes, place in the universe, and history. Other topics covered in this curriculum are meteorology, oceanography, astronomy, and geology. Laboratory activities and safe laboratory techniques are essential elements of the course. Projects are used to further the students' understanding of key concepts.

The 7th grade Life Science curriculum includes the study of animal and plant cell; the classification systems for the major kingdoms of life, heredity; and the study of the ecology of our surroundings before moving to the study of the human body, human health, genetics, and evidence on biological evolution. Laboratory techniques are an essential part of the course. Projects are used to further the students' understanding of key concepts.

The 8th grade Physical Science curriculum focuses on an introduction to chemistry and physics. Chemistry topics include properties and changes of matter (e.g., physical and chemical), and the atomic model of matter. Physics topics include forces (e.g., magnetic, electrical, gravitational), energy (e.g., thermal, kinetic, potential), motion, light, and sound. Laboratory activities and safe laboratory techniques are an essential part of the curriculum.

Social Studies Core Curriculum – The 6th grade social studies curriculum at PBMCS is aligned to Florida standards and relates to the world's ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. They will study methods of historical inquiry and primary and secondary historical documents. This curriculum also offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation. Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, and solving problems are various methods of instructional exploration in this course.

The 7th grade social studies curriculum is aligned to Florida standards and includes the following content area strands:

- Civics;
- Geography; and
- Economics.

The primary content of the curriculum relates to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens in a democratic society; and methods of active participation in our political system. The curriculum is embedded with strong geographic and economic components to support analysis, synthesis, document-based writing and civic education instruction.

The 8th social studies curriculum enables students to understand the development of the United States within the context of history by examining connections to the past to not only prepare for the future as participating members of a democratic society but also to understand the rights and responsibilities of citizens. The student will examine political, economic, technological and social developments of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role. The curriculum will include but not be limited to: (a) the

impact of expansion on the development of America; (b) political, social, and economics conflicts and compromise; (c) influence of diverse groups on cultural development of the U.S.; and (d) key concepts of the United States Constitution and other important historical documents. Document-based writing will be emphasized in this class.

Within the ideal learning environment, the PBMCS classroom teachers shift students away from traditional, content specific, pieces of information and rote procedures toward a more integrated approach that includes investigating and questioning the interrelated facets of the world. As an example, the teacher will pose a problem and then require students to do original research inspired by a class-wide inquiry project. They must use technology to gather and analyze information, design and test a model solution, collect data, provide peer feedback to improve upon a proposed solution, self-reflect and then present their conclusions and finished products/projects to a wider audience comprised of peers, staff, parents and community members. And of course, opportunities for student choice and learning extensions would be provided as appropriate.

Learning is collaborative and while teaching the student to show respect for everyone's ideas, they must also learn to build interpersonal communications skills as well. PBMCS believes in educating the whole child in a thoughtfully prepared holistic environment that nurtures students physically, emotionally and intellectually. The following instructional strategies will accommodate a wide variety of learning styles and needs and engage all students, more effectively, in the learning process, which maximizes their potential:

1. **Differentiated Instruction** -meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.
2. **Interdisciplinary Connections** – Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.
3. **Scaffolding** – Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.
4. **Cooperative Learning** – Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.
5. **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.
6. **Information Processing Strategies** – Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization and Creating Independence Through Student Owned Strategies ("CRISS Strategies")(e.g. Know, Want to Know, Learn 'KWL', reciprocal teaching, graphic organizing, scaffolding, and webbing.)
7. **Systematic instruction** – Is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across,

the five elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons are built on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

8. **Direct instruction** – A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, and in all settings (whole group, small group, and one-on-one).

9. **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 regarding 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.

Methods and Systems – Formalized tiered instructional techniques are the methods and systems teachers have for providing for the adjustment of a lesson or project in one or more of the following aspects to maximize participation and learning for individual students:

- Level of complexity;
- Amount of structure;
- Materials provided;
- Time allowed;
- Level of independence;
- Pacing;
- Number of steps required for completion; and
- Form of expression/demonstration of mastery.

Nonetheless, teachers will need training, practice and time to master the skills necessary to effectively differentiate instruction for optimal achievement by all students. Many teachers admitted that their teacher-education program did not prepare them to work with diverse groups of students. Tomlinson (1999) found that pre-service teachers seldom, if ever, experienced differentiated instruction in their teacher-preparation programs. For optimal instruction, mastering the art of differentiation is imperative to the mission of school. PBMCS's leadership, teachers, and all essential support staff employed at PBMCS will receive required explicit professional development and technical assistance throughout the year to master the system and methods associated with differentiated instruction. The explicit training will teach them:

- how to identify individual students' needs and learning styles;
- how to create activities and tiered lessons that will meet those needs; and
- how to cultivate different strategies for grouping students, arranging your classroom, and using cognitive approaches that help students take ownership of their learning.

Some examples of differentiation that will be in evidence through the culture of school once everyone has been trained include:

- **Content** – Some students may be completely unfamiliar with the concepts in a lesson, some students may have partial mastery, and some students may already be familiar with the content before the lesson begins. Differentiating content is based on Bloom's Taxonomy and moves from lower to higher levels: remembering, understanding, applying, analyzing, evaluating, and creating. Examples include:

  - Match vocabulary words to definitions;
  - Read a passage of text and answer related questions;
  - Think of a situation that happened to a character in the story and a different outcome;
  - Differentiate fact from opinion in the story;
  - Identify an author's position and provide evidence to support this viewpoint; and
  - Create a PowerPoint presentation summarizing the lesson.

- **Process** – Students have preferred learning styles, and successful differentiation takes this into account: visual, auditory, and kinesthetic, through words. Examples include:

  - Provide textbooks for visual and word learners;
  - Allow auditory learners to listen to audio books; and
  - Give kinesthetic learners the opportunity to complete an interactive assignment online.

- **Product** – At the end of a lesson or project, a product is created to demonstrate mastery of content. Students can complete activities that show mastery of an educational concept in a way they prefer, based on learning style. Examples include:

  - Word learners most comfortable with reading and writing write a book report;
  - Visual learners create a graphic organizer of the story;
  - Auditory learners give an oral report; and
  - Kinesthetic learners build a diorama illustrating the story.

- **Learning Environment** – Conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Teachers also should use classroom management techniques that support a safe and supportive learning environment.

- **Student-centered** – Each student is a unique learner with a specific learning style and learning needs. At the school we understand that students need to move through curriculum and standards at a pace that makes sense for their learning needs and leads them through small successes to mastery. We want students to engage with material that inspires them to learn, builds their confidence and helps them understand the subject area content most effectively.

Meeting the needs of all students – PBMCS's curriculum will be customized to serve students of all ability levels including students with exceptional needs and ELLs. The results of the most recent Florida Standard Assessments, teacher-made tests, and screenings used with the various core programs will be analyzed to determine the level of mastery in reading, writing, mathematics,

and science for all students. This information, coupled with the results of prior years' standardized tests results and student records, will be used to determine student supports.   Teachers in all classes will utilize scaffolding to provide contextual supports for meaning using simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold will gradually be removed. The objective at the school is to maintain the rigorous curriculum designed for each grade, and to adjust methods and practices to ensure all students are achieving at grade level.

Apart from providing the specific services documented on a student's IEP, EP, and/or ELL/LEP plan, teachers will differentiate instruction using the following curriculum differentiation strategies to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- Curriculum Compacting: Involves eliminating the repetition of work that has already been mastered;
- Independent Study;
- Enrichment Clusters;
- Learning Center; and
- Flexible Grouping: Grouping of students according to their learning needs.

Teachers will manage instructional time to meet the standards while providing motivating, rigorous, and meaningful experiences for students. Additional supports will be available for students identified as not meeting grade level expectations or making adequate progress and will have additional core instructional time.

They will also receive intervention supports through a protected block in the master schedule designed to provide Tier II and III levels of support. Student data and progress will be shared with parents in a timely manner in order to establish an ongoing school/home partnership of student support. Assessments used to measure a student's initial level of performance and ongoing progress will include ongoing progress monitoring.

The following multi-tiered level system will be operational to ensure that the learning needs of students performing below grade level are met.

Multi-Tiered System of Supports – PBMCS's multi-tiered system of supports (MTSS) refers to the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students through integrated academic and behavioral supports. The MTSS implemented by the school is based on the following core beliefs:

- Every student learns and achieves to high standards;
- Learning includes academic and social competencies;
- Every member of the education community continues to grow, learn, and reflect; and
- Every leader at every level is responsible for every student.

Our MTSS framework is focused on school-wide performance and improvement and is designed to address the academic and behavioral needs of every student, regardless of whether he or she is struggling and in need of intensive remediation and support, or excelling, and in need of advanced learning opportunities. An MTSS leadership team will be established to include the principal, grade level and subject area lead teachers, school counselor(s), and other school-based staff with specialized areas of focus (e.g., curriculum specialist). This team will be responsible for monitoring school-wide instructional goals and also developing action plans to correct educational deficiencies both in instruction and student learning. The team will meet monthly to:

- Evaluate data and correlate to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify potential concerns as well as positive practices;
- Identify professional development to enhance student achievement levels; and
- Facilitate the process of building consensus, increasing infrastructure, and otherwise support the school's MTSS framework.

In addition to monthly meetings, the MTSS team will establish a cyclical schedule for in-depth review and analysis of school, classroom, and student data that aligns with the collection of benchmarking and summative data. The team will refer to the Florida Department of Education's ("DOE's") Guiding Tools for Instructional Problem Solving – Revised ("GTIPS-R") "Imperative Questions" for each tier to frame data analysis. The results of these data reviews will inform curricular decisions as well as identify professional development, training, and supports needed by teachers. Instances of inadequate progress will be analyzed to determine first whether the curriculum and instructional materials are being implemented with fidelity. If not, the team will work with the teacher(s) to identify what needs to occur to resolve the problem. If so, revisions to the materials will be considered.

A. 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.

PBMCS Tentative K-8 Core Curriculum

Grade Levels	English Language Arts	Mathematics	Science	Social Studies
K	Houghton Mifflin Harcourt Florida *Journeys*	Go Math	Accelerate Learning: STEMscopes 2.0	(Houghton, Mifflin, Harcourt) Leveled Text by Conceptual Topic Classroom Libraries
1	Houghton Mifflin Harcourt Florida *Journeys* *Keystone A-F (DLA)*	Go Math	Accelerate Learning: STEMscopes 2.0	(Houghton, Mifflin, Harcourt) Leveled Text by Conceptual Topic Classroom Libraries
2	Houghton Mifflin Harcourt Florida *Journeys* *Keystone A-F (DLA)*	Go Math	Accelerate Learning: STEMscopes 2.0	(Houghton, Mifflin, Harcourt) Leveled Text by Conceptual Topic Classroom Libraries
3	Houghton Mifflin Harcourt Florida *Journeys* *Keystone A-F (DLA)*	Go Math	Accelerate Learning: STEMscopes 2.0	(Houghton, Mifflin, Harcourt) Leveled Text by Conceptual Topic Classroom Libraries
4	Houghton Mifflin Harcourt Florida *Journeys* *Keystone A-F (DLA)*	Go Math	Accelerate Learning: STEMscopes 2.0	DBQ 4th Grade Florida Leveled Text by Conceptual Topic Classroom Libraries (HMH)
5	Houghton Mifflin Harcourt Florida *Journeys*	Go Math	Accelerate Learning: STEMscopes 2.0	DBQ 5[thth] Grade Am. History V1 Leveled Text by Conceptual Topic

	Keystone A-F (DLA)			Classroom Libraries (HMH)
6	Holt McDougal Series & Inside National Geographic Inside, Edge & PW Impact *Keystone A-F (DLA)*	Go Math Go Math Advanced	STEMscopes Earth, Life, & Science (R &A)	World History (R/A) Cengage/NatGeo Ancient Civilizations:
7	Holt McDougal Series & National Geographic Inside, PW Impact *Keystone A-F (DLA)*	Go Math Go Math Advanced	STEMscopes Life Science	Florida Civics: Integrated Civics, Economics & Geography (R/A) (HMH)
8	Holt McDougal Series & National Geographic Inside, PW Impact *Keystone A-F (DLA)*	Go Math Go Math Advanced	STEMscopes Physical Science	History Alive: The U.S. Through Industrialism (TCI)

The table above summarizes PBMCS Tentative K-8 Core Curriculum offerings by grade levels.

The curriculum decisions for all core subjects are not finished; however, the curricular choices for PBMCS will be made using only State approved/District adopted textbooks and instructional materials. Once the charter application is approved, the principal and the instructional team will make the remaining decisions regarding the curriculum in order to ensure compliance with the latest standards at that time. The state textbook adoption timeline process, in accordance with the chart above, has been amended for some core subjects as reflected in the table. Although a number of choices have been made, PBMCS will follow the lead of the District Sponsor for all pending curricular choices that are modified after the submission of the application. The following curricular summaries identify the curricula choices to date in K-8 Reading, K-8 Math, K-8 Science and K-8 Social Studies and the rationale for the selection.

Core Curricular Choice Summaries

K-5 Reading Curriculum – The *Journeys* (Houghton, Mifflin, Harcourt Florida) reading curriculum, along with supplementary trade books, guided reading books, and texts sets, satisfy the requirements for all genres and achievement levels in reading and writing from K through 5 levels. The curriculum provides a framework for teachers to scaffold literacy instruction and provide best practices in reading while incorporating and integrating authentic literature texts.

This curriculum provides integrated texts worthy of instruction, which give readers learning opportunities 1) to reflect on themselves and their actions; 2) to invite them into the worlds of others; 3) to understand the biological, social, or physical world; or 4) solve problems that are timely and important. "Texts worthy of instruction also allows students to develop their literacy prowess and become informed citizens" (Fisher & Frey, 2012). The balance literacy approach allows the teacher to tailor the literacy block(s) in ways that best meet the needs of students and the ever-increasing standards in reading and writing. The school will provide the curriculum and ancillary materials needed to promote and support interdisciplinary instruction in reading, writing, and math and to improve student performance. All assessment materials needed to measure ongoing progress in reading and writing are aligned to the Florida Standards measures. Phonics inventories, running records and close reading selections are included. Additionally, intervention materials and leveled readers for small group and MTSS leveled literacy intervention kits are also parts of the program.

K-5 Reading Curriculum Rationale – It is through speech that children learn to organize their thinking and focus their ideas (Lyle, 1993). A variety of oral language-based activities are incorporated throughout all core programs, including partner pair, guided practice, summarizing and retelling, picture chats, and weekly "Talk About It" lessons. The process of comprehension is strategic and interactive, involving the ability to apply, synthesize, and interact with what is being read. (Adams, 1998; Harvey & Goudvis, 2000; Moats, 2000). The National Reading Panel (2000) identified strategies that have been shown to have a firm scientific basis for improving reading comprehension, including monitoring comprehension, using graphic organizers, answering questions, generating questions, recognizing text structures, and summarizing. The comprehensive core curriculum feature supports systematic and explicit comprehension instruction using these strategies. This curriculum not only aligns strongly to the Florida standard but also integrates research-based strategies and interventions at each grade level to ensure that all students are supported at a high level to master the content.

6-8 Reading/ELA Curriculum – The *National Geographic, Inside,* literacy curriculum will bring reading to life and keep it alive for PBMCS 6-8 grade learners. Strongly aligned to the Language Arts Florida Standards, the *Inside* curriculum will be used as the 6-8 grade school comprehensive intervention reading program. Our focus, which lines up with McEwin & Greene's research (2011), is on literacy across the curriculum.   According to them, "in high performing 6-8 grade schools, reading, writing, speaking, and listening are taught and practiced where they apply, rather than taught in isolation." *Inside,* provides intervention instruction, strategies, and scaffolded supports for comprehending complex texts that becomes increasingly more complex. Teachers will be able to:

- Teach with new explorations and discovery;
- Engage students with National Geographic exclusive content; and
- Achieve success with Florida Standards.

Inside is authentic and contains multicultural literature and *National Geographic* informational texts. The on-grade level, complex text for close reading, engages learners directly in what Armstrong (2006) calls real-life pursuits rather than artificially contrived lesson plans that have little or no relevance to their lives. Additionally, the curriculum is structured to assist essential reading personnel in facilitating the placement of students in intensive and advanced reading classes. *Inside*'s curriculum meets the specific needs of students reading above, at, or below

reading grade level and requires the precise engagement of students in highly complex cognitive tasks such as: 1) Analyzing and critiquing author's writing, 2) Extracting information form complex information text passages, and 3) Using text evidence to justify a position to name a few.

6-8 Reading/ELA Curriculum Rationale – The core curriculum selection complement cross-curricular perspectives where skills are reinforced across the disciplines, through embedded cross-curricular content and information being delivered through various core subjects (e.g., language arts through all areas of the curriculum). Literacy skills are reinforced in all subject matter across disciplines at every grade level. The curriculum choice selection contains high interest and relevant content themes to keep the active learner engaged in the lesson for longer periods of time. Florida Standards drive the mission of the school and serve to materialize the philosophy and commitment of the school community for a rigorous curriculum with high expectations.

K-8 Math Curriculum – *Go Math!* Offers students an engaging and interactive approach to learning math and has incorporated major research strands into its curriculum: "Writing to Learn, Vocabulary, Scaffolding, Metacognition, and Graphic Organizers." These embedded strands enhance the instruction of mathematics while simultaneously incorporating strategies that support reading and writing development.

Focused, coherent, and rigorous, *GO Math!* Is the first K–8 math program written to fully support new standards. *GO Math!* Provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. Considered the Next-Generation solution, *GO Math!* At both the elementary and middle school levels combine 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.

Comprehensive teacher support is through every stage of their instruction, from planning and implementation to assessment and remediation. The Digital Teacher Experience gives teachers access to a full suite of instructional resources — online or offline — on a variety of mobile devices. With HMH Player, teachers can customize content and present interactive lessons to the entire class right from the app. A blended approach to Instruction, *GO Math!* Is also perfect for print or blended instruction, whether working with elementary – or secondary-level students. In other words, *GO Math* is the perfect program with regards to curriculum and infrastructure. It meets you where you are and takes you where you need to be.

In addition, *Go Math!* Manipulatives will be integrated into the math classes. One reason that students struggle in mathematics is that they consider it to be a highly abstract subject. Using manipulatives can be a very effective tool to help students move from abstract thinking to

concrete thinking (Stein, & Bovalino, 2001). Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate on quantities. However, the use of manipulatives is not enough for conceptual understanding. It is important that teachers guide students in discovering mathematical ideas so lessons will be designed to teach rather than showing students how to work problems step-by-step.

K-8 Math Curriculum Rationale – A math curriculum is more than a collection of activities – it must be coherent, focused, and well-articulated across the grades. A focused and coherent approach to math consists of different topical interconnected strands, such as algebra and geometry, and the strands. When this shift is made, the emphasis, according to the National Council of Mathematics Teachers, is on the child gaining mathematical insight, reasoning, and problem-solving skills. This comprehensive math curriculum engenders that approach to math, where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. This curriculum integrates research-based strategies and interventions at each grade level to ensure that all students are supported at a high level to master the content.

K-8 Science Curriculum – This Accelerate Learning curriculum, *STEMscopes 2.0*, was written specific for Florida in alignment with New Generation Sunshine State Standards. The curriculum is integrated so that students experience a biology, chemistry, and physics hands-on science curriculum. Built on a digital platform, enhanced by print, and brought to life in hands-on kits, *STEMscopes* Florida creates a student-centric blended STEM learning environment where teachers can teach, intervene, and accelerate their diverse students. *STEMscopes* digital resources and on-demand print offer teachers a tailored platform that increases engagement, rigor, and student achievement.

The school understands the critical nature of ensuring that each teacher has a comprehensive plan for instruction that clearly identifies the standards and aligns to "what is taught and assessed." We have reviewed available documents developed by the district related to curriculum pacing, scope and sequence, and intend to use them as a foundation to the maximum extent possible. In as much as the state only assesses 5th and 8th graders for science proficiency, instructional staff and the school's administrator will develop a school-wide curriculum map to ensure that the NGSSS for science are addressed and mastered at each grade level.

K-8 Science Curriculum Rationale – A science education curriculum that is judged to be effective typically includes several elements (such as exemplary curriculum, professional development, and community support) that work together. The K-8 grade science curriculum choice is in balance the harmony with these elements and with the standards. Eighth graders exiting are prepared to transition and excel at the next level with the prerequisite skills needed to chart any career path they choose.   Essential to PBMCS's mission and philosophy is to develop such learner knowledge, understanding and skills in subject content, problem-solving intellectual inquiry, flexibility and responsiveness to change. This curriculum integrates research-based strategies and interventions at each grade level to ensure that all students are supported at a high level to master the content.

K-5 Social Studies Curriculum – Houghton, Mifflin and Harcourt's, *Leveled Text by Conceptual topics and Classroom Libraries* will be used to deliver the K-5 social studies curriculum. In addition, *The DBQ Company: 4th Grade Florida* and *5th Grade American History, Volume 1.*

This curriculum choice will be used to provide student with practice in responding to a prompt using a series of provided primary and secondary sources to support their answers. While basal readers and content-area textbooks help teachers meet the standards, exclusive use of them can stifle student interest and development of critical thinking skills. (Dunn (2000)) PBMCS puts a variety of print rich and digital curriculum options, to augments the social studies textbooks, at the fingertips of students and teachers which helps with the seamless integration of the content into the literacy block and throughout the disciplines. This curriculum encourages curiosity, creativity, and a love of all subjects with collections of literary and informational texts. Each grade-level library includes 40 social studies titles in the focus areas of history, civics & government, geography & maps, economics & financial literacy, and culture & community. Also, included are a variety of trade books, leveled readers covering themes that offer a socio-cultural diversity to the classroom. The instructional delivery approach fosters growth across subjects and gives K-8 readers the opportunity to connect learning across disciplines. The *HMH, K-5 Social Studies Libraries Series:*

- Connects Classroom Content to Real-Life Events;
- Get students thinking;
- Challenges students to carefully consider historical events and introduce them to varying perspectives that encourage them to clarify and question their own;
- Broadens understanding; and
- Open students' minds to a range of cultures in the context of well-known holidays, such as Thanksgiving, and time-specific celebrations, such as Native American Heritage Month in November.

Teaching resources include targeted lessons and professional learning options that support daily instruction. In addition, the *HMH K-5 Social Studies Libraries Series* features relevant, meaningful informational texts aligned to Florida standards and the NGSSS by:

- Ensuring students are reading at the right level, build fluency, and inspire confidence with our standards-aligned Guided Reading Library;
- Facilitating seamless organization and lesson planning with subject-specific, carefully labeled canvas totes that house each leveled library collection;
- Building academic vocabulary and strengthen reading and writing skills with title-specific lesson plans; and
- Assesses comprehension with *Reading Counts!*® quizzes for every title.

The Document-Based Question curriculum supplements (DBQ), used in 4th and 5th grades are important to standards mastery because it requires students to engage in an array of literacy and

historical thinking skills, as they read, analyze, and synthesize a variety of sources (both textual and visual), construct a thesis, and logically defend that claim using properly cited evidence. The development of these skills is built into all levels of the social studies curriculum.

6-8 Social Studies Curriculum – The 6-8 social studies curriculum also aligns strongly to the NGSSS and serves as the foundation for social studies instruction. The curricula that will be used to deliver instruction include the following:

- 6th Grade Curriculum: Cengage Learning's, National Geographic: *World History: Ancient Civilizations, FL*;
- 7th Grade Curriculum: Houghton, Mifflin and Harcourt's *Florida Civics: Integrated Civics, Economics, and Geography,* and;
- 8th Grade Curriculum: TCI's*, History Alive: The United States Through Industrialism, Florida Edition.*

6th Grade – The *World History: Ancient Civilizations, FL* curriculum meets the rigor requirement for Florida standards and aligns strongly to Florida NGSSS (FNGSSS). While providing engaging and motivating activities, the curriculum is accessible to all students whether reading and writing proficiency levels are below, at, or advanced. English Language Learners, inclusion students, and students with special needs successfully interact with this content. Putting students at the center of their own learning, empowers them to approach a task, create a plan, collaborate with others, and emerge with a solution that can be articulated and shared. Intrinsic motivation and high interest content help students make critical connections to the relevancy of ancient civilizations.

Supplementary teacher resources and support materials for grades 6-8 (print and digital) are included, saving teachers valuable time and resources. Also included are assessments in a variety of formats, formative and summative, along with pre-assessments:

- Document-Based Questions provide practice working with primary and secondary source materials;
- End of Chapter Reviews revisit the main ideas, key vocabulary, skills, concepts, and connections;
- Formative Assessments allow teachers to monitor students' progress, make accommodations, and tailor instruction to individual students; and
- eAssessment is available online.

These are aligned with the Florida standards and measure what the students know and can produce.

7th Grade – Houghton Mifflin Harcourt is changing the way Florida students experience social studies, by delivering compelling narratives enriched with history streaming video and engaging activities, we're connecting students to history through experiences that are energizing, inspiring, and memorable. With its flexible design, HMH Social Studies curriculum: *Florida Civics: Integrated Civics, Economics, and Geography,* lets teachers choose the best way to approach unpacking the FNGSSS based on their style and the learning styles of the students. Digital tools

and instructional supports challenge students to approach history through active inquiry connecting content, interest, and their curiosity to uncover connections to the past while becoming informed and effective citizens of the future. HMH Social Studies delivers a personal and powerful narrative to inspire curiosity and help students connect learning to active citizenship and their interests.

8th Grade – *History Alive! The United States Through Industrialism* was developed by middle school teachers at Teachers' Curriculum Institute (TCI) to help students succeed in learning about history in a way that is fun and exciting. With the help of teachers from around the nation, the TCI approach to learning history, actively engages student, making U.S. history come alive. The TCI Approach meets the rigor requirement for Florida standards and aligns strongly to FNGSSS. The curriculum has three main parts. First, during class students are involved in exciting activities. For example, by playing a game of Capture the Flag, they learn how the Continental Army defeated the British in the Revolutionary War. As a delegate to the Constitutional Convention they learn to understand the important debates that influenced the design of our Constitution. Second, the curriculum explores the experiences of immigrants at the turn of the 20th century with research activities where students research, create and share immigrant scrapbooks. Third, every lesson is built around an activity like these. With the TCI Approach, students not only learn more about history than ever before, but they have fun doing it.

Social Studies Curriculum Rationale – The curricular choices will afford teachers the opportunity to develop the skills and understandings in students. Core subject content strands are strongly aligned to Florida Standards and are taught at all grade levels, with specific content selected and developed to match developmentally appropriate expectations for all students. Each core curriculum provides flexibility to modify content and research-based strategies and interventions are integrated at each grade level to ensure that all students are supported at a high level to master the content.

- 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.

N/A

- 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.

Reading as a Primary Focus – First, the school acknowledges the research behind the National Institute for Child Health and Development which views the nations' reading problem as a significant health crisis. We also recognize the need to reduce the percent of children who struggle to read. Currently, 38 percent of all third graders still read below basic level with only a

slight improvement over the last 25 years. Torgesen (2005) concluded that this percent of reading failure is largely avoidable and could be reduced to the range of 2-10 percent, regardless of social class, race, or income. In as much as reading is the nucleus of learning across content, and the basis for lifelong learning, curricularists have designed reading instruction at PBMCS through an interconnected scientific process that incorporates research based practices that we believe can best achieve the desired outcome: to reduce the percent of children who struggle to read. The school's approach includes:

- early identification of children at risk of reading;
- daily training in linguistic and oral skills to build awareness of speech sounds or phonemes;
- explicit instruction in letter sounds, syllables, and words accompanied by explicit instruction in spelling;
- teaching phonics in the sequence that research has found leads to the least amount of confusion, rather than teaching it in a scattered fashion and only when children encounter difficulty;
- practicing skills to the point of "automaticity" so that children do not have to think about sounding out a word when they need to focus on the meaning;
- concurrently with all the above, building comprehensive skills and vocabulary knowledge through reading allows, discussing, and writing quality children's literature and nonfiction topics; and
- frequent assessment and instructional adjustments to make sure children are progressing.

Second, the school's master schedule has been designed to provide 150 minutes of uninterrupted literacy instruction daily for grades K-5 and 75 minutes for grades 6-8. Third, only research-based, state approved, and District adopted curricular materials are used to deliver core instruction. Fourth, the instructional delivery design has established a consistent focus on high quality, explicit, and systematic instruction in the teaching of critical reading/literacy skills that go beyond comprehension.   And fifth, required professional develop for all instructional and instructional support staff has been incorporated into the instructional program to teach critical reading personnel how to differentiate instruction with fidelity.

By teaching the fundamentals of reading, layering instructional strategies to help all students make continual growth, and instilling the importance of reading through making connections, we are confident that our students will establish a lasting enjoyment for reading. To support the school's focus on reading, we will continually engage with families to encourage reading as a priority in the home. Whether it is to work with students and families to encourage and establish reading goals in the home, to connect reading to naturally occurring activities in the home and community, promote discussions between parents/guardians in the home about reading, or provide engaging and interactive methods and resources connecting students to reading outside of school, we will support the capacity of families to make reading a priority.

K-8 Independent Reading Requirements – All students will be expected to read a specific number of books at their independent reading levels throughout the school year. Students will be provided a means of tracking progress and receive rewards for completing the requirements. Recommended reading includes:

- Five picture books or early readers per quarter for kindergarten through grade two students;
- Four-chapter books per quarter (approximately 100 pages each) for students in grades three

through five; and
- Four-chapter books per quarter (approximately 150 pages each), to include fiction and non-fiction for students in grades 6-8.

Based on the review of all available data sources, decisions will be made to adjust instruction and related student supports, and regularly monitor to ensure students are able to access supports freely as their needs change.

Students Reading At Grade Level or Higher – The *Journeys* curriculum provides curricular provisions for students reading at grade level or higher. Teachers and instructional support staff will ensure that students performing at or above grade level receive instruction commensurate with their abilities. Strategies to challenge these readers include:

- High interest teacher book hooks;
- Compacting in basic skills and replacement with challenging reading;
- Freedom, but guidance to select appropriately challenging books—advanced content in areas of personal interest—some supported struggle daily — early interventions;
- Quiet space during regularly scheduled time to read without distraction;
- Advanced reading strategies applied to challenging books;
- Higher order questions with wait time for thoughtful responses; and
- Reflection and practice and follow-up reflection on self- regulation strategies used for challenging reading.

The use of the above strategies will provide high levels of reading reinforcement and stretch the capacity of this group. For instance, through the book hook strategy, students are able to broadened their reading choices due to the fact that they were introduced to all the genres, and many nonfiction and fiction books that they were exposed to, they may have never picked up.

Advanced readers must progress at their own rate and by eliminating time spent working on skills already mastered and progressing through the reading curriculum at an accelerated pace, students will generally continue to expand their reading proficiency. Pre-instruction assessments will be used to determine students' instructional and independent levels of reading and guide instruction. (More in-depth details regarding the curriculum and strategies for at grade level or higher and for students reading below grade level are included in Attachment D).

Students Reading Below Grade Level – Teachers are trained to provide interventions and instructional supports for student reading below grade level within the *Journeys* curriculum. In addition, the school's MTSS leadership team will closely monitor student progress in reading, including baseline, midyear, and end-of-year assessments. Results of student progress will be analyzed to determine specific interventions for students at each grade level, including the nature and intensity of support needed. Supplemental and intensive support will follow a developmental reading continuum and continue to incorporate higher-level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards. Systematic Instruction Phonological Awareness Phonics and Site Words "SIPPS", SIPPS Plus, and possibly iReady are

the primary tools being considered for conducting formal benchmarking and progress monitoring. Any student who exhibits a substantial deficiency in reading based upon these assessments, the Florida Standards Assessment for ELA "FSA ELA", or teacher observations will receive intensive reading instruction. Students who score at Level 2 or below on the FSA ELA will be administered diagnostic assessments to identify the specific nature and extent of the learning difficulty. Students who have intervention needs in the areas of decoding or text reading efficiency will have extended time for reading intervention. Students who are not in need of decoding or text reading efficiency may receive instruction in content area classes through a content area reading intervention. (More in-depth details regarding the curriculum and strategies for at grade level or higher and for students reading below grade level are included in Attachment D).

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. N/A

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

PBMCS will not be developing its own curriculum. Additionally, the specific curriculum and other instructional ancillary materials that are proposed are on the state's approved list and have been adopted by the District Sponsor.

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

Physical Education and Health – The school believes in providing a healthy environment that encourages activity and movement. While students will have the opportunity to move and explore during many of their core academic classes, the physical education (PE) program seeks to develop an appreciation for health and wellness. The PE program will be a standards-based, balanced, progressive program, involving moderate to vigorous physical activity. In accordance with the "Don Davis Physical Education Act," we will offer K-5 grade students 150 minutes of PE per week and students will also be offered a minimum of an additional 15-20 minutes of physical activity per day in the classroom, outside, during recess, or other interactive timeframes, including other special areas. Grades 6-8 will offer students the equivalent of one class period per day of physical education for one semester of each year as required by §1003.455(3), Florida Statutes.

Music – The music curriculum for K-8 grades will include both vocal and instrumental music, introducing 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 involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. Additionally, the music curriculum for middle grades students will include a stand-alone elective as well as being integrated into history and English/language arts when applicable.

Art – Art education will provide students with an opportunity to develop and explore their creative potentials. The curriculum will include planning, developing, and implementing the fine arts as outlined in the NGSSS. Students will be exposed to production, history, criticism and

aesthetics of art. During the middle school years, students will expand on the art experiences in the elementary grades as they continue to develop and explore their creative potentials.

Technology – All students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Digital tools are fully integrated across disciplines into all curricular choices. Students will experience instruction and practice in developing computer skills to ensure they are prepared for and comfortable with computer-based assessments. The school will base its technology instruction on the International Society for Technology in Education (ISTE) Standards. The ISTE standards ensures that students are:

- Empowered Learners
- Digital Citizens
- Knowledge Constructor Innovative Designers
- Computational Thinkers
- Creative Communicators
- Global Collaborators

The school is considering the use of the *iReady* program, or a comparable program, developed by Curriculum Associates, as an adaptive digital tool to support reading and math instruction. The *iReady* online program has the capacity to serve as a diagnostic, progress monitoring, and instructional tool. It is our understanding that the *iReady* reading program is available at select other public schools.

Character Education – Themes based upon character and values, life skills, and citizenship will be infused throughout the educational program to support the development of positive citizenship, and our students' ability to contribute to the world around them and have a positive impact on others. We anticipate using the Center for the Collaborative Classroom's *Caring School Community* (CSC) resources, which include lessons for morning meetings, home connection activities, school-wide community activities, and other, related materials such as cross-age buddy activities

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

System and Structures for At-Risk Students – The results of the most recent state assessments, teacher-made and curriculum-based tests, and benchmark/interim assessments will be analyzed to determine each student's level of mastery in reading, writing, mathematics, and science. 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 selections, interventions, tutoring, referral for special supports and services). The school faculty will differentiate instruction as necessary and will offer before, during, and after school tutoring or other such assistance to ensure all students remain successful. Student performance will be continually assessed as described in **Section 5**.

The school's multi-tiered system of supports (MTSS) is described in Sections 4 and 5. One of the responsibilities of the school's MTSS leadership team will be the implementation of an early warning system (aligned with §1001.42(18), Florida Statutes), to identify at-risk students who are

likely to experience adverse outcomes early enough to alter student trajectories. Although the school is exempted from the Florida Statutes found in chapters 1000 through 1013 (with some exceptions), we strongly believe an early warning signs (EWS) is a critical component of any school program. The school warning system will monitor the same triggers or risk factors identified by the Sponsor:

- Prior retentions;
- Over-age for grade;
- Office Disciplinary Referrals;
- Absences;
- Out of school suspensions, year-to-date; and
- FSA reading and math scores of 2 or below.

The school anticipates using the District's current process for accessing student reports and composite scores using the above indicators. In the event a student exhibits two or more early warning indicators, (based on a review by the MTSS leadership team of the relevant data), a Problem Solving/Response to Intervention "PS/RtI" team will be convened to determine appropriate intervention strategies for the student. The parent will be an invited member of the team and the student's progress will be monitored regularly, and data-based decisions will be made regarding the effectiveness of the intervention and the need to intensify or otherwise modify the intervention to resolve the area of student need. In the event the use of the District's system is not applicable, the school will still conduct the previously described EWS procedures, by developing an in-house data compilation and reporting system.

Attachments
Section 4: Curriculum and Instructional Design

| 4.1 | Attachment D | Mulhall, Lisa, 2/1/20 6:50 PM | PDF / 1.283 MB |
| 4.2 | Attachment C | Mulhall, Lisa, 1/27/20 9:27 PM | PDF / 3.816 MB |

Notes

Terri Coyle, 3/6/20 3:47 PM:
Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: Social Studies: • Under the section titled K-5 Social Studies Curriculum, the application references the use of “Houton Mifflin, and Harcourt’s Leveled Text by Conceptual Topics and Classroom Libraries” will be used in K-5 SS curriculum. This does not seem to be state textbook. Clarification is needed. • 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.

Detra Adams, 3/6/20 2:06 PM:
Secondary Literacy: The application fails to provide evidence of a clear and coherent plan for middle grades ELA/Writing especially regarding how the school plans to support students with attaining proficiency of the B.E.S.T standards (ELA standards). Question: How will the school support students in meeting proficiency on

the FSA- ELA/Writing assessment? What curriculum/program will the school use to support instruction of the ELA B.E.S.T. standards? How will the school support students with a substantial reading deficiency (foundational reading gaps)? (1002.33, F.S., 6A-6.053, F.A.C., 1008.25, F.S., 1003.428, F.S., 1003.4156, F.S., K12 Plan) The application failed to provide an assessment calendar detailing a progress monitoring schedule. What progress monitoring tools will the school use and how will data drive classroom instruction? The application fails to address credit recovery options for middle grades students. Question: What options will the school provide for grade forgiveness and credit recovery? (1003.4156, F.S., 1003.4282, F.S.).

Terri Coyle, 3/5/20 7:05 PM:

Reviewed by Sarah Decotis, Elementary Learning, and Terri Coyle, CSMSD: English Language Arts: K-12 Reading Plan CCRP/CIRP/SIRP ? Under the table ?PBMCS Tenative K-8 Core Curriculum? the application references HMH Florida Journeys for K-5. The application fails to specify if this program will be the school?s CCRP. Under the section titled ?Core Curricular Choice Summaries? the application references the use of intervention materials and phonics inventories, as well as the leveled literacy intervention kits. The application fails to specify which programs will be used as the schools? SIRP and CIRP. ? Tier 2 and Tier 3 Instruction: The application fails to provide evidence of clear educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students. ? Writing ? 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. ? Third Grade Promotion ? The application fails to provide a clear and coherent plan on how the school will adhere to the guidelines and provisions dictated by Florida Statute 1008.25 sections 4b, 6b3, and 6b4, and 7b4e o Florida Statue 1008.25 Section (4)(b) states: A student who has a substantial reading deficiency as determined in paragraph (5)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. o Florida Statute 1008.25 Section (6)(b)3 states: Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. o Florida Statute 1008.25 Section (6)(b)4 states: A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts Assessment. o Florida Statute 1008.25 Section (7)(b)(4)(e) states: Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide a Read-at-Home Plan. ? Progress Monitoring Plan(PMP) - The application fails to provide a clear and coherent plan on how the school will adhere to the guidelines and provisions dictated by Florida Statute 1008.25 Section 4b states A student who has a substantial reading deficiency as determined in paragraph (5)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. In addition to the parent letter, a student who has a deficiency in reading must receive a Read-at-Home Plan, which includes reading and multisensory strategies as required in statute. ? 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.

Blanca Guerra, 3/5/20 3:24 PM:

Does not mention World Languages

David Shelley, 3/4/20 6:02 PM:

The application fails to provide a progress monitoring tool for usage with level 1 students. Nor does it provide a foundational reading program or instructional resources for students in need of that instruction. What will be used for these two items? Additionally, the description of the ELA curriculum is scant at best.

Neena Grosvenor, 3/4/20 5:17 PM:

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized?

1006.40 (3) (d) School library media services; establishment and maintenance.?Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

Tanya Hutkowski, 3/4/20 2:29 PM:

The application has a very thorough plan for mathematics. However, the plan fails to include other resources to be used to meet the needs of all students or how the students will be progress monitored. What resources will be used for Tier 2 and Tier 3 instruction?

Brian King, 3/3/20 6:13 PM:

No clear CTE pathways mentioned.

Brian King, 3/3/20 6:11 PM:

With Digital tools, are CTE digital tools per FLDOE Frameworks, being implemented or is this just common tools being utilized online?

Celia Jimenez, 2/28/20 7:59 PM:

A descriptive plan for Tier 1, Tier 2 and Tier 3 was found for Math but no explanation of which resources would be used for Tier 2 and Tier 3 intervention.

5. Student Performance

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

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.

Expected Academic Achievement Baseline – Prior to the official opening of PBMCS, the four achievement components from the FSA, Florida State Alternative Assessment "FSAA", NGSSS, and End of Course "EOC" in ELA, Mathematics, Science and Social Studies will be reviewed and analyzed for applicable students. Data from these previous school records and a standards-based pretest measure such as iReady will be used to establish the baseline from which to access student progress and as an integral part of the planning and refinement of instructional strategies.

Standardized comprehensive assessment and the learning gains in ELA and Mathematics as well as learning gains for the lowest performing students in ELA will provide preliminary data to set goals for student growth and performance. Attendance records, behavior records, individual educational plans (I.E.P), educational plans (E.P.), and English Language Learners (ELL) records for applicable students will also provide other academic and non-academic variables. There is no expected baseline for students entering kindergarten, however, public school students entering grade 1, 2 and 3 must present the latest school report cards and copies of any assessments or performance data available to them to include, but not limited to: Florida Kindergarten Readiness Screener (FLKRS), Benchmark Assessment System (BAS) or equivalent; I-Ready data; Level literacy Intervention (LLI) and portfolio assessment etc. Public school students entering PBMCS in grades 4-8 must have a score of Level 2 or higher on both Florida Standards Assessment (FSA), ELA and Mathematics in order to receive the credit.

Secondary students who enroll in and pass the End of Course (EOC) exam for Algebra or Geometry may submit a score of Level 2 or higher in place of the FSA Mathematics exam. Students must also submit the latest report card which reflects an un-weighted grade point average of 2.25 or higher in order to receive credit. For students entering PBMCS from private school or a public school located out of the state of Florida, an equivalent state assessment submission will be accepted and evaluated.

Annual Performance Goals for academic growth and improvement

In setting academic goals for the school, it is important to note that the school intends to begin with kindergarten through grade two and 6th grades. The iReady standards-based assessment will be used as the measure for performance goals in kindergarten through grade two. FSA scores for ELA and Math will become available in year 1 for grades 6 but learning gains will not be calculated until year 2. (Leaning gains will be calculated in year 3 for grade 3). The Statewide Science Assessment is not administered until grade five, so the science component will not be included until year 4.

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.

The following performance indicators will demonstrate a commitment to rigorous academic excellence, growth and improvement:

- Every PBMCS student will make at least one year's progress for each year he/she attends the school in both ELA and Math;
- The school will close the achievement gap for students performing below grade level by providing the type and intensity of instruction and interventions they need to achieve more than one year's growth each year they are enrolled, and;
- PBMCS will earn a grade of "A" in the state's accountability system.

Rationale for Goals, Baseline Adjustment and Evaluating Success – The school's calculation is based on achieving a school grade of "A" by year 2 and then retaining an "A" grade. Once students are enrolled and their actual performance data are available, we will calculate school – and grade-level baselines based on the individual students' performance on the prior year's assessments. If the calculated baseline levels exceed those anticipated in this application, we will revise our goals upward to reflect more rigorous targets. If, however, prior student performance indicates our goals may be unreasonably optimistic, we intend to retain the goals as proposed and intensify our efforts to meet them.

In addition to closing the achievement gap among student subgroups in each subject area, PBMCS's overall success will be evaluated based on the following indicators:

a. Percent of students who achieve a passing score of level 3 or above on the state assessment in ELA, Math, Science and Social Studies.
b. Percent of students overall and students in the lowest 25% who make learning gains on the state assessment in ELA and math.
c. Percent of middle school students who pass a high school level End of Course (EOC) test or industry certification.

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.

In addition to the academic goals stated above, the success of the school's educational program will be evaluated through more qualitative measures related to the effectiveness of character and citizenship education, social, emotional, and behavioral students learning. With the support of school leaders, teachers, and families, PBMCS will lay the groundwork for students to develop interpersonal skills, a passion for reading, curiosity for learning, and a commitment to the health and welfare of others that will sustain them as they successfully transition to high school and beyond. Through PBMCS's whole child focus, and education centered around positive character and citizenship, students will become knowledgeable and responsible young adults, able to demonstrate leadership in their daily lives by knowing how to listen, express themselves, resolve conflicts, work in teams, value diversity, and set goals. The annual school climate survey for parents, students and staff will indicate if we have obtained this vision.

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

Students' grade level and course placement procedures in each grade level at PBMCS will be in accordance with BCPS's Student Progression Plan.

Children who will be five years old on or before September 1, of the school year will be eligible for admission to kindergarten during that school year. Children must be six years old on or before September 1, of the school year for which admission to first grade is requested. No student shall be admitted to the first grade who has not successfully completed kindergarten. His/her parent must provide evidence of current residence, immunizations, date of birth, and medical examination completed within the twelve months prior to enrollment.

Students transferring from other schools will be placed in the comparable grade in which the student was enrolled at the previous school. Grade placement of students transferring from public schools in other countries or states will be determined by the principal based on evidence of:

- Compliance with the age requirements for admission to public schools within Florida;
- Academic credit that is acceptable under the District rules;
- Official documentation of the legal residency of the child's parent or guardian of the state where the child was previously enrolled in school; and
- Official school records which show attendance, academic information, and grade placement from which the student is transferring.

Grade placement of students transferring from home education programs or private schools will be based on screening conducted by PBMCS, which will include consideration of the student's age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and graduation standards, previous record in public and private schools, and evidence from the student's portfolio of work and achievement while in home education.

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.

PBMCS will adhere to the applicable Broward County Public Schools Student Progression Plan as defined by Policy 6000.01, as may be amended from time to time. (E.g. https://web01.browardschools.com/sbbcpolicies/docs/Policy%206000.1%20Student%20Progressie)

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. **N/A**

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

Promotion and graduation criteria will be communicated to parents and students in the entrance requirements and upon enrollment in the school. PBCMS Student Progression Plan will be distributed to parents at the beginning and end of the school year. PBMCS will further have an open school policy for the family and student to communicate their student's concerns through teachers, counselors, and administrative conferences. Parents will also be kept informed of their children's progress formally in writing through interim reports, mid-quarter progress and report cards at the end of the quarter. In addition, PBCMS will utilize online access to check if a student is on track for grade level completion. The school's Problem Solving Team (PST) will be convened for students who are at risk of retention or performing below grade level. A Progress Monitoring Plan (PMP), which is signed by the students, parents and guardians will be developed and implemented. The PMP will be updated quarterly with progress communicated more frequently and informally based on the student's needs.

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.

K-8 Curriculum Assessment Framework

	Core Subject Areas Tested						Summative Assessment		
Grade Levels	FLKRS	ELA Reading	ELA Writing	Math	Alg. 1 and/or Geometry	Science	FSA	NGSSS Science	EOC Alg. 1 and/or Geometry

K	X							
1								
2								
3		X		X			X	
4		X	X	X			X	
5		X	X	X		X	X	X
6		X	X	X			X	
7		X	X	X	X*		X		X*
8		X	X	X	X*	X	X	X	X*

*Florida Standards Alternate Assessment: Grades 3-8, when applicable. ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) EOC in Algebra and Geometry when applicable

In addition, PBMCS will follow the District's criteria to identify K-5 high achieving students in grades K-8 as outlined in the Broward County PROCEDURAL GUIDE FOR GIFTED EDUCATION – Broward Schools.

Formative assessment is a part of the instructional process. It will be incorporated into classroom practice to provide information needed to adjust teaching and learning while in progress. Interim assessments will be administered at different intervals between instructions. The data from interim assessments can be used for several purposes- all of them intended to deliver instructionally useful information to teachers, students, principals and parents.

Educators can use interim data:

- To measure students' achievement, to compare baseline and growth overtime;

- To identify patterns in learning for students or group of students;

- To target resources for students and teachers. This could include placement into intervention or talented and gifted programs for students, and professional development opportunities for teachers; and

- For principals, the data is useful for flexible grouping, tracking progress toward critical goals.

Benchmark assessment will be given periodically (e.g. at the end of a marking period/quarterly or as frequently as once per month) throughout the school year to establish baseline achievement data and measure progress toward a standard or a set of academic standards and goals. These assessments will be formal and may have computerized scoring. They will provide teachers with the content standards that have been mastered, and which require additional instruction and identifies each student's strengths and needs. Well-articulated benchmark assessments can be used to measure the student's progress over time.

All middle school students will be engaged in all aspects of their learning. PBMCS will utilize student led conferences. This can be facilitated by classroom teachers, other assigned teachers, counselors or administrator to make sure information shared provides a balanced picture of the students' strengths and weaknesses. The student led conference places the responsibility for their learning on the student. The teacher facilitates the conference, but the student will be responsible for answering parents' questions and concerns about the student's learning. The student shares with the parents what they have learned, shows parents their student portfolios and discusses the reasons for their academic grades.

Summative assessments will be administered, once a year, at the end of a unit of study, or at the end of a semester. This data provides information primarily for grades and grade placement and does not serve as a vehicle for re-teaching or making mid-course corrections.

Baseline Data is an ongoing process that provides evidence of what a student knows before teaching occurs.

Instructional Focus Plan Assessment is aligned to the Florida Standards. Grade level and content area create their Instructional Focus Plans and determine the timelines, deliver the instructional focus lessons, and after those have been taught, administer an assessment to identify mastery and non-mastery students.

PBMCS will utilize the Broward County Public School 2021-2022 mandatory assessment schedule; however, since the schedule has not been published yet, the school has included the

schedule for 2019-2020. These assessments are used to determine the progress of students with regards to mastery of standards and reaching levels of proficiency on the FSA, FSAA, NGSS and EOC.

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?

Students' progress will be monitored using multiple sources of data, including universal screening, informative assessments, progress monitoring, diagnostic and summative assessments. The data to make instructional decisions may include educational history, standardized assessments, attendance, parents' input, outside evaluation/ assessment data, medical/health history, Limited English proficiency assessments, observation and formalized behavior plans. This monitoring progress will be an essential component of the MTSS which provides progress monitoring, a multilevel prevention system and databased decision-making support system.

The school will implement with fidelity the MTSS to make sure success and improvement occur among students with disabilities and students on a 504 plan, as well as students at risk for academic failure. PBMCS will use the Eight Step Process which is like Deming's Plan, Do, Check, and Act (PDCA) model of quality improvements.The Eight Step Process is a data driven, cyclical continuous improvement model. Teachers will meet in learning communities in content area teams and cross discipline teams to PDCA.Teachers will be trained and expected to use this system to evaluate and inform instructions. The PDCA Instructional Cycle evolved from the Eight Step Process and incorporates other Best Practices.

Step 1. Test score Disaggregation (Plan) – Data taken from test score (state assessment) interim assessment, benchmark assignment etc. formative & summative assessments. This information helps teachers understand where the students are and where they need to be. Teacher teams analyze the data to determine which content area students need improvement. Priorities are formed ranking skills mastery from weakest to strongest.

Step 2. Time Development (Plan) – Once priorities are established, the same teachers team creates an instructional calendar to address the needs, which put the most emphasis on those areas where the greatest number of students were shown to need the most help. These calendars are created before the school year begins which outlines the weekly instructional focus for the year and are shared and updated though out the year.

Step 3. Instructional Focus (Do) – Teachers are now ready to cover the instructional objectives and target areas as scheduled. The school will utilize teaching strategies that are research based and have proved effective in the past for each objective on the calendar. Flexibility is allowed, based on the teacher style and delivery, but the instructional focus is mandatory.

Step 4. Assessment (Check) – At the end of each instructional unit test are administrated to identify mastery and non-mastery students. These tests are made and administered by grade level or subject area teachers. These tests are normally very few in questions providing teachers with instant on time learning to determine if the majority of students have mastered the content.

Step 5 and 6. Tutorials and Enrichment (Act)– Each day, a 30 to 60 minutes "team time" is set aside for tutorials and enrichment. Assessment results will determine whether a student will need tutorials or enrichment. While tutorials are for review and refocus, they are treated in a positive light and as a way for the students to catch up. Groups will change based on mastery and non-mastery of the content. Enrichment time is when students can select supplementary activities that enhance learning. Schools have selected different models to deliver Tutorials and Enrichment. In elementary classrooms, teachers have time included in their daily schedule for tutorials and enrichment. In middle school this time is driven by the master schedule.

Step 7. Maintenance (Check) – because we all tend to forget skills overtime, formal reviews are scheduled throughout the calendar year.

Step 8. Monitoring (Check) – The principal and assistant principals assume the lead role in monitoring classroom and school wide progress. This involves regular classroom visits as well as attending learning community meetings and conferences with individual teachers and individual students. The process ensures that priorities remain clear and the school's mission stays on focus.

Data enhanced instruction is the philosophy of the school with focus on two simple questions:

- How do we know if our students are learning?
- And if they're not, what do we do about it?

The school leadership team and teacher leaders will be responsible for managing and interpreting data while they increase their capacity. In addition, this team will lead and coordinate professional development. By embedding student progress monitoring within the context of the school that uses data to make instructional decisions, and by establishing collaborative structures that allow teachers to talk about the impact of instruction on student learning, the principal will help ensure the school is using effective strategies to meet students' needs.

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

Professional learning occurs in different designs. PBMCS school leadership team will utilize different models to meet the needs of its teachers and staff. Professional learning will occur face-to-face, online, and in hybrid settings. Some professional learning focuses on individual learning while other forms focus on team based or whole school learning. Most of the professional learning will occur as a part of the school day, while other forms may occur outside the school day.

The job-embedded learning design is the model of preference, because it engages individuals, pairs, or teams of educators in professional learning during the workday. This model of learning includes analyzing data, sharing best practices, case studies, peer observation or visitations, simulations, co-teaching with peers or special teachers, action research, professional reading, coaching, examining student work, and other professional learning recommended by the teachers and leadership team. The leaders must provide the resources and establish collaborative structures to allow teachers to meet their professional goals and improve students' performance. Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. PBMCS understand how resources allocated can overcome inequalities and achieve results for educators and students.

Effective educational leaders make a difference in improving students learning. Pre-service professional development that prepares instructional leaders in instruction and school change is a mandate. The principal will be a lifelong learner who participates in professional learning that promotes the mission and vision of the school.

In the first year, the PBMCS Governing Board will provide an experienced highly qualified mentor to provide coaching, assistance, support and training that is tailored to the needs of the principal and school. A leader trained in data disaggregation and analysis will be a requirement in hiring of the instructional leader and the professional development plan for the leader will be monitored.

Leadership only succeeds if the leader brings other people along into the same vision and they can work together and trust one another. PBMCS is committed to hiring an instructional leader who is a collaborative leader focused on:

• Shaping a vision of academic success for all students;

• Creating a climate conclusive to education;

• Developing and cultivating leadership in others;

• Improving instruction; and

• Managing people, data and processes to foster school improvement.

During pre-service and ongoing professional learning days, the other leaders, teacher leaders, teachers, and support staff will be trained on data driven learning and required to implement the MTSS tiered approach and the Eight Step Instructional Plan to improve student achievement. Each professional will have a professional development plan.

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.

The development of the School Improvement Plan will be utilized for addressing the performance of the school. School improvement and continuous improvement planning will be a systematic way of planning and tracking students' performance. A school improvement plan will be the "road map" that articulates the school's needs, to improve the level of student achievement and how and when changes are made. PBCMS will address quality improvements, which addresses qualitative and quantitative methods to improve the effectiveness, quality, timelines and safety of service delivery, processes and systems. In addition to the school improvement process and plan, the Principal will be responsible for monitoring school and individual data to determine if the school is on track towards its academic achievement goals.

The school can also conduct an independent comprehensive needs assessment (CAN) before the school improvement plan is developed. The © should include:

Instruction and alignment

- High expectations communicated to all teachers and students

- Curriculum and instructional alignment

- Data analysis and instructional planning

- Student support services

Leadership capacity

- Strategic planning, mission and vision

- Distributed leadership and collaborative

- Monitoring instruction in school

Professional capacity

- Teacher quality and experience

- Quality of professional development

- Talent recruitment and retention

Planning and operational effectiveness

- Resource allocation

- Facilities and technology

Families and communities

- Family engagement

- Community engagement

The school improvement plan and process will include input from all stakeholders. The plan will be developed in a manner consistent with the school's academic goals, using the most current data to track expected improvement.

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

PBMCS will provide frequent and timely feedback to students and parents. Parents will be informed in informational sessions during the enrollment process on how to use the information and how to help their student succeed in school. Ongoing sessions, during back to school night, guidance night, and monthly parent night will provide information to both students and parents on the usage of the electronic format and on the online parent portal:

- Report cards (every nine weeks);

- Grade reports (weekly);

- Progress monitoring (every few weeks);

- Weekly mastery reports (weekly); and

- School improvement plan (monthly).

Additional information will be provided to both parents and students on a regular basis. The

following are additional means used to share information:

- Student and parent reports from FDOE;

- Sharing assessment results with individual students including formative and summative assessment;

- Student led conferences;

- Informal and formal individual meetings to share concerns, address needs and share gains and progress;

- Sharing instructional calendar;

- Parent participation in school advisory council; and

- Sharing of school annual report.

Students at PBMCS will be encouraged to take an active role in their education by learning to monitor and evaluate their own work. Student and parent reports from FDOE will be provided to parents. Additionally, students will be consulted on the results and the impact of their current progress and choices in planning their academic program for the following year. Rubrics from project-based assessments and other classroom assessments will be used as teaching tools in the classroom, helping students to learn the value and process of self-evaluation and the standards for quality work. Individual meetings and conferences will be held to review student performance and assessment data as a part of a holistic approach to using student performance and assessment data to improve instruction and learning.

The instructional focus calendar will be created before the opening of PBMCS and will identify dates when testing and reporting will occur. This calendar will be provided to parents at the orientation meeting in the beginning of the year, along with information regarding the FSA 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 own growth and development and create a positive and practical format for parents to have a voice in their children's education.

PBMCS will also participate in the Sponsor's benchmark testing program to monitor student's attainment of the curriculum benchmarks as outlined in the FSA, FSAA, and NGSSS on a biannual basis (fall and winter interim exams). The assessments will be utilized to assess level of mastery of benchmarks within the assessments and to further monitor student progress after instruction and intervention has occurred.

Furthermore, the establishment of a School Improvement Plan will ensure school-wide student

assessment and performance data can be shared with parents, students and other stakeholders. PBMCS Parent Advisory Committee (PAC) will have an advisory role (See Section 15) in the development of PBMCS's School Improvement Plan to 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 PBMCS's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

PBMCS website will be a tool for the school to communicate with parents and share information including performance and assessment information. Parents will be encouraged to become involved with their student's academic life and have a better understanding of their performance and the expectations for the student success.

PBMCS understands that timely review of assessment data with students and their engagement with the assessment process has dramatic effects on student achievement. PBCMS will continuously monitor data with students and parents formally and informally.

Data charts, parent portal, school's website and assessment information will encourage students and parents to take an active role in monitoring, evaluating and tracking performance data. PBMCS will keep lines of communication open with parents by inviting them to attend and kept informed of actions and recommendations made on behalf of their child by the MTSS leadership team. The input from both parent and students (middle school students) is critical to the development and effectiveness of intervention plans.

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

PBMCS understands that all communications and correspondence between the school, parents, and students fall under the privacy guidelines of the Federal Education Rights and Privacy Act (FERPA). PBMCS will adhere to these guidelines and pursuant to §1002.22, Florida Statutes, will comply with federal, and state mandates and regulations regarding the school's maintenance and timely secure disposal of student records.

Access to records will be monitored and strongly controlled. Only the staff members whose functions require that they use the records will be allowed access, and designated staff members will implement a check-out and check-in system. Safeguards will be put in place to ensure that any record check-out is returned. PBMCS will implement a robust program for online security to include the following: students/parents will create and use their own username and passwords; use of firewalls; and regular maintenance and supervision of online systems by the computer technician.

Attachments
Section 5: Student Performance

5.1	Attachment F	Mulhall, Lisa, 1/15/20 5:52 PM	PDF / 329.427 KB
5.2	Attachment E	Mulhall, Lisa, 1/15/20 5:52 PM	PDF / 306.782 KB

Notes

Adam Iarussi, 3/4/20 4:37 PM:

-In section titled "Annual Performance Goals for Academic Growth: Section does not address goals for growth of 3rd and 4th grades. Also does not address year one goals for all students (e.g. science goals will not be set until year 4). How will annual performance goals for all students be set and measured to ensure that academic growth is achieved across all subject areas and personal growth areas as set forth in the mission and vision? -IReady Assessment: The Iready Assessment is listed in the following ways: "iReady will be used to establish the baseline from which to access student progress and as an integral part of the planning and refinement of instructional strategies." "The iReady standards-based assessment will be used as the measure for performance goals in kindergarten through grade two." "...Benchmark Assessment System (BAS) or equivalent; I-Ready data; Level literacy Intervention (LLI) and portfolio assessment etc." However there is no mention of the IReady assessment in the Proposed Assessment Framework. When, How and for whom will the IReady Assessment be given? If it is even going to be used? How often will the IReady Assessments be given? How will the data be used to inform curriculum? -Proposed to utilize the SBBC progression plan. But applicant also proposed that they would "amend the [progression] plan as needed" with no mentions of the proposed amendments? Specifically how will the plan be amended?

6. Exceptional Students

Section Evaluation

Partially Meets the Standard Allisyn Axelrod, 3/4/20	**Final Rating**
Meets the Standard Zuzel Rodriguez, 3/4/20	Partially Meets the Standard
Partially Meets the Standard Laurie Steinberg, 3/4/20	

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

PBMCS has reviewed the current data for the BCPS district. According to the FLDOE Bureau of Exceptional Student with disabilities and Student Services 2018 LEA Profile for BCPS district, 13% of the students will be ESE students with disabilities served through the Individual

Education Plans. There was not a profile for students requiring accommodation under 504 plans on the available report. Gifted students were calculated based on using district prevalence projected enrollment of gifted students and the prevalence of the Pompano Beach area schools; therefore, the projected enrollment prevalence for PBMCS is 5%. Those projections are on the table below:

Total Enrollment	380	580	800	910	910
SWD Count	47	72	100	114	114
SWD Staffing	1.6	2.4	3.4	3.8	3.8
Gifted Count	17	26	36	41	41
Gifted Staffing	.5	.7	.9	1.1	1.1

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.

PBMCS school will provide a marketing campaign which includes that PBMCS is a "tuition free" public charter school, that serves exceptional education students who are selected for enrollment in accordance with §1002.33(10)(f), Florida Statutes.

People with disabilities constitute our nation's largest minority group. It is also the most inclusive; we find individuals from all ages, genders, religion, ethnicities and socioeconomics, represented in this category. The foundational premise of exceptional student education is that all students with disabilities have a right to a free and appropriate public education, designed to meet the unique learning and developmental needs of the students.

PBMCS will be a "school of choice" and open to all eligible students in the Broward County area. Students with disabilities shall have equal access and opportunities to be selected for enrollment §1000.05, Florida Statutes.

PBMCS will not discriminate based on race, disability, ethnicity, national origin, religion, or marital status. The students will not be excluded from participation in any of the benefits or be subjected to discrimination under any public education programs or activities. However, the placement team can determine if a student cannot be educated satisfactory in the environment, even with the provision of appropriate aides and supports or in the regular classroom in PBMCS where the student would attend, or if it is indeed or not the least restrictive environment (LRE) placement for that student.

Only students enrolling will be required to follow the application procedures and guidelines. Parents and guardians will also be required to accept all the conditions of enrollment, which will include parental involvement responsibilities (See Section 15).

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 Individual with Disabilities Education Act (IDEA), Florida Statutes, and BCPS Policies require the school district to place students in the LRE. LRE means that, to the maximum extent appropriate, the school district must educate students with disabilities in the regular classroom with appropriate aides and supports, referred to as "supplementary aides and services," along with their nondisabled peers in the school they would attend if not disabled.

IDEA does not require that every student with a disability be placed in the regular classroom regardless of individual abilities and needs. This recognition that regular class placement may not be appropriate for every disabled student, will be the responsibility of PBMCS and the sponsor, BCPS, to make available a range of placement options, known as a continuum of alternative placements and services, to meet the unique educational needs of the students with disabilities.

PBMCS will adhere to district, state and federal policies to ensure that students receive a free appropriate public education (FAPE). A student's placement must be individually determined, based on student's abilities and needs, and it is an individualized program of instruction and related services, reflected in the student's IEP, that forms the bases for placement decision.

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

PBMCS School will utilize the MTSS process, which is a multi-tiered approach to provide services and intervention to struggling learners at an increasing level of intensity. This process can be used for making decisions about regular education and exceptional education students,

creating a well-integrated and seamless system of instruction and intervention, guided by the student's outcome data. Our school will early identify learning and behavioral needs of our students, will foster collaboration among teachers, special educators and parents, and will deploy a systemic commitment of locating and employing the necessary resources to ensure that students make progress in general education and exceptional education curriculum.

A key element of the MTSS process is the provision of an early intervention, when students first experience academic and behavioral difficulties, with the goal of improving the achievement of all students, including those who may have disabilities.

In addition to preventive and remedial services, this approach may be provided to students below grade level, and it shows promise for contributing useful data for identifying students with disabilities. During the MTSS process, after the evaluation of data, progress monitor, and after the intervention process is completed, and if the team determines and concludes that the students may have a disability and require exceptional student services or a 504 plan, the school will follow BCPS's procedures for initiation of the evaluation for the students, with parental consent.

If parents/guardians request an evaluation of their student before the general education intervention process is complete, then we will either obtain consent or provide the parent/guardian with written notice of the school's notification not to conduct the evaluation process at this time. PBMCS will work collaboratively with BCPS to ensure the initial evaluation of students suspected of having a disability are completed within 60 calendar days from the date the school received signed consent for evaluation.

Upon completion of the formal evaluation of the student, the district-assigned school psychologist and/or other service providers involved in the evaluation process, will share the results with the IEP Team. The IEP Team is made up of at least the following: student's parent, ESE teacher/provider, general education teacher, evaluation specialist, and the Lead Educational Agency (LEA) representative, which in this case is a representative from BCPS. The ESE specialist from BCPS will also be invited to attend the initial eligibility meeting as part of district practice. All district processes and procedures will be followed related to student eligibility determination as well as IEP development and placement decisions, if warranted.

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.

PBMCS will provide a multi-sensory approach for learning capitalizing on the students' modality preferences. Instructional services for students identified as student with disabilities, will include modification of the existing curriculum, methodologies, material, supplementary aides and

services. A continuum of services will be offered to allow the provision of services for students, whose needs can be met 80% or more of the time, in a regular education setting. The continuum of services includes consultation, collaboration and support facilitation.

The MTSS and the written individual educational plan for the students, will include measurable learning and behavior goals, Functional Assessment of Behavior (FAB), and the development of a Behavior Intervention Plan (BIP), as applicable.

During the IEP process, additional program components, including related services, accommodations, specialized instruction, diploma options, curriculum, course selection and assessments, may be also addressed, as well as supplementary aides and other modifications.

Data based planning and problem solving services, are used to evaluate the impact of learning supports on the student's wellbeing and academic growth, and also allow teams to determine different learning support systems needed to improve outcomes for children with disabilities in the elementary and middle school regular classroom settings.

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.

PBMCS will adopt and agree to implement BCPS's Exceptional Student services to ensure that Free Appropriate Public Education (FAPE) is provided to all students. The continuum of services provided by BCPS for students with disabilities will be utilized, and PBMCS will work with the district's personnel to ensure the proper placement for students with disabilities.

Both FAPE and Least Restrictive Environment (LRE) will be utilized to the extent that is possible to meet the educational needs of all students with disabilities. The standards of what is called "appropriate" education, depending on a child's particular cognitive or physical disability, can entail educating students in a range of settings. PBMCS & BCPS will work cooperatively to ensure the required continuum of services will be delivered at PBMCS or a BCPS setting. This process must occur immediately to ensure the appropriate education services. If a student provides an IEP that identifies him as requiring services outside of the model of services offered at the school, PBMCS will coordinate with BCPS's student services which may make recommendations on how the student's required services would reasonably be delivered to the students by PBMCS or BCPS.

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.

If a student provides an IEP that identifies him as requiring services outside of the model of services offered at the school, PBMCS and BCPS's student services will work collaboratively

and will make recommendations on how the student's required services would reasonably be delivered to the student by PBMCS or BCPS. Ensuring that a student's disability does not limit access to education is a core tenet of PBMCS. However, if a student with disabilities, whose educational needs require a separate classroom or other services unavailable at PBMCS, the school will work collaboratively with BCPS to obtain proper placement and services for the student.

The LRE will always be considered during the development of the student's I.E.P. PBMCS will consider the following models of support when providing students with the most appropriate instruction and support:

1. **Consultative Model** – The ESE teacher and general education teachers will meet regularly to plan, implement, and monitor instructional strategies designed to ensure that the student with a disability is making appropriate progress in the general education classroom. The frequency of the consultation, adjustment of the learning environment, modification of instructional strategies, adjustment of curricula, and the use of appropriate accommodation will be determined during the I.E.P. to meet the needs of individual student.

2. **Support Facilitation Model** – In class services are provided to identified students by ESE teachers. Services will include individual or small groups of students within the general education classrooms. A small group of students may include both students with and students without disabilities. Support facilitation can be an in-class support model provided during regularly scheduled or varying time of the day or week. An array of services can be offered specific to each student's needs and reflective of promotion criteria and Florida Standardized testing requirements.

3. **Pullout ESE** – The teacher will be available to work with individual or small group of ESE students on an individual basis outside the general education. Student will only be removed from general education when the nature of the specially designed instruction cannot be implemented in the regular classroom.

4. **Therapy** – Specialized services such as occupational therapy, speech and language therapy, and counseling are most often delivered through one-on-one pullout sessions or, when appropriate, in small group settings with other ESE students. Depending upon the student's needs the IEP team may determine push-in services may be more appropriate or effective.

5. **Dual-Certification** – PBMCS hiring process will make every effort to hire teachers who hold both an ESE certification and certification in the subject areas and grade level they are assigned. If unable to hire dually certified teachers, PBMCS will work with its staff to ensure they become dually certified.

6. **Collaboration** – The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternative and positive behavioral interventions, as necessary, designed to endure the student is successful in the general education classroom. This collaboration with the ESE teacher, other service providers, and the student's general education teacher will ensure proper monitoring and implementation of instruction and interventions.

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).

Each student's progress will be monitored using multiple sources of data, including universal screening, informative assessments, progress monitoring, diagnostic and summative assessments. The data to make instructional decisions may include educational history, standardized assessments, attendance, parents' input, outside evaluation, assessment data, medical/health history, Limited English Proficiency assessments, observation, and formalized Behavior Plans. Progress monitoring will be an essential component of the MTSS process. PBMCS will implement with fidelity a MTSS to make sure success and improvement occur, among students with disabilities and students on a 504 plan, as well as students working below grade level for academic failure.

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

PBMCS, based on student's projection, has budgeted for 1.6 certified ESE teachers for the first year. At least one of the teachers will have prior experience in providing services to students with disabilities. This lead ESE teacher will have the responsibilities of monitoring and revising IEP and 504 plans with the classroom teachers and will be a member of the MTSS team and will follow the due process requirements as outlined in Section 504 Rehabilitation Act and IDEA. The other ESE teachers will instruct students with disabilities according to the level of support and special services specified in each student's IEP.

If the ESE student enrollment dictates that this number needs adjusting, staffing changes will be made in alignment with the student's needs.

The school will contract services for speech-language pathologist, occupational and physical therapy services, as needed, based upon student enrollment at the school. These support services personnel will meet all of the licensing and certification requirement for their field of service.

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

PBMCS will have staff participate in professional development offered by BCPS to ensure that the school has clear expectations related to data systems, compliance, reporting, and implementation of ESE services. PBMCS will ensure that procedures on reporting necessary data to BCPS and the FLDOE are in place.

PBMCS's Multi -Tiered System of Support (MTSS) implemented with fidelity will allow success and improvement in performance for students with disabilities, as well as students on a 504 plan and students at risk for academic failure.

Under the Individual with Disabilities Act, IDEA, the federal law governing exceptional educational programs, indicates every student's individualized education plan (IEP), must include several elements about how students will achieve academic goals:

1. Current skill level of the student;

2. Annual goals for the student;

3. Progress tracking of the student;

4. Special education services for the student;

5. Duration of services for the student;

6. Participation in mainstream classroom for the student;

7. Testing adaptation for the student; and

8. Statement of transition for the student.

PBMCS will accommodate all provisions of the IEP to advance the attainment of goals for its students. The PDCA – Eight Step Instructional Process will be utilized for all students, including students with disabilities and students on 504 plans. This continuous improvement approach will provide additional data and improvement of student's progress towards their measurable goals.

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

PBMCS will service gifted students by providing educational services and support, by creating an appropriate Education Plan (EP) for all students identified as gifted, as specified by Rule 6A-6.030191, Florida Administrative Code. The EP team may include parents, an LEA

representative, general education teachers, a teacher of the gifted, a school psychologist, and, when appropriate, the student. The program must be a realistic assessment of the child's present level of performance and should present a reasonable expectation of what the child can learn over the course of one year, as well as the identification of appropriate evaluation strategies, to determine the students' progress. The team will determine the model of service that will be the most appropriate to meet the students' educational goals.

Below are the models of services that would be offered at PBMCS, depending on the needs of the students:

Elementary Advanced Academies Placement Model

- Gifted students remain in the general education classroom
- Through daily interactions with like-model peers, students use all the 21st century skills of critical thinking, creativity, collaboration and communication

Elementary School Collaborative Model

- Students remain in general education classroom

- Gifted teacher works with the other teachers to plan units and lessons, aligned with classroom curriculum, while being appropriately accelerated for rigor and relevance for gifted students

- Gifted teacher works directly with students to set goals for academic progress and success aligned to the EP

Elementary Pull-Out Model

- Students receive the required hours per week to follow the State and BCPS guidelines

- Differentiated instruction and Project Based Learning Models approaches are used to allow students to work in collaborative groups to develop, execute and present real world projects. Authentic audiences and social-emotional lessons are incorporated throughout the year to help build self-regulated learners

Middle School Advanced Academic Placement

- 6th – 8th grade students are given the opportunity to engage with rigorous curriculum in core content areas
- The curriculum is fast-paced and requires greater levels of complex order of thinking
- The program will prepare for advanced coursework in high school, with students prepared to participate in Advanced Placement (AP) Classes

Middle School Collaborative Model

- 6th – 8th grade to work with the gifted teacher in the general education classrooms
- Gifted teacher collaborates with classroom teachers, to design with classroom instruction, that aligns with classroom curriculum, while being appropriately accelerated for region and relevance for the gifted students
- Gifted teacher will make sure students receive an appropriately challenging curriculum, preparing them for honors and Advanced Placement (AP) Courses upon their matriculation to high school

The EP will be monitored in the models of choice for the students to ensure it aligns to the students' present level of performance goals, short term objectives, specially designed instruction, evaluation of goals and student strengths, and other considerations or special needs. PBMCS will hire gifted, endorsed and certified teachers.

Attachments
Section 6: Exceptional Students

– No Attachments –

Notes

Allisyn Axelrod, 3/4/20 4:02 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, fla.stat., 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 discuss or provide a comprehensive plan for providing ESY to SWD as Rule 6A-6.03028(3)(g)12, F.A.C, requires. How does the school intend to provide Extended School Year services for SWD? This application failed to provide an appropriate plan for evaluating the school?s effectiveness in serving exceptional students as required by the application. How does the school intend to evaluate the success of SWD/gifted students in reaching their IEP/EP goals and effectiveness of its ESE program? This application failed to describe a plan to ensure access to extracurricular activities and culture building activities for SWD in the same manner as non-disabled students, as required by the American with Disabilities Act Title III, which prohibits private places of public accommodation from discriminating against individuals with disabilities. Title 34 Code of Federal Regulations (CFR) &#65533;300.117. What is the school plan to ensure access to extracurricular activities and culture building activities for SWD? This application failed to provide for clear, concise, and timely communication to parents as is required by Rule 6A-6.03311(2)(a), F.A.C., states, ?Parents must be provided a copy of their procedural safeguards.? How does the school plan to ensure appropriate and timely parent communication?

7. English Language Learners

Section Evaluation

	Final Rating
`Meets the Standard` Celina Chavez, 3/4/20	`Meets the Standard`

A. <u>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.</u>

In 1990, the Florida Meta Consent Decree was established to address the civil rights of ELL students, specifically their right to equal access to all education programs. The Consent Decree provides a structure to ensure the delivery of the comprehensible instruction that all ELL students are entitled. PBCMS is committed to creating school policy, guidelines, procedures and practices that support ELL students' rights to an equitable education.

Rule 6A-6.0902, Florida Administrative Code, requires that all students are surveyed for English Speakers of Other Languages (ESOL) eligibility upon initial registration into PBMCS.

Identification and Placement – Procedures for registration are the same for all students. PBCMS will comply with the requirements outlined in the checklist for Enrollment of Students K-8 following Broward County School Board Policy 5.1. As part of the registration process, parents will be required to answer three questions to determine eligibility.

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

Parents of students who answer "yes" to the home language survey (HLS), or for students who otherwise meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language proficiency assessor. If the assistance of a language proficiency assessor from the BCPS by the Bilingual/ESOL Department is needed, these services will be requested by completing the required process. The HLS is translated in Spanish, Haitian-Creole and Portuguese. An HLS will be completed for all K-8 students as the first step in identifying a potential English Language Learner (ELL). The registration form also collects the Date Entered US School (DEUSS) and country of birth at the time of registration.

K-8 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-8, the school may administer a Reading and Writing assessment to determine if the student needs ESOL services. Any

students in grade 3 or above, who score at or below 32nd percentile on reading comprehension and writing or language usage subtests or score below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and provided ESOL services.

The school will make every effort to administer the Reading and Writing test within 20 days of the aural/oral test. If a student is not assessed within the 20 days, the period is extended to an additional 20 days, and the parents will be notified in writing in their native language. Students who transfer to PBCMS from other schools and are already classified as an ELL student will continue to receive services as outlined in the plan and will receive the appropriate accommodation reviews, reevaluation and eventual exit and post exit monitoring.

The ELL Student Plan: An individual ELL Student Plan will be initiated followed and revised for all ELL students as necessary and appropriate. The plan will contain the following:

- Student Assessment data relative to program entry exit;
- Student schedule;
- Monitoring data and any re-classification;
- Documentation of programmatic assessments;
- Home Language Survey;
- ELPA documentation as appropriate;
- Copies of all parent letter in their language and invitations to ELL committee meetings;
- Student data sheets and academic information;
- ELL committee outcome form; and
- Annual review and End of Year evaluations.

All students, including ELLs will be provided full and equitable access to all services and programs implemented by school including enrichment and other support remediation services. All courses will be available to ELL students who will receive the necessary accommodation for classroom instruction and statewide assessments. Testing accommodations include, but are not limited to, additional time, oral presentation of test directions, flexible settings, small group for testing, and all additional needed accommodations documented by the ELL Plan. PBMCS will utilize a student information system to maintain student schedules, classes, progress monitoring assessments, other evaluation results, and ELL student plans. Parents will be notified throughout the process through the school's Parent Portal. All written and oral communication with parents will be in the parents' primary language.

Parent Notification – As the process of determining eligibility and assignment to a program, parents of the students will be an integral part of the process. Literature will be provided to parents in both English and their reported heritage language and staff will actively seek out families to ensure they are participating as full partners in the process. Parents and instructional staff will be able to convene the ELL Committee to discuss ELL students, who have demonstrated through a variety of artifacts, that they do not need services or to discuss students who are not designated as ELL who might benefit from services.

To ensure accountability, each ELL student will have a fact sheet with a detailed checklist of requirements for the following: Identification and Placement, ELL Folders and Plans, Annual Reviews, Reevaluations, Accommodations, Monitoring, and Exit.

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.

In order to provide both literacy and proficiency, the ESOL program will provide ELL students with English Language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. The students are in a climate that promotes not only listening, speaking and reading, but also writing skills. Our students will receive comprehensible instruction for the core curriculum so that they can make academic progress. PBCMS is committed to ensuring that ELL students receive an equitable education through intensive response, our MTSS multi-tiered system of support within the teaching of grade level standards in English-Language, Mathematics, social studies, and science course content that will facilitate the student's development of career pathways that prepare students to be college, career, and life ready. Teachers who have ELL students scheduled to them must meet specific endorsement requirements that ensure they understand culturally relevant teaching and strategies that add to the learning environment of second language learners.

Each ELL student will have an individual ELL plan that outlines the supports necessary for their success and said plan will be monitored and updated by a response to intervention process.

ELL students will experience inclusion wherein they are immersed within the same instructional program with non-ELL students. What ELL students learn will mirror that of all students, however, how it is taught by teachers will vary greatly based on the student's individual ELL plan. When planning their lessons, teachers will consider what strategies best support ELL students. For example, roleplay and dramatic reenactments are effective strategies to use for context embedded supports. To ensure clear communication, teachers of ELL students will plan their lessons in a way that ensures clear direction, concise language, careful enunciation and effective pacing. To foster collaboration and communication, the teacher would strategically consider these students' learner profiles for think-pair-share, peer pair, Socratic seminars and heterogeneous grouping. State approved accommodations of flexible scheduling, assistance in the heritage language, an approved dictionary and flexible setting (with parent notification) will be provided to ELL students, as needed.

PBCMS will utilize the World-class Instructional Design and Assessment (WIDA) English language proficiency standards to guide the instruction of English Language Learners. In addition, the WIDA English language proficiency assessment (ACCESS for ELLs) will be utilized to monitor students' progress in acquiring academic English. This test is state and federal mandate for ELL students receiving Title III funds. The WIDA standards framework incorporates multiple theories and approaches to describe language use in academic contexts. The focus is on the language that language learners must acquire and negotiate to participate successfully in school.

Even when students meet criteria to exit an ESOL program, it is imperative that monitoring continues to ensure continued success. Student data such as report card grades, FSA and EOC scores will be reviewed at specified intervals to monitor the student's progress.

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

The learning success of ELL students will be measured via formative and summative assessments. The goal is to provide support for ELL students to become proficient language learners and thus successfully exit the ESOL program. K-2 student will meet exit criteria via showing proficiency on the statewide English Language Proficiency Assessment. Students in grades 3-8 will meet exit criteria by scoring a level 3 (proficient) or higher on the ELA portion of the Florida Standards Assessment (FSA). Additionally, the ELL Committee may be convened at any time by the student's parent, teacher, school counselor, or administrator in order to consider the ELL student for reclassification.

Once an ELL student shows proficiency (level 3 or higher) on the FSA ELA Exam, the student will be exited from the program. ELL students are not exited without the appropriate supports. Based on the exit data, monitoring continues for the next two years with formal convening of the ELL Committee four times: Year 1 at the first report card, at the first semester break and at the end of the year. The second year, the ELL Committee convenes at the end of the year. During said four meetings, the ELL Committee meets with the student, parents, and teachers to review data such as report card data, formative and summative assessment data and student work samples. Based upon these meetings, students may be provided with additional supports to ensure success.

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

Rule 6a-4.0244 Florida Administrative Code, outlines the requirements for teachers of ELL students. Teachers who do not enter the profession with the necessary ESOL courses from a college of education will be given a timeline to complete the necessary coursework to become ESOL endorsed. Teachers that accept a position at the school will sign an agreement outlining the ESOL requirements and consequences if the requirements are not met. The principal or designee will inform the new candidates of their ESOL category, the different categories of ESOL, ESOL training requirement and timelines for completion. This information will also be included in the teacher handbook.

The teacher of record will be responsible to ensure they review the ESOL plan and participate in ESOL Committee meetings for students they are assigned. All ESOL accommodations and strategies outlined in the student's ELL plan are to be recorded into the teacher's lesson plans

and the teacher must demonstrate during instructional time and within classroom assignments and assessments that ESOL strategies and accommodations are implemented with fidelity.

Based on the demographics of BCPS, PBCMS anticipates up to 13% of our students will be ELLs. Our Enrollment Projections are provided in the table below:

Total Enrollment	380/Y1	580/Y2	800/Y3	910/Y4	910/Y5
ELL Students	47	72	100	114	114
ELL Teachers	1.2	1.8	2.5	2.9	2.9

Attachments
Section 7: English Language Learners

– No Attachments –

8. School Culture and Discipline

Section Evaluation

	Final Rating
Does Not Meet the Standard Debra Kearns, 3/4/20	**Does Not Meet the Standard**
Partially Meets the Standard Carmello Moussignac, 3/4/20	

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.

School Culture – Wagner (2000) conceptualizes school culture as shared experiences both in

school and out of school (traditions and celebrations), a sense of community, of family and team. The PBMCS believes that a positive school culture exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school – students, staff, parents, and the community. PBMCS educators will constantly work toward improving PBMCS climate, culture, and conditions so that student learning is realized.

PBMCS will be a place where the most highly qualified and outstanding instructors are recruited to support student learning. These teachers will be individuals that value their students and understand that each child presents with them a different set of circumstances and needs. PBMCS will be a place where teachers are engaged in professional conversation with each other for the betterment of the academic success of their students.

Students will thrive in a climate that naturally caters to individual learning needs, offers challenging academic nurturing, and is safe and structured. We understand students require high expectations that promote their overall social, emotional, and behavioral development. We will strive to create a culture in which students have equal access to learning opportunities in an environment that genuinely shows an appreciation for individual differences amongst students, teachers and staff by embracing, appreciating, and celebrating diversity.

PBMCS does not assume students know how to behave or conform to school-wide and classroom expectations without being explicitly taught how to do so, or without modeling, ample opportunity for practice, and adult support. The unique nature of each child, their perspective of behavioral and social norms, their background and culture, experiences, and their own development, contribute to the way in which behavioral expectations play a role in the overall school environment. When a behavioral or school-wide expectation is not followed, or an undesirable issue occurs serving as an opportunity for natural learning, PBMCS will target a student's needs like the way academic skill deficits are addressed. School staff and leadership will ensure behavioral development holds equal weight to the academic development of our student body to promote a positive academic environment and reinforce student intellectual and social development.

A safe, secure environment begins in the classroom. Effective classroom management techniques influence and provide an environment conducive to learning. Consistent efforts related to classroom management are expected to align with PBMCS-wide core behavioral and character framework. Teachers will be expected to provide a copy of their classroom management plan to administration for review and subsequent collaborative professional discussion prior to the start of each school year that clearly aligns with PBMCS's core behavioral, climate, and cultural expectations. There is an overall expectation that each classroom teacher will create a safe climate for learning, follow a consistent and fair process for responding to undesirable or inappropriate behaviors, monitor behavior continuously to support student growth, and celebrate the positive social behavior of students individually, as a class, grade level, and school community.

School administration will meet with staff on an individual and group basis to assess the needs of teachers and seek input regarding the effectiveness of PBMCS's social environment and overall "school health and wellness." PBMCS will operate under a general rule that when asked by a classroom visitor about classroom expectations, students within every class, should be able to provide an age or student appropriate explanation of what the expectations are, what consequences are generally applied, and why the system is in place. In order to promote positive social student behavior and prompt a positive academic environment, teachers will establish the following as part of their natural classroom social learning protocol:

- Classroom rules are posted, practiced, reinforced, and align with school-wide expectations; consistent language is used school-wide;
- Student expectations/responsibilities are posted, monitored, and reinforced;
- Classroom behavior management plan is based on components of positive behavioral support; strategies are clearly posted, explicitly taught, re taught, and consistently implemented;
- Positive behavior is reinforced and celebrated regularly;
- When needed, individual student behavioral intervention plans (BIPs) based on functional behavioral assessments (FBAs) are developed, implemented, and reviewed; and
- Expected behaviors are reviewed, modeled, and practiced on a continual basis.

1. B. State whether the applicant intends to use the local school district's code of conduct policy. 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:
    1. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
    2. 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;
    3. Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
    4. Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
    5. 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
    6. Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

The Code of Student Conduct currently in force by the BCPS (The Code Book for Student Conduct) will serve as the primary model for PBMCS. Prior to opening of PBMCS, a comprehensive review of the Code will be conducted, and refinements may be recommended. If any changes are made, all affected parties (parents and students) will be properly notified prior to the opening of school.

The Code of Student Conduct clearly establishes the rules and expectations for student behavior and the consequences for the violation of such rules. PBMCS believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The Code of Student Conduct is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency and equity. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure the school environment encourages a climate conducive to learning.

The Code of Student Conduct is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

PBMCS agrees to comply with the federal Gun Free School Act of 1994, and the state's Zero Tolerance regulations, and any other applicable state and federal laws pertaining to the health, safety and welfare of students. The PBMCS will adopt the plans of the BCPS as follows:

- School Safety Plan
- Code of Student Conduct
- Guide to Proactive Discipline

Attachments
Section 8: School Culture and Discipline

8.1	Attachment G	Mulhall, Lisa, 1/15/20 5:54 PM	PDF / 356.415 KB

Notes

Carmello Moussignac, 3/4/20 6:32 PM:

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

Debra Kearns, 3/4/20 3:48 PM:

Section 8 of the application requires that the school either use the District's Code of Conduct, or provide the Code of Conduct to be used by the school. Per Section 8 of the application: "The Code of Student Conduct currently in force by the BCPS (The Code Book for Student Conduct) will serve as the primary model for PBMCS. Prior to opening of PBMCS, a comprehensive review of the Code will be conducted, and

refinements may be recommended. If any changes are made, all affected parties (parents and students) will be properly notified prior to the opening of school." This language does not provide for intended use of the District's Code of Conduct, nor does it provide the school's Code of Conduct for review, to verify that requirements of statute and the application will be met.

9. Supplemental Programming

Section Evaluation	
Provided LoriAyn Stickler, 2/28/20 Provided Deborah Gavilan, 3/4/20	**Final Rating** 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.

Extra and Co-Curricular Activities – PBMCS's Governing Board believes that extracurricular activities are an essential component to creating a positive school culture and further developing a connection to their school beyond the classroom. The extracurricular activities at PBMCS will be designed to reflect the mission and vision of PBMCS and will focus on academic interests that support a strong academic environment. Once PBMCS opens, the leadership team will survey students, parents, and teachers to determine interests, and then may offer activities aligned with those interests. Studies have found that extracurricular activities have a positive influence on the student's academic performance and they have a positive impact on students' sustainable learning and the quality of education. (Dymond, Rooney-Krone & Burke, 2019; Dang, Chiang, Brown & McDonald, 2018; Moghadam & Ardakanain, 2018). To this end, extra-curricular and co-curricular activities will complement the challenging academic program and provide students with an opportunity to compete in ways that build self-esteem and confidence, along with honoring the dignity and self-worth of others, for example: 4-H (Head, Heart, Hands and Health), Crazy 8's Club, Creative Club, Creative Computing, partnering with the Museum of Discovery and Science and the Frost Museum. Additionally, the students will have the ability to form other clubs that interest them. Some of the other clubs that PBMCS may engage may include, but not be limited to: Start with Hello, Drama Club, Debate Club, Chess Club, Latino in Action (LIA) of Broward, Mentoring Tomorrow's Leaders (MTL) of Broward, and 5,000 Role Models of Excellence of Broward.

While PBMCS may offer many of the traditional afterschool programs for students, such as clubs, intramural sports, and honor societies, the governing board, also, has a more structured vision for beyond the school day activities. PBMCS may offer a menu of options to support the student's academic needs. The menu may change quarterly and may take place four days per week and can be taught by school staff or in conjunction with a community partner.

Financial support may be provided in multiple ways, singularly and in combination: the schools general fund, fundraisers, business and community support, parent fees. In all ways possible, parental fees will be avoided, and where possible, a student's inability to pay will be mitigated so that students can participate in supplemental programming.

Attachments
Section 9: Supplemental Programming

– No Attachments –

Notes

Deborah Gavilan, 3/4/20 2:49 PM:

Providing family services is important for any school. That extends past the school day. Parents work, providing a daily after school childcare 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		

Meets the Standard Brenda Santiago, 3/4/20	**Final Rating**
	Meets the Standard

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

PBMCS will be a municipally constructed and fiscally managed charter system providing a full, public, tuition-free education. The Founding Board for the PBMCS is the Mayor and at least four members of the City of Pompano Beach City Commission. The City of Pompano Beach, FL was incorporated over 100 years ago as a municipal corporation of the State of Florida

1. 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©(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

Portions of the City of Pompano Beach City Charter which establish the boundaries of the city and its form of governance are attached.

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

The City Commission will assume the Governing Board role for PBMCS. The Governing Board will be the Mayor and at least four commissioners. The responsibilities of the Governing Board for the PBMCS will include those set forth in §1002.33(9), Florida Statutes, including:

• Approval of all policies and procedures used at PBMCS (procurement authority);
• Non-discriminatory hiring and retention enrollment etc.;

- Setting salary schedule;
- Approval of personnel recommendations from the principal;
- Annual evaluation of the principal;
- Negotiations and executing of all contracts;
- Compliance with Florida statutes and State Board of Education rules, FDOE policies and procedures, and the term of the charter contract;
- Adoption of PBMCS budget;
- Ensuring that financial records and the accounting systems are in accordance with the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools";
- Providing annual financial reports and program cost reports information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1);
- Providing the sponsor with a monthly financial statement summary sheet that contains a balance sheet and a statement of revenue, expenditures and changes in fund balance.
- Annually adopt and maintain an operating budget;
- Exercising continuing oversight over charter school operations;
- Ensuring that a CPA or auditor has prepared the annual financial audit which shall be submitted to the governing body;
- Reviewing and approving the audit report;
- Participating in approved governance training;
- Reporting school progress annually to Broward County;
- Creating and maintaining a school website that provides information to the public;
- Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes; and
- Hold at least two public meetings per school year within the City of Pompano Beach.

Pompano Beach is governed by a city commission-manager form of government, combining the political leadership of its elected officials with the executive experience of its City Manager. The City Manager is appointed by the Mayor at Large and the Commissioners elected by each of the five city districts. The City Manager's Office is responsible for the day-to-day operation of the City and overall administration of all city departments – including the new charter school. This includes managing the financial, facility, and equipment assets of the City, as well as, setting the necessary administrative policies to carry out the activities of the City. The City Manager is also responsible for recommending the annual operating budget and setting the policies in the areas of budgeting and finance.

Utilizing the provisions of Florida's statute enabling municipally organized charter schools, the Mayor and at least four City Commissioners will function as the PBMCS Founding Board and the ultimate Governing Board. In their capacity as the City Commission, the Mayor and the commission members are duly elected representatives of the residents of Pompano Beach and thus have been entrusted to represent the will of the citizens of the City.

As the charter applicant and recipient, the City Commission will have ultimate authority for the PBMCS.

Interaction with Principal/Advisory Bodies

The principal, as any other department head, is responsible for all aspects of daily school operations, including implementing policies adopted by the Commission and/or governing body and ensuring PBMCS is successful and performance goals are met. The principal identifies qualified candidates and makes hiring recommendations to the City Manager. All staff and faculty positions fall under the purview of the principal, and the principal is responsible for their evaluations. When an assistant principal is hired, some positions may report directly to that person. However, the principal will remain the designated authority. The City Manager evaluates the principal annually.

The principal and the City Manager are not members of the Commission, but both attend all necessary meetings, report to the Commission at regular intervals about school operations and present recommendations on subjects under consideration prior to action taken, if requested. The City Manager, or his designee, will serve as the liaison between PBMCS and the district.

The Parent Advisory Committee (PAC) has a dotted line relationship (on the organizational chart) to the Principal and City Manager and will serve in an advisory role. Further roles and responsibilities of the PAC will be defined at a later date.

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

The City Commission of the City of Pompano Beach meets twice a month at Pompano Beach City Hall.

Second Tuesday of the month: City Commission Meeting – 6:00 pm

Fourth Tuesday of the month: City Commission Meeting – 6:00 pm

The State of Florida pioneered the concept of "Government in the Sunshine," and, accordingly, pursuant to §286.011, Florida Statutes, all meetings of the Pompano Beach City Commission are open to the public and appropriately advertised in advance. The Commission welcomes the involvement and participation of its citizens.

The City Clerk's office assists with the administration of oaths and affirmations; assists with preparation and attests official documents; conducts municipal elections to include the administration of candidate qualification, and ballot measures; processes legal advertising; records and transcribes City Commission Meeting minutes; oversees Records Management

Division, which includes maintaining a formal micrographic system and the preservation of historical records; researches public records requests from public/private sectors and City officials/staff, as well as provides notary services. The City Clerk's office completes all tasks in compliance with Chapter 119, Florida Statutes.

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 City of Pompano Beach charter states that there shall be a Mayor and five Commission members. The Mayor and Commissioners are elected by the residents of the City of Pompano Beach. The Governing Board will be the Mayor and at least four commissioners. Each member brings an extensive array of skills and years of successful experience as practitioners in diverse fields. Specific skills and areas of expertise of the current members are provided in the attached Board Member Information Forms.

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

Municipal Elections are held every two even numbered years in November concurrent with county-wide General Elections. The Pompano Beach City Commission is comprised of six members, the Mayor and five Commissioners. The Mayor is elected at-large for a four-year term and each commissioner is elected by district for a two-year term. Candidates for municipal office must file the appropriate qualifying forms with the City Clerk prior to opening a campaign account and to qualify for office. Elections are conducted in accordance with the provisions of the City Charter and Florida Statutes. There are currently no term limits for elected officials. Please see Attachment J for Pompano Beach City Charter sections relating to municipal elections.

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

The Pompano City Commission is responsible for governance of the City of Pompano Beach and manages a $363,619,793 annual budget. The Government Finance Officers Association has presented the City with the Distinguished Budget Presentation Award for the fiscal year beginning 10/01/2017.

All powers of the city and the determination of all matters of policy are vested in the Commission. The City Commission may by ordinance or resolution prescribe the way any power of said City shall be exercised. Listed among some of the powers of the Commission to

<u>ensure academic, operational and financial success</u> are:

  I. Appoint and remove the City Manager (PBMCS Superintendent);

    (2) Appoint and remove the City Attorney (PBMCS Attorney);

    (4) Establish other administrative departments and distribute the work of divisions;

    (5) Adopt the budget of the City;

    (6) Authorize the issuance of bonds by a bond ordinance;

    (8) Appoint members of official boards or advisory groups;

    (10) Adopt and modify the official map of the City (the boundary for priority enrollment);

    (16) Provide for an independent audit; and

    (17) Appoint and remove the Internal Auditor in compliance with Section 30 of the City's Code of Ordinances.

The City Commissioners and City Staff will bring their years of leadership experience to the students of the charter school. Input from parents and community leaders will assist with school goals and objectives. The City Commission, through the City Manager, will complete the planning, evaluation and reporting as required by law, including but not limited to:

1. Contracting with educational experts.
2. Hiring a Principal to run PBMCS.
3. Participating in the training provided by the Department of Education at least 30 calendar days before the first day of classes.
4. Maintaining and providing financial records to BCPS that are in accordance with the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools."
5. Providing annual financial report and program cost information in the state-required formats for reporting purposes.
6. Providing BCPS with a concise, uniform, monthly financial statement summary sheet that contains a balance sheet and a statement of revenue. Expenditures and changes in fund balance.
7. Annually adopting and maintain an operating budget.
8. Exercising continuing oversite over charter school operations.
9. Ensuring that a CPA or auditor has prepared an annual financial audit which is approved by the City Commission.
10. If necessary, monitoring a corrective action plan or financial recovery plan.

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
Mayor Rex Hardin	Current	Chair	_x_ Information Sheet _x__ Resume
Commissioner Andrea McGee	Current	Commissioner/Member	_x__ Information Sheet _x__ Resume
Commissioner Rhonda Eaton	Current	Commissioner/Member	_x__ Information Sheet _x__ Resume
Commissioner Tom McMahon	Current	Commissioner/Member	_x__ Information Sheet _x__ Resume
Vice Mayor Barry Moss	Current	Vice-Chair Commissioner/Member	_x___ Information Sheet _x___ Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

The Governing Board members will be members of the Pompano Beach City Commission and therefore will not be "recruited". All municipal elections are held pursuant to Florida law and the charter of the City of Pompano Beach. City Clerk's office administers oaths and affirmations; assists with preparation and attests official documents; conducts municipal elections to include the administration of candidate qualification, and ballot measures; processes legal advertising; records and transcribes City Commission Meeting minutes; oversees Records Management

Division, which includes maintaining a formal micrographic system and the preservation of historical records; researches public records requests from public/private sectors and City officials/staff, as well as provides notary services.

Pursuant to Rule 6A-6.0784, Florida Administrative Code, each Governing Board member will complete a minimum four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility. After the initial four-hour training, each member will, within the subsequent three years and for each three-year period thereafter, to complete a two-hour refresher training on the same topics in order to retain a position on the charter school board. Any member who fails to take the two-hour refresher course within any three-year period will take the four hours of instruction again in order to remain eligible as a charter school board member. New members joining the board must complete the training within 90 days of their appointment as a charter school board member. PBMCS will contract with or provide a trainer who can deliver governance training consistent with a governance training plan that has been approved by the FDOE.

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

The City Commissioners are subject to the entirety of Part III, Chapter 112, Florida Statutes, entitled, "Code of Ethics for Public Officers and Employees," as may be amended, and not just those sections of Ch. 112 which are cited in §1002.33(26), Florida Statutes. Pursuant to §112.3142, Florida Statutes, all elected municipal officers must complete 4 hours of ethics training each calendar year which addresses, at a minimum, s. 8, Art. II of the State Constitution, the Code of Ethics for Public Officers and Employees, and the public records and public meetings laws of the state. Further, §112.311, Florida Statutes, guards against conflict of interest and requires that public officials be independent and impartial, and that public office not be used for private gain other than the remuneration provided by law.

The Broward County Conflict of Interest and Code of Ethics Ordinance also governs the actions of the City Commissioners. The Broward Office of the Inspector General is charged with investigating and reporting misconduct by Broward's county and municipal elected officials, public employees, and providers. The mission of the Broward Office of the Inspector General (OIG) is to act as an independent watchdog for the residents of Broward County. They promote integrity and accountability by investigating allegations of misconduct including fraud, corruption, and abuse and gross mismanagement, by officials and employees of the charter government of Broward County, its thirty-one municipalities, and all entities and persons who provide goods and services to the County and the municipalities. The OIG publicly reports its findings to keep residents informed. Whenever appropriate, the OIG seeks criminal prosecution, civil recoveries, administrative and monetary sanctions, and ethics sanctions of those responsible for fraud, waste and abuse in government. They conduct disclosure compliance reviews, initiate ethics inquiries, follow up on tips and complaints, and commence investigations to determine if there is cause to believe that ethical misconduct has occurred. Please see Attachment K.

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.

PBMCS will establish a Parent Advisory Committee ("PAC") to provide input to the principal and City Manager. The purpose and policies of this group will be defined at a later date, but the group will be reflective of the population served by the school and will be advisory. The establishment of this advisory committee, whose role is to give input on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues, will firmly ground PBMCS by giving a voice to parents and students, the primary stakeholders. The Principal and City Manager will make reports to the PAC to help keep the PAC informed of school activities.

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.

All meetings where the City Commission sits as the PBMCS Governing Board will be advertised and open to the public. Members of the public, parents and students are encouraged to attend the meetings and make public comments on the record. Detailed procedures for addressing objections to a Governing Board policy or decision, administrative procedure or practice will be developed in detail, but generally persons may address their concerns in the following manner:

1. Make appointment to clarify concerns with the student's teacher;

2. Make appointment to clarify concerns with the school administration;

3. Contact the Principal;

4. Contact the City Manager;

5. Contact the Governing Board; and

4. Seek mediation with the charter school Sponsor.

Parents will be informed, in oral and written communication, of the steps that should be taken in case a conflict should arise. Written communication will be mailed to each parent that delineates the steps and provides phone numbers for each contact person.

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 K	Mulhall, Lisa, 1/15/20 5:57 PM	PDF / 6.732 MB
10.2	Attachment J	Mulhall, Lisa, 1/15/20 5:57 PM	PDF / 1.917 MB
10.3	Attachment I	Mulhall, Lisa, 1/15/20 5:56 PM	PDF / 27.07 KB
10.4	Attachment H	Mulhall, Lisa, 1/15/20 5:56 PM	PDF / 2.329 MB

11. Management and Staffing

Section Evaluation	
Meets the Standard Maria Yen, 2/19/20	**Final Rating** Meets the Standard

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
   - The pre-operational year;
   - The first year of school operations;
   - At the end of the charter term; and
   - When the school reaches full capacity, if in a year beyond the first charter term.

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

See Attachment M. 4 Organizational charts.

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

--OR–

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

Hiring Process – The school principal has not yet been identified. The school principal will be hired by the City Manager or his designee after an extensive search. A consulting team may be retained to assist with the process of narrowing the candidates and streamlining the process down to a short list of three. The City Manager or designee will interview the top three applicants and then select the final candidate and make a provisional offer of employment. Upon final approval and the offer of employment is confirmed, a start date and employee contract will be issued. (If no candidate is deemed acceptable, the process will begin again)

Timeline – Recruitment for the principal will begin August 2020 and will be advertised in local and national newspapers and in professional printed media, referrals and appropriate electronic recruitment mechanisms. We anticipate having a principal hired by January 2021. Since this is a new school it is important to the City to have the principal actively involved in the startup activities.

Hiring Criteria – Candidates must demonstrate the capacity to maintain high academic standards, have a proven track record of improving student achievement both within the classroom and on state assessments, manage the school facility and finances, while creating a stable and nurturing school environment. In addition, all prospective applicants must hold a Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision within the first year of employment with a preferred preference for candidates with charter school experience. Five (5) years of related professional experience will be required and at minimum, hold a Master's degree and be able to take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The principal will be a competent and dedicated teacher with established classroom experience and will understand and be willing to fulfill all duties and responsibilities, as outlined in the proposed job description contained in Attachment O. Charter school experience with a reading endorsement will be preferred, and the selected applicant will be required to undergo a background check and fingerprinting with the District as required by §1002.33(12)(g), Florida Statutes, prior to employment. The school will adhere to the antidiscrimination provisions of §1000.05, Florida Statutes.

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 City Manager will provide direct oversight to the principal. The principal will manage day to day operations and oversees all other employees and staff. A City bookkeeper/budget manager, will manage all financial and bookkeeping functions, including financial reporting, purchasing and contract management, assist with proper handling and posting of accounts payable and with financial reporting of PBMCS's funds. In addition, all financial matters will adhere to Generally Accepted Accounting Principles. (GAAP) State certified (or certifiable) teachers will be hired by and report directly to the principal, as will teachers' aides and substitutes. The PBMCS principal will select all school employees and employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act.

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 Attachment Q

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	0	1	1	1	1
Classroom Teachers	15	20	25	30	30
Art Teacher(s)	0.3	0.4	0.4	0.5	0.5
Music Teacher(s)	0.3	0.4	0.4	0.5	0.5
Technology Teacher(s)	0.3	0.4	0.4	0.5	0.5

Phys Ed Teacher(s)	1.2	1.6	2	2.4	2.4
Full Time Middle/High Teachers (w/ Benefits)	5.6	10.8	16	16	16
Reading Specialist(s)	0.7	0.8	0.9	1	1
ESE Teacher(s)	1.6	2.4	3.4	3.8	3.8
Gifted Teacher(s)	0.5	0.7	0.9	1.1	1.1
ESOL Teacher (2)	1.2	1.8	2.5	2.9	2.9
Guidance Counselor	0.5	0.5	0.5	1	1
Curriculum Specialist	0.5	0.5	0.5	1	1
IT Specialist	0	1	1	1	1
Business Manager/Bookkeeper	1	1	1	1	1
Secretary	1	1	1	1	1
Data Prep Clerk/Registrar	1	1	1	1	1
Library Assistant	0.5	0.5	0.5	0.5	0.5
Other Assistant	0.5	0.5	0.5	0.5	0.5
Maintenance 1	1	1	1	1	1

Security 1	2	2	2	2	2
Bus Drivers	4	5	6	7	7
Total Employees	**39.7**	**55.3**	**68.9**	**77.7**	**77.7**

PBMCS will open with a staffing plan that reflects a student population of at least 380 students. Each year thereafter the student projection will define the need for additional staff. The staffing plan and PBMCS's projected operating budget will be adjusted in accordance with actual enrollment figures. The initial staff will consist of the Principal, certified educators and other clerical and support staff to meet the school needs. PBMCS will work toward a goal to only staff based on numbers and employ as many teachers as may be necessary to maintain the appropriate student/teacher ratio in each grade. Services such as maintenance and security will be hired as additional support staff. Grant money and other funding will be sought to enrich the curriculum and provide additional support services for students.

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.

Recruitment of Staff – PBMCS will ensure that the faculty members are highly qualified and match the learning needs of its students. The school will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website;
- Ensure that all personnel meet the requirements of Chapter 1012, Florida Statutes;
- Ensure appropriate background screening and fingerprinting as required by Florida law;
- Offer "probationary contracts" of one school year to instructional personnel upon initial employment in a school district;
- Coordinate efforts with postsecondary educational institutions to serve as host school for interns whenever possible; and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection – Selection of a teacher, support staff, or other instructional personnel will not be made until a personal interview with the candidate has been conducted and at least three references have been reviewed by the Principal or his designee, and when the candidate is fingerprinted and gets a background check. The Principal or his/her designee will verify that persons seeking employment at PBMCS meet all qualifications established by the City Manager, as well as applicable state laws and rules governing the type of position for which the person is applying. PBMCS will not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action, or who has been dismissed for just cause by any school district. All staff targeted for hire at PBMCS will be selected by the principal and approved by the City Manager.

Development of Staff – In setting high expectations for both students and teachers, the school will be committed to maintaining the highest level of quality instructors by implementing a comprehensive professional development plan. PBMCS will support the professional development needs of all instructional and non-instructional staff by facilitating the attainment of continuing education credits and offering high quality trainings on our campus. Staff will participate in school-initiated and other relevant and necessary workshops for professional development as coordinated by the administrative staff. Development will take place through the following methods:

- In-house and external District Offered Training;
- Monthly staff meetings;
- Bi-weekly (or more frequent) team meetings;
- Use of Professional Growth Plans for each teacher to address personal targeted professional growth; and
- Mentoring.

Attachments
Section 11: Management and Staffing

11.1	Attachment Q	Mulhall, Lisa, 1/27/20 9:24 PM	PDF / 558.048 KB
11.2	Attachment O	Mulhall, Lisa, 1/27/20 9:23 PM	PDF / 1.47 MB
11.3	Attachment N	Mulhall, Lisa, 1/27/20 9:23 PM	PDF / 1 MB
11.4	Attachment M	Mulhall, Lisa, 1/22/20 11:30 AM	PDF / 1.245 MB
11.5	Attachment P	Mulhall, Lisa, 1/15/20 6:12 PM	PDF / 337.84 KB

12. Human Resources and Employment

Section Evaluation	
Meets the Standard Debbie-Ann Scott, 3/3/20	**Final Rating** Partially Meets the Standard

Does Not Meet 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.

Pursuant to §1002.33(12)(i), Florida Statutes, PBMCS will operate as a public employer. Employees will be non-bargaining and will have a compensation schedule designed specifically for school employees. The City Manager shall approve the hiring of employees as recommended by the Principal, pursuant to §§1002.33(12) and 240.319(4)(i)(1), Florida Statutes. PBMCS will provide a compensation package that includes competitive salaries, health insurance, prescription drug plan, dental and vision coverage. Additional benefits that enhance the compensation package may include a retirement plan, short/long term disability, supplemental life insurance, family medical leave, bereavement leave, sick leave, paid legal holidays, jury duty leave, and direct deposit. Employment policies will be finalized after application approval consistent with the City of Pompano Beach employment policies.

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 evaluation system for instructional personnel and school administrators will conform to the Student Success Act and §1012.34, Florida Statutes, and will:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans;
- Differentiate among four levels of performance as follows: highly effective, effective, needs improvement or developing, and unsatisfactory; and
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Instructional personnel and school administrator performance evaluations will be based upon the performance of students assigned to their classrooms or schools. A performance evaluation will be conducted for each employee at least once a year. The evaluation criteria will include:

1.Performance of students;

2.Instructional practice; and

3.Instructional leadership.

All personnel will be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. The individual responsible for supervising the employee will evaluate the employee's performance. The evaluator will submit a written report of the evaluation to the principal for the purpose of reviewing the employee's contract. The evaluator will submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator will discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

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 compensation structures and salary schedules will include health insurance, and ancillary benefits, employee raises and Florida Retirement System contributions for fulltime employees. Salary structure will be a lower and upper range with annual increases considered as a percent of the mean of the range. Highly effective and effective ratings for pay for performance will be in addition to this structure (Performance salary structure pursuant to §1012.22(1)©(1)(d), Florida Statutes). For performance teachers, other instructional personnel and school administrators rated as highly effective or effective for performance will receive annual performance adjustments (1.5% increase for highly effective and .75% for effective ratings; also, a COLA .5%). For purposes of budgeting the starting average salary for teachers is anticipated to be approximately $41,500.

At PBMCS, staff retention efforts go beyond compensation. While recognizing compensation as an important factor in staff retention, the governing board may include other research-based components in its retention plan to attract and retain personnel.

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

Recruitment of Staff – PBMCS will ensure that the faculty members are highly qualified and match the learning needs of its students. The school will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website;

- Ensure that all personnel meet the requirements of Chapter 1012, Florida Statutes;
- Ensure appropriate background screening and fingerprinting as required by Florida law;
- Offer "probationary contracts" of one school year to instructional personnel upon initial employment in a school district;
- Coordinate efforts with postsecondary educational institutions to serve as host school for interns whenever possible; and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Dismissal – All employees are expected to observe high standards of job performance and professional conduct. When the employee's conduct or performance does not meet adequate standards, PBMCS may terminate employment, or it may provide the employee a reasonable opportunity to correct the problem. If PBMCS determines that the employee has failed to make the correction, the employee is subject to further discipline or termination. Termination of employment is an inevitable part of personnel activity within any organization. Some of the most common circumstances under which employment is terminated include the following: Voluntary Termination (resignation or failure to return from leave); Involuntary Termination (discharge for cause, poor job performance, misconduct, abandonment of employment, etc.). All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with PBMCS's termination provisions. PBMCS's policies and procedures regarding employment requirements and termination provisions will be clearly delineated in the Employee Handbook.

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.

(Attachment R – PBMCS Draft Employment Handbook included) PBMCS will provide all employees with the PBMCS Employee Handbook which will detail policies and procedures related to professional duties and responsibilities, rules and guidelines for day-to-day school operations, employee hours and benefit programs, and other related matters. As a public employer, these policies and procedures will meet appropriate legal and practical standards. The purpose of these policies is to provide guidelines for the range of personnel-related issues that include, but are not limited to, employment, evaluation, discipline, dismissal, benefits, and professional conduct. The policies are set forth to ensure that all employee-related actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations.

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

PBMCS will utilize evaluations which will identify highly effective, effective and needs improvement performance. If an employee who holds a professional service contract as provided in §1012.33, Florida Statutes, is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination pursuant to §1012.34(3)(d), Florida Statutes. The notice will describe such unsatisfactory performance and include notice of the following procedural requirements:

a. A conference with recommendations regarding specific areas of unsatisfactory performance, and assistance in helping to correct deficiencies within a prescribed time period.

b. Performance probation for 90 calendar days during which the employee will be evaluated periodically, apprised of progress, and in-service training opportunities to help correct the noted performance deficiencies.

c. Within 14 days after the close of the 90 calendar days, the evaluator will evaluate whether the performance deficiencies have been corrected and forward a recommendation to the principal. Within 14 days after receiving the evaluator's recommendation, the principal must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the principal will continue or terminate his or her employment contract. If the employee wishes to contest the principal's recommendation, the employee must, within 15 days after receipt of the principal's recommendation, submit a written request for a hearing. The hearing shall be conducted at the Governing Board's election in accordance with Florida law. The principal shall establish a procedure for annually reviewing instructional personnel and school administrator evaluation systems to determine compliance with this section.

Attachments
Section 12: Human Resources and Employment

12.1	Attachment R - Part 3	Mulhall, Lisa, 1/26/20 7:58 PM	PDF / 6.511 MB
12.2	Attachment R - Part 2	Mulhall, Lisa, 1/26/20 7:58 PM	PDF / 5.614 MB
12.3	Attachment R - Part 1	Mulhall, Lisa, 1/26/20 7:57 PM	PDF / 5.924 MB

Notes

Khandia Pinkney, 3/4/20 4:01 PM:

The application failed to provide 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

13. Professional Development

Section Evaluation

	Final Rating
Complete Dorina Varsamis, 3/2/20	Not Complete
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.

Professional Development will be overseen by the principal and the leadership team.

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.

Core Components of Professional Development

PBMCS will adopt the Learning Forward for Professional Learning (formally known as the National Staff Development Council) standards, as well as Florida statutory requirements §1012.98, Florida Statutes. These standards were updated for the current law and changes in the field of professional learning. These standards are designed to improve the learning of all students and will incorporate into each level, planning, learning, implementation and evaluation.

Internal and External Professional Development

Professional learning will occur in different designs. PBMCS school leadership team will utilize different models to meet the needs of its teachers and staff. Professional learning will occur face-to-face, online, and hybrid settings. Some professional learning will focus on individual learning while other form focuses on team based or whole school learning. Most of the professional learning will occur as a part of the school day, while other forms may occur outside the school day.

The job-embedded learning design is the model of preference, because it engages individuals, pairs or teams of educators in professional learning during the workday. This model of learning includes analyzing data, sharing best practices, case studies, peer observation or visitations, simulations, co-teaching with peers or special teachers, action research, professional reading, coaching, examining student work, and other professional learning recommended by the teachers and leadership team. The leaders will provide the resources and establish collaborative structures to allow teachers to meet their professional goals and improve students' performance.

Effective professional learning requires human, fiscal, material, technology and time resources to achieve student learning goals. PBMCS understands how resources allocated can overcome inequalities and achieve results for educators and students.

Effective educational leaders make a difference in improving students learning. Pre-service professional development that prepares instructional leaders in instruction and school change is a mandate. The principal will be a lifelong leaner that participates in professional learning that promotes the mission and vision of the school.

In the first year, PBMCS will provide an experienced highly qualified mentor to provide coaching, assistance, support and training that is tailored to the needs of the principal and school. The leader can also participate in Broward County Principal Program which is aligned to the Florida Principal Leadership standards. This professional development includes: understanding the culture and context of schools, implementing and monitoring authentic PLCs, utilizing resources and other budgetary factors, working with data to drive decision-making and instruction, engaging the school team to support School Improvement and accreditation, instructional leadership, evaluating programs and processes within the context of their schools, reflective leadership, social emotional learning, and holding people accountable for school performance.

Evaluation of Professional Development

PBMCS will utilize the Learning Forward tools and resources to improve the quality and increase the impact of professional development.

The school will utilize the Standards Assessment Inventory (SAI). This inventory will help the principal and school leaders address the following questions:

- What is the overall picture of professional development in the school?
- What are the strategies and weaknesses of professional development in the school?
- Where might attention be focused to improve the quality of the professional development in the school?

The SAI Comprises 60 questions (five questions per standard). Most educators complete the inventory in about 20 minutes. PBMCS school leaders will use the instrument for the following purposes:

- To assess the current status of professional development at the school, determine areas of strengths and weaknesses and plan for improvement;
- To help the school get a clear picture of what is working in the areas that need improvement; and
- To guide conversations regarding the qualities of professional learning that produce better results for students.

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 work during the summer prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new school. Training will be provided by consultants, staff members, publishers, etc. Professional development will have the required human, fiscal, material, technology and time resources to achieve student learning goals.

Pre-opening Professional Development

Teacher and staff training will be offered prior to the opening of school and continued during the school year in a variety of areas:

- **Multi-Tiered System of Supports** – Is a systematic use of multi-sources assessment data to most efficiently allocate to improve learning and provide behavior support for all students.
- **Project based learning** – Focus on student engagement, motivation and beliefs in their own efficiency. Students can move independently to meet their own intellectual inquiry needs and access tools available to continue to build their skills sets and knowledge.
- **Cross-Curricular Instruction** – Cross-Curricular integration strategies are included in the redesign of FNGSSS in conjunction with literacy and other subject areas. This approach maximizes instructional time and make learning more relevant.
- **The Leader in Me** – A whole school improvement model that used teaching practices to promote social and emotional learning for students in grades K-6.
- **Service Learning** – Positively impacts the personal growth of students in grade 4-8 in terms of development, of empathy, responsibility, civic engagement and self-efficacy.
- **Marzano's High Yield Instructional Strategies** – Instructional Strategies that have the greatest positive effects of student achievement for all students in all subjects, at all grade levels.
- **The Backward Design** – Research Based teaching tool with significant effects on reading comprehension for ELL in grade 4-8.
- **Core Curricular Choices** – K-5 and 6-8 will have training in content specific area, especially reading, to improve their knowledge of content areas and student growth and improvement.
- **The Whole Child Approach** – The Social Emotional Development of the child.
- **Safety and Security** – Safety and Security training will instruct staff on daily safety procedures; protecting the school and students; and preventing and handling emergency situations as defined by safety plan.
- **Eight Step Instruction Process** – Is a data driven cyclical continuous improvement model.
- **ESE procedures and compliance –** strategies and accommodations for students with disabilities; developing quality IEPs (ESE Specialist).
- **Meeting the needs of English language learners**.

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.

PBCMS will follow the BCPS calendar for professional development days during the school year. The Leadership Team will utilize different professional development models to meet the needs of teachers and staff. Some professional learning will focus on individual learning while other forms will focus on team based or whole school learning. Most professional learning will occur as a part of the school day while other forms may occur outside of the school day. The job embedded learning communities will be used to engage teams of educators in professional learning during the workday. In addition, appropriate and relevant schoolwide professional development will occur on teacher planning days and early release days. All teachers will be required to complete a professional development growth plan which will become a part of the annual employee performance evaluation. The school daily schedule was intentionally designed to provide common planning time for grade level and content area teachers for job embedded learning.

Attachments
Section 13: Professional Development

– No Attachments –

Notes

Denise Roberts, 3/4/20 4:18 PM:
This section does not address how to implement professional learning communities.

14. Student Recruitment and Enrollment

Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 2/29/20	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 PBMCS will not discriminate based on race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. PBMCS will be open to any eligible students in the county, including ESE and ELL students. PBMCS recognizes the importance of marketing and recruiting parents and students of City of Pompano Beach. To promote a neighborhood school environment, our marketing strategy will start in the immediate area and then broaden to the mass market. PBMCS will market to students that might otherwise not have easy access to information on available educational options and who would benefit from our program.

Stage 1 – Identification – PBMCS will be a school of choice and will be open to all eligible students through controlled open enrollment pursuant to §1002.31(2)(a), Florida Statutes. However, the school will include an enrollment preference for students whose parents are residents of the City of Pompano Beach, and we anticipate that the majority or all the student population will consist of Pompano Beach residents. Demographic information about students currently attending schools in this area will be used as a starting point. The Board, or its designee, will conduct a thorough analysis to determine a target recruitment area that will support the school's enrollment goals as it pertains to numbers, grade levels, and diversity of the student population. Identification factors to be considered include but are not limited to capacity of local schools, performance of local schools, and community demographics.

Stage 2 – Awareness – Recruitment of new students will be an ongoing process. Beginning upon approval of this charter application, the school will conduct a targeted marketing campaign to educate the community about charter schools and the opportunities and benefits available at PBMCS. Publications and media will reflect the local community, including use of multiple languages, as needed. These efforts will include, but not be limited to:

- A school website;
- Social media and digital marketing;
- Direct mailing to parents/guardians;
- Community focus groups;
- Program tours and open house for prospective students;
- Parents/guardians and community members;
- Media coverage documenting progress (e.g., approval/awarding of a charter contract; ground-breaking; selection of facility); and
- Posting and distributing of flyers in facilities, (such as religious institutions, libraries, grocery stores, and Laundromats,) service providers, and community centers.

Stage 3 – Recruitment Outreach – It is our belief that through the recruiting and marketing plan described above; we will be successful in attracting families reflective of the neighborhood. Informational meetings will be conducted in community facilities, to include evening and potentially weekend presentations. Rigorous student recruitment activities will continue until PBMCS is fully enrolled, and beyond. Our extensive marketing and recruitment strategy will include, but not be limited to:

- Town-hall-style meetings and information sessions for potential students and their families (locations may include neighborhood clubs, libraries, or other community facilities);
- Direct mailings and targeted cable TV and print advertisements;
- Continued distribution of brochures and flyers describing the school and the programs

offered; and
- Once the facility is identified, open houses at the school.

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.

PBMCS is committed to enrolling students who will support the school's commitment to diversity, as per the provisions in the Florida Educational Equity Act, §1000.05(2)(a), Florida Statutes, that forbids discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

In compliance with §1002.33(7)(a)8, Florida Statutes, PBMCS will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. In order to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the district, PBMCS will focus its efforts on recruiting students within a 15-mile radius of the school. This effort includes marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff. However, due to PBMCS's compliance with §1002.31(2)(a), Florida Statutes, (which states that students are eligible to attend any public school in the state of Florida subject to maximum class size requirements, capacity, and other specified provisions), the student population may consist of children that are from outside Broward County, which would impact the school population's alignment to the racial/ethnic balance of the community.

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.

Enrollment Policies and Procedures, Timeline, Preferences and Lottery Process –

PBMCS will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to §1022.33(10)(b), Florida Statutes, PBMCS shall enroll an eligible student who applies prior to the posted deadline, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process.

Enrollment policies will also follow §1002.33(15)©, Florida Statutes, which includes enrolling students according to racial/ethnic balance provisions in §1002.33(7)(a)8, Florida Statutes. In accordance with §1002.33(10)(d), Florida Statutes, PBMCS will give enrollment preference to the following populations:

- children of Pompano Beach residents;

- currently enrolled students;
- children of PBMCS employees; and
- students who are siblings of a student enrolled in the charter school.

Application Procedures and Timeline – Student applications will be made available online through the Student Registration System, accessible on the school's website, and in paper form at local distribution sites. Allowable preference factors are collected as part of the application process (e.g. city of residence; sibling relationships). The system manages all aspects of the enrollment process including online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

The initial due date for applications will be established by PBMCS and posted on the school's website. It is expected to be within the open enrollment window implemented by BCPS. At the end of this initial enrollment period families will be notified of acceptance. In the event the number of applications exceeds capacity for a given grade level, class or building, the following lottery process will be followed:

- First, applicants with the enrollment preferences described above will be selected, as permitted pursuant to the Charter Contract and §1002.33, Florida Statutes.
- If the number of applicants with enrollment preferences exceeds the capacity of a grade level, class, or building, a lottery will be held among the applicants with preferences.
- Second, a lottery will be held among the countywide applicants for each grade level, class or building that exceeds capacity.
- If there are seats remaining, and the number of out-of-county applicants exceeds the capacity for a grade level, class or building, a separate lottery will be held for out-of-county applicants.
- Those Countywide and out-of-county applicants not selected in a lottery will be included in subsequent lotteries, if seats become available.

Lottery Process, Letter of Acceptance, Wait List

Data will be monitored to determine the need for a lottery. If needed, a lottery will be held to fill those vacancies that remain after enrollment preference is given. Parents will be notified in writing of their child's acceptance approximately 21 days after the acceptance period deadline and will have approximately 15 days to notify the school in writing of their decision to attend.

At each phase of the process, appropriate correspondence will be generated and provided to each applicant.   All accepted applicants will be provided with written registration requirements that include a detailed list of the documentation required by PBMCS in accordance with its Student Progression Plan. Once all students are registered and classes have been assigned, the need for subsequent marketing efforts will be determined. Applications will be accepted on an ongoing basis and maintained on a waiting list.

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S	Mulhall, Lisa, 2/1/20 6:49 PM	PDF / 1.105 MB

15. Parent and Community Involvement

Section Evaluation

Complete Aneatra King, 3/5/20	**Final Rating** Complete

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

Parent involvement is a crucial component in educating the whole child. Student life outside of the classroom, including parental and community involvement, directly impacts the student's academic performance. It is the intention of the Board to provide parents the opportunity to become active participants and decision makers in their child's education. This is particularly important at the secondary level, as parents tend to detach from participating in their children's school careers, as they get older.

PBMCS parents will have an opportunity to sit on the Parent Advisory Committee (PAC) as well as be active members of the Parent Teacher Organization (PTO), to be formed by the parents upon the opening of the school. The PTO provides a platform for parents to express their opinions, share their ideas, and impact their child's education. PBMCS's parent partnership commitment will be formalized as part of the admission process through a signed contractual agreement, which indicates acceptance of our student conduct code and commits them to volunteer activities and a standard student uniform. Parents will be afforded many different types of opportunities to volunteer to coordinate around a family's needs, restrictions, limitations and will not merely be volunteering during the school day. For example, parents may be able to obtain volunteer credit for attending advisory committee meetings or assisting with tasks such as stuffing envelopes.

This home-school partnership, a Student/Parent contract, serves as a requisite for initial and continued enrollment at the school. Through this contract the parents and students agree, as members of the PBMCS family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success.

Parent Training – The Board is devoted to the concept that parents hold a key to their children's education. It is so committed to this issue that the school will offer ongoing parent training throughout the year. This training will focus on the skills that parents will need to provide support for their children's learning and social and emotional development. The training program will include workshops, to be selected from a menu and held on a regular basis. Possible topics include education regarding parenting, drugs, anti-bullying and other relevant topics.

Parent Communication – Clearly one of the most important elements in involving parents is the communication between the parent and school. It is important that parents not only receive appropriate information, but that they receive it frequently, that it is timely, and that it is available in a variety of ways to make it more accessible to a larger group. To that end, the School will implement the following strategies to increase parent and school communication:

- Employ a parent/community coordinator;
- Establish a regular update for parents on the school's website;
- Collect parent emails for emailing information;
- Require teachers to maintain a parent communication log;
- Have teachers communicate positive comments about students to parents;
- Utilize a phone system that sends parents pre-recorded messages from the school, including absentee information;
- Encourage teachers to establish their own websites with class information;
- Hold a conference night to allow parents face to face meeting time with teachers, and;
- Use a web-based grade book program to assist parents in monitoring student progress.

In addition, the PTO will be offered various formats to share information with school administration and other relevant staff to ensure there is an established open network of communication between the PTO and school team. Parent surveys will be distributed annually to parents, to monitor general parent opinions and satisfaction with the PBMCS program. Results of that survey will be included in the Annual Report and will be distributed to all parents.

PBMCS will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. This person will be a Broward County resident and will be a charter school employee or a person contracted to represent the governing board. The person's contact information will be provided in writing to parents each year and will be posted on the website. §1002.33(9)(p) 2, Florida Statutes.

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.

Building community partnerships is an important component of supporting the students at PBMCS. Partnerships will be sought through a collaboration of public, private, and non-profit sectors with the resources to support the school's innovations. Some collaborators and their respective contributions are detailed below:

- Schools with Similar Focus – The school will create partnerships with feeder schools for vertical curriculum planning and sharing of best practices.
- Local Colleges and or Universities – technical assistance when requested, negotiations for articulation agreements with the school, professional development and training, resource for formal project evaluation services.
- Local businesses – provision of site visits, job shadowing, internships, employment, fundraising.

The Governing Board has established partnerships with several organizations that are committed to supporting the City's mission. Efforts will be made to identify new partnerships and connect, wherever applicable, existing City partnerships to support the school's mission, especially in the areas of student achievement enrichment, facility support, professional development, and support for families.

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).

See Attachment T.

Attachments
Section 15: Parent and Community Involvement

15.1	Attachment T	Mulhall, Lisa, 1/26/20 7:43 PM	PDF / 4.941 MB

BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section Evaluation

Meets the Standard Robert Hamberger, 5/15/20	**Final Rating** Meets the Standard

If the site is acquired: TBD

A. Describe the proposed facility, including location, size, and layout of space.
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.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
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.
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?

If the site is not yet acquired:

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

The desired location for the facility is to be centrally located in Pompano Beach, on a site of 3 acres or more. If the site has an existing structure, a minimum of 25,000 square feet is needed in the first year for Kindergarten and grades 1, 2 and 6 with capacity to build out to accommodate an additional 25,000 square feet of space to accommodate a K-8 Program. The site layout should allow for separate drop off areas for parents and school buses and the ability for the grounds to be fenced for student security.

The City has submitted a Letter of Intent to purchase an approximately 52,000 SF, 5.3-acre site in Pompano Beach and a contract to purchase the site is currently being negotiated for the City Commission's consideration. The contract for purchasing the facility will be contingent upon the City obtaining approval of this Charter School Application from BCPS, which the City expects to occur by May 2020. It is therefore anticipated that the City will close on the property by May 31,

2020. The solicitation to obtain an architect and construction management firm will be issued in the Spring of 2020 (with award being contingent upon the approval of the Application by BCPS). The facility design is scheduled to be completed by October 2020. Construction is scheduled to begin in October of 2020. It is anticipated that the completion of construction and acquisition of the Certificate of Occupancy will be completed by July of 2021.

The City will assume responsibility for acquiring the property and making the necessary improvements to ensure that the site is compliant with all applicable laws, regulations, and policies and is ready for the school's planned opening date. Ensuring a fully compliant facility will further involve educational and safety consultants and experts. The City's Fire Marshall and educational consultant will tour the site to make a preliminary assessment of the suitability of the site for a K-8 charter school.

The City will contract with a qualified Architecture and Construction Management Firm to design and complete all needed improvements to the future PBMCS facility. It is the City's intention to have firms who specialize in Architecture and Construction Management submit proposals. Upon award, the City will enter a contract with the most qualified firm. The selected Architect and Construction Firm will provide design, construction documents, and construction administration services for the project and will be overseen by the City's staff and consultants specializing in public school facilities to further ensure delivery of a timely and compliant facility.

The building will be initially sufficient in size to open with 20 core curriculum classrooms, with additional classrooms being built out each year to allow for the completion of the K-8 Program by year 4. PBMCS will comply with the statutory requirements of §1002.33(16)(b)3, Florida Statutes. The number of classrooms accounts for a student ratio of 18:1 for grades K-3 and 22:1 for grades 4-8. The layout of the facility will allow for separation of the different grades and will allow younger children to be on the first floor. It will also include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.) and space for administration. The school site plan will also include appropriate outdoor recreational areas and designated pick-up and drop-off zones.

Florida Statutes require charter schools to follow the maximum class size requirements based on the school-level average. The enrollment forecasts, tables, and budgets are all consistent with class size requirements. The school's student/teacher ratio will not exceed the appropriate ratio by grade.

The City will work closely with a team of experts, including experts in the educational facility field, to ensure that the school facility is in compliance with all regulations, safety codes, ADA requirements, occupancy permits and all other federal, state, and local laws and regulations. Safety protocols will warrant close attention to compliance in the following areas: restricted access systems, fire exits, fire sprinkler and alarm systems, intercoms system, parking, traffic, and maintaining current inspections. A Facility Security Plan will be developed for PBMCS by

experts in the field, employing FDOE best practices and ensuring compliance with all regulatory requirements. The Facility Security Plan will be adopted by the school's Governing Board with the objective of maintaining a safe environment for students and staff.

Additionally, the school facility will comply with applicable health codes, safety/inspection requirements, and will comply with the Florida Building Code pursuant to Chapter 553, Florida Statutes, and the Florida Fire Prevention Code, pursuant to §633.025, Florida Statutes. PBMCS will ensure that all building code approvals, compliance with the Florida Fire Prevention Code, and the Certificate of Occupancy are secured at least 15 days prior to the first day of school and will present proof to BCPS. At no time will staff and students be required to work or study in a facility that is unsafe or does not have a Certificate of Occupancy.

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.

The City has contracted with a budget consultant with over ten (10) years' experience in developing budgets for the City of Pembroke Pines Charter School system assist with the preparation of all budgetary requirements for the charter school application. Utilizing the City of Pembroke Pines as a base model, recurring expenses for the PBMCS were developed based on the size and student capacity of the PBMCS for each year of operation. Start-up costs for the facility were developed through consultation with City of Pembroke Pines budget and IT personnel, as well as in consultation with the City of Pompano Beach Finance and IT personnel. Please refer to Attachment X for budget pro forma projection for the PBMCS planning year and five (5) years of operation. It is estimated that the school's start-up costs, including Furniture, Fixtures & Equipment (FF&E), will cost approximately $15 million (includes contingency):

• Site purchase: $6,000,000;

• FF&E: $3,000,000; and

• School Renovation and Construction: $6,000,000.

The City will initially contribute $500,000 and will borrow an additional $15,000,000 to assist with the acquisition, renovation and equipping of the facility. It is estimated that a total of $15,000,000 (includes approximately $1 million in contingency funds) will be needed to include the costs associated with acquisition, improvements and equipping the facility for FF&E. The estimated acquisition cost is derived from the estimated market value of an approximately 50,000 SF facility based on an appraisal. Improvement costs were estimated based on preliminary discussions with a design/build firm after touring a site that is being considered for the facility, providing input as to planned use of the site as a charter school. FF&E and other infrastructure costs (i.e. internet lines, cables, sprinkler system, intercoms, badge system, fencing, etc.) was derived by consulting with City of Pembroke Pines personnel as to their cost

(i.e., Budget), as well as conferring with City of Pompano Beach IT personnel based on their expertise and their discussions with City of Pembroke Pines IT personnel.

The City of Pompano Beach has already been in discussions with its Financial Advisor (Public Financial Management) to devise a finance plan to acquire, improve and equip a facility for the future PBMCS. Approximately $15,000,000 will be borrowed by the City to finance these costs with 2 years of capitalized interest to allow enough time for the PBMCS to ramp up its operations to be able to manage an allocation lease payment by year 3 of its operations to cover the debt service associated with the financing. The loan will be financed over a thirty (30) year period. Please refer to Attachment U for additional information.

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

As a back-up plan, the City has identified other local sites meeting the criteria for the PBMCS facility. The City has begun space planning and preliminary design discussions based upon projected enrollment to facilitate an expedient build out of a site with an existing structure or to be used for ground up construction. Any sales & purchase contract closing will be contingent upon the City obtaining approval from BCPS of its Charter School Application. It is anticipated that the design, which will facilitate grades K, 1, 2 & 6, will be completed by October 2020 and renovations will be completed in the summer of 2021. Additional improvements would be made each year to accommodate complete buildout of the facility for a K-8 Program.

I. Describe the back-up facilities plan.

The has identified several potential sites for the facility and feels confident that it will be successful securing and/or developing one of these sites. In the rare event that issuance of the Certificate of Occupancy is not delivered in a timely fashion, the Governing Board will consider short-term alternative facilities options. There are currently other properties available within the City that would be appropriate as back-up sites. Any such alternate facility shall be suitable for PBMCS's use until such time as the primary facility is able to open. The temporary facility would fully meet the programmatic and educational needs of students and staff. In the unfortunate event that an adequate school facility or alternative short-term facility cannot be secured, the Governing Board will request an additional planning year by January of 2021 to provide time for the facility plan to be carried out, fully ensuring safety and compliance in all areas.

Attachments
Section 16: Facilities

16.1	Attachment V	Mulhall, Lisa, 1/26/20 7:42 PM	PDF / 19.457 KB
16.2	Attachment U	Mulhall, Lisa, 1/26/20 7:42 PM	PDF / 1.025 MB

Notes

Robert Hamberger, 5/15/20 9:42 PM:

During my initial review, I had missed the reference to FS 580, which satisfies the minimum criteria required for "meeting the standard". Hence I have changed my rating as of this date.

17. Transportation Service

Section Evaluation

Meets the Standard	Lisette Serrano, 3/4/20	**Final Rating** Meets the Standard

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.

The school's plan for transportation is to obtain buses from the City of Pompano Beach and hire its own staff to operate and execute the transportation plan. Every aspect of this transportation service plan will be pursuant to Florida's Charter School Legislation and consistent with the requirements §1002.33(20)(c), subpart I.E. of Chapter 1006, and §1012.45, Florida Statutes, and Ch. 6A-3 Transportation, Florida Administrative Code, including a plan for students with disabilities. The schools will furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. If in the future it is determined that contracting out is feasible and efficient, PBMCS will establish an agreement with a district-approved and licensed private provider and will follow all applicable statutes and guidelines.

PBMCS will follow BCPS's Calendar. PBMCS will develop a system in place for school-planned field trips. It will follow the district's safety procedures and guidelines. The plan also includes logistics and accounting related to the transportation of students. The City has a system in place to include insurance and risk management relating to transportation. The school bus transportation will be insured and managed by the City of Pompano Beach Transportation plan to include finance, funding claims, and reimbursement. PBMCS will follow BCPS's procedures to ensure that state transportation funding can be secured.

Safety - The school will hold the proper bus evacuation drills as required. Bus drivers will ensure that students are knowledgeable of bus safety and rules by having the students and parents sign a contract. School bus loading zones and parent pick up will be clearly designated. All rules and procedures will be a part of PBMCS's Parent/Student Handbook. Staff will be trained and assigned to the parent pick up and bus loading zone to ensure safety and procedures are being

followed. The responsibility for student discipline on the buses starts with the individual students and their parents. If students need to be reprimanded for breaking or not following rules, the school administration will follow BCPS's Code of Conduct consequences for bus infractions. All inquiries from parents and others about service, discipline, and other issues will be handled at the appropriate level. The bus driver will be responsible for keeping students, parents and the school administration aware of all situations. The school administration will handle all issues that cannot be resolved by the bus driver. PBMCS will comply with all state statutes and rules pertaining to the safety of transported students, and with the established transportation service guidelines of BCPS.

Attachments
Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

Meets the Standard Jane Landi, 2/11/20	Final Rating
	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. PBMCS will seek NSLP sponsorship once the charter application has been approved. Nutritious meals will be provided in accordance with the Healthy Hunger Free Kids Act, which requires school cafeterias to meet federal nutrition standards for school lunches and breakfasts. City staff, in conjunction with school administration, will be responsible for completing all necessary National School Lunch Program (NSLP) paperwork and/or applications on behalf of PBMCS in advance of the school year.

As required, PBMCS will request proposals and/or bids for food service through the city purchasing system. PBMCS will require vendors to provide a quality unitized meal program that includes all the "components" of a full-service operation. The "component meal system" consists of entrees, side dishes, fresh fruits, vegetables, fresh bread, condiments, plastic wear, trays, and liners. In addition to providing these items, the chosen vendor shall also provide the following services to PBMCS: delivery of all items to the school; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment

maintenance; commodity utilization; food service training; and marketing and promotions. Prior to the beginning of each school year, training personnel will be sent to PBMCS to work with the food service staff on how to properly run the food service program, including ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all the required meal components following the directions provided by the vendor. City staff along with school administration will conduct onsite audit reviews biannually to make sure the vendor is following all NSLP protocols/guidelines.

Depending on the size of PBMCS's enrollment, there will be up to two serving lines for the students. The serving lines are set up with the point of service station at the end. This set up ensures that the cafeteria personnel can see students are receiving all the required components to make up a reimbursable meal. PBMCS will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. All students will be assigned an account number at the beginning of the school year and can add funds to their account either at school or online. Regardless of account balance, no child is ever denied a meal. If a child does not have the funds to purchase a meal, he/she is given a meal which consists of a sandwich, fruit, and milk which meets NSLP meal component requirements.

Attachments
Section 18: Food Service

– No Attachments –

19. School Safety and Security

Section Evaluation	
Meets the Standard Victoria Stanford, 3/13/20	**Final Rating**
Partially Meets the Standard Sean Brown, 5/6/20	Partially Meets the Standard

School Safety and Security Plan - The PBMCS will adopt the BCPS Safety and Security Plan. The City of Pompano Beach fire and law enforcement personnel will also be involved. A full written safety plan and policies including procedures for unanticipated emergency situations will be developed and shared with staff, parents and students. The Safety and Security Plan will prepare administrators, educators, students and parents for all unanticipated emergency situations. The Plan will contain confidential information; therefore, selected elements will only be shared with staff members as appropriate. All staff will be informed of and held accountable for implementing those aspects applicable to their role or position, but the plan in its entirety will only be available to the school's established safety and security team.

- Threat Assessments
- Mental Health First Aid Certification

Students and Staff Safety - Staff and students will have an I.D. badge that they will be required to wear on campus. The school will have a single point of entry where all visitors are required to check in using Raptor Visitor Management System. Visitors will be issued badge identifying their clearance for easy staff identification. The school plans to install security cameras throughout the campus to protect staff, students, and property. The school will also have a school radio system and key staff member will have a walkie-talkie assigned to them. The school will comply with the Marjory Stoneman Douglas High School Public Safety Act.

- Any staff may activate lockdown
- School uniforms will be required
- Doors locked at all times
- Reflective Hallway and Corridor Mirrors
- Safer Spaces Marked
- 8ft. Perimeter Gates
- Staffed gates during arrival and dismissal

Emergency Preparedness - The School will adopt the emergency preparedness plans currently in effect within the District in accordance with §1006.07(4), Florida Statutes, that includes specific protocols for students/staff needing special assistance, bomb threats, shelter in place, lock-out procedures, severe weather situations, internal emergencies such as electrical outages, gas leaks, weapon suspected, missing students, hostage situation, and lock-downs.

Pursuant to §1006.07(4)(b), Florida Statutes, [School districts must] establish model emergency management and emergency preparedness procedures, including emergency notification procedures pursuant to paragraph (a), for the following lifethreatening emergencies:

1. Weaponuse, hostage, and active shooter situations. The active shooter situation training for each school must engage the participation of the district school safety specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to the school's campus.

2. Hazardous materials or toxic chemical spills.

3. Weather emergencies, including hurricanes, tornadoes, and severe storms.

4. Exposure as a result of a manmade emergency.

PBMCS will comply with the requirements of this law.

Pursuant to §1006.07(4)(c), Florida Statutes, [School districts must] Establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of the school's campus.

PBMCS will comply with the requirements of this law.

General School Security - The following general security procedures shall be implemented to ensure the culture of the School is maintained:

- Principal will ensure that all administrators and designated staff members are provided with clear and concise procedures for reporting and handling all serious incidents that might occur in or within proximity of the School.
- The School will have an emergency response plan and staff shall be trained to activate the plan effectively and timely in the event of an emergency.
- The School staff will be instructed and trained to handle and report suspicious visitors or unusual activities in and around the School.
- Organized systems for student reporting of incidents and concerns will be developed and implemented to encourage an empowered sense for students to participate in a positive environment. FortifyFL
- Students and faculty will collaborate to create a clear set of rules to aid in creating a safe, respectful and peaceful environment.
    - Threat Assessments
    - Mental Health First Aid Certified Staff to aid in identifying students that are risk.

Facility - PBMCS's facility will meet all commercial and life safety codes required for a school. All local and state policies related to health and safety will be met through rigorous oversight of facility maintenance by a city employee based at the school, with additional oversight from the principal and the administrative support team. Preventative maintenance and inspection calendars will be developed, and all facility repair items will be tracked via the City's maintenance system. PBMCS will meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues.

- **Upgrade PA system**
- **Panic Alerts buttons in all areas**
- **Upgrade telephones with LCD display for Lockdown or Panic Alert**
- **Electronic external and internal keycard system**
- **Police and Fire inspections to assist in annual risk assessment to make improvement recommendations as part of FSSAT Report.**

Technology & Equipment - Security is vital in a school environment both for safety and privacy. To accomplish these two goals, PBMCS will employ hardware-, software- and procedural-based security including the following:

- Application-aware perimeter security firewall system to protect networks from external threats (Layer 1).
- Content filtering to protect students against inappropriate websites (Layer 2).
- An Enterprise-wide Anti-Virus security software with constant updates to prevent malicious code to tamper with computing assets (Layer 3).

- Network intrusion detection software that detects any other threats that may have evaded the other three layers of protection (Layer 4).
- SSL encryption on all PBMCS based Internet services.
- WPA2 encryption on all wireless access points.
- Individualized accounts with passwords.
- Network-based permissions assigned to individuals and/or groups.
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality.
- Limited physical access to network equipment and servers.
- HD Security cameras throughout the school with search and playback capabilities.
- Visitor and volunteer screening and pass equipment or services located in the front office.
- Strict policies and procedures for accessing accounts and information.
    - **Mobile device App for activating Code Red Lockdown and 911 notification**
    - **Add FortifyFL to all student devices and websites.**
    - **Advertise FortifyFL around campus and in common areas**

Safety Policy and Procedures - PBMCS will have zero tolerance policies regarding drugs, weapons, violence and threats of violence. The principal shall meet regularly with federal and municipal officials and request that the school be updated on the most current health and national security measures to implement in the policies and procedures of the school. PBMCS will have a comprehensive safety plan that will be distributed and explained to staff prior to the start of the school year. Colored emergency codes will indicate the level of severity of the emergency and the protocol that must be followed in the event of the emergency. Staff, based on safety roles and responsibilities, will be trained to implement the plan in different scenarios. To ensure compliance with emergency procedures, emergency drills will be practiced with students and staff at the beginning of the year to ensure they understand the seriousness of these emergencies and the actions they must take if one were to happen. Parents will be given information regarding emergency planning through parents' meetings, emails and newsletters.

- See Active Assailant Policy
- See Threat Policy
- Any Staff may activate Lockdown
- Active Assailant and Stop the Bleed Training for all staff prior to the start of each year, conducted by Police & Fire Departments.
- Door locked at ALL times.
- Monthly SAFE Team Meetings to review drills and improve procedures
- Review Threat Assessment intervention plans monthly with entire team to update and monitor intervention plans.

Campus Visitors - To provide for the safety and security of students, employees, and the facilities, only authorized visitors are allowed inside the school building. Restricting unauthorized visitors helps maintain safety standards; ensures the security of our students, confidential information, and equipment; protects against theft; safeguards employee welfare; and avoids potential distractions and disturbances. The school is designed with a single point of entry where all visitors are required to check-in with the receptionist or front office to be cleared through Raptor Visitor Management System and issue and I.D. badge for easy staff identification. Authorized visitors will receive directions and/or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed

on school premises, employees will immediately notify school security and/or administrator. Compliance with these guidelines gives PBMCS the ability to provide a safe and orderly learning environment for all students.

- See Visitor Management Policy

School safety and security are designed at PBMCS to eliminate or minimize all potential threats and injury involving students, staff, and property injuries will be reported and proper forms completed by staff and all incident report to Risk Management. PBMCS will follow all applicable federal and/ or state-run occupational safety and health programs. All staff will be charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe environment, each staff member must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations.

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.

For the protection and safety of school personnel, property, students and visitors, PBMCS will work with BCPS to ensure the placement of one or more safe-school officers within PBMCS. This may be a school resource officer from a law enforcement agency, a commissioned school safety officer, school guardian or school security guard, as provided by §1006.12, Florida Statutes. The safe-school officer will be present during school hours, including Before and Aftercare and for any after school or large events. PBMCS will follow the requirements of §1006.12, Florida Statutes, Safe School Officers, and will have a dedicated, full-time School Resource Officer (SRO) who will be paid independently of the school's budget by the City of Pompano Beach with an annual allocation charged back to the school.

The school will also use all available personnel to aid in safety and security, including the hiring of additional security staff if necessary and financially feasible. Every school staff member will have a duty during fire drills and other emergencies. Most teachers will stay with whichever class they have at the time, but other staff members will have posts that will involve directing students to appropriate locations and making sure all students exit the building (if appropriate in that particular emergency). Day-to-day operations will also include staff member responsibility for ensuring students transition safely to and from classes throughout the day. Each staff member will have a post at arrival and/or dismissal, and explicit procedures will be developed to ensure those times of the day run smoothly. During the day, staff will be available to monitor the hallways, the cafeteria, outside of bathrooms, and any other necessary areas. In addition, administrators and CRTs will consistently conduct walk-throughs each day to monitor safety within the classroom. A camera system will also be installed to further monitor security. – Panic buttons to be installed in each classroom and office.

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.

PBMCS also will follow the guidance provided by The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) and

will work closely with the BCPS safety experts to design and adopt its active assailant response plan inclusive of annual training on the plan pursuant to §1006.07(6) Florida Statutes. PBMCS will utilize the safety and security resources of BCPS and will work closely with the BCPS school safety specialist to adopt an active assailant response plan pursuant to §1006.07(6), Florida Statutes. PBMCS will review the BCPS Active Assailant Response Plan to determine its appropriateness for the PBMCS campus and will adopt the plan or prepare its own plan. PBMCS will also work closely with local police agency, Broward Sheriff Office (BSO) to ensure that, as designated first responders to the school's campus, the Department's school safety recommendations are considered as part of the school safety plans. The BSO will conduct a tour of the campus a minimum of once every three years, preferably annually, and provide recommendations related to school safety.

PBMCS will also involve the National Threat Assessment Center (NTAC) and the National Behavioral Intervention Team Association (NBITA) which will provide education, resources and support to campus behavioral team personnel and those who work to provide caring interventions to at-risk individuals.

All school personnel will receive annual training on the procedures contained in the active assailant response plan for PBMCS. The training will be conducted by either BSO or a school safety and security trainer at the open of each school year.

- See Active Assailant Policy

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

PBMCS will establish a threat assessment team whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. The team will include persons with expertise in counseling, instruction, administration and law enforcement. The team will develop policies and procedures for referrals to mental health services identified by BCPS to §1012.584(4), Florida Statutes, when appropriate and procedures for behavioral threat assessments in compliance with §1001.212(12), Florida Statutes. All members must be YMHFA Certified and meet monthly to review Threat Assessment and Student Intervention Plans and update as needed.

The Coach Aaron Feis Guardian Program was established in 2018 through the Marjory Stoneman Douglas High School Public Safety Act. In its initial report, the Marjory Stoneman Douglas Public Safety Commission found that having Guardians in schools is the best way to ensure highly trained personnel are in place to respond immediately in the event of a school shooting. PBMCS will have guardians in place.

Strategies for PBMCS

1. Form a threat assessment team. PBMCS will involve its school administrators, then expand the team to include representation from a variety of disciplines, including teachers, school counselors, law enforcement, and mental health providers.
2. All staff must be YMHFA trained and certified in order to help identify students at risk.
3. PBMCS will provide training to team members and will set up a schedule for the team to meet monthly and train together regularly.
4. PBMCS will establish comprehensive written plans and procedures for the threat assessment process.
5. PBMCS will communicate information about the threat assessment policy to faculty, staff, students, and families.
6. Student and families are to use FortifyFL for reporting of threats or safety concerns.
7. PBMCS team will continually review the outcomes associated with reported threats and other concerning behaviors to improve the threat assessment process.
8. Annually PBMCS will review the Secret Service Analysis of Targeted School Violence and make appropriate adjustment on updated information.
9. PBMCS will develop a comprehensive school Emergency Operation Plan (EOP) by addressing what happens before, during, and after an incident.
10. PBMCS will form a planning team that includes a wide range of school personnel, including administrators, teachers, and school psychologists. Also, PBMCS will include community partners.
11. Annually before the next school year begins PBMCS will review, evaluate, and update the school EOP.
12. Annually PBMCS will provide training on the school EOP to staff and students on aspects of the school EOP that align with their roles and responsibilities during emergencies. PBMCS will use developmentally appropriate, trauma-informed training on parts of the school EOP that require student involvement.
13. PBMCS will designate a person to plan, conduct, and evaluate school EOP exercises.
14. PBMCS will conduct discussion-based exercises, like tabletop exercises, at least once a year, and revise the school EOP based on the outcome. We will include community partners, like first responders, local emergency management staff, public health individuals, and the American Red Cross.
15. PBMCS will conduct at least one operations-based exercise, like a functional exercise, once per year which will include staff, faculty, and community partners. We will again use developmentally appropriate, trauma-informed scenarios when students are involved. Additionally, we will develop an After-Action Report with an Improvement Plan.

- See Threat Assessment Policy

In addition to SB 7030 taking effect May 8, 2019, PBMCS will follow the Threat Assessment Model promulgated by the United States Secret Service and the United States Department of Homeland Security. We will participate with the NTAC National Threat Assessment Center (NTAC) and provide training through from NTAC personnel on a regular basis. These strategies will be designed for first, Prevention, and second, Intervention. Also PBMCS will have Guardians at the campus as part of the implementation of the Coach Aaron Feis Guardian Program.

Seconds count when saving lives. PBMCS will investigate and install a Personnel Protection System such as a fingerprint activated device which allows for controlled access and secure storage of items such as gel pepper spray, a baton with a window break, trauma kit, Stop the

Bleed kits safety vest, flex cuffs, high intensity strobe flashlight, and a whistle.

Once the school safety solution is activated, an alert is sent to a nationwide monitoring company along with an alert to identified personnel to begin lockdown procedures. Law enforcement is immediately notified of the building and room number, where the system was activated. This solution is an effective way to prepare, notify and protect. It also empowers school faculty and staff with a simple swipe of the finger and it instantly triggers alert to law enforcement

- **PREPARE and PREVENT**

Certified law enforcement instructors will prepare PBMCS staff and faculty to effectively respond during the chaos of crisis. With this training, our employees can act proactively in a crisis, because they know help is on the way. Staff knows whether to run, hide, or fight with real-time information. They'll know help is on the way and can manage the crisis and protect students instead of just trying to call 911.

- **NOTIFY**

With the swipe of a finger, the equipment immediately triggers alarms and notifies law enforcement and school employees and administrators. 1000 unique fingerprints can be remotely programmed in order to allow access to each safe piece of equipment. Staff are notified whether to run, hide, or fight.

- **PROTECT**

Easy-to-use tools to increase survival chances, support law enforcement, and respond to medical emergencies are included. Once opened, real-time information is provided to help staff make decisions on whether to evacuate, evade, or fight.

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.

PBMCS will adopt the BCPS policies for school environmental safety incident reporting. PBMCS will follow the policies to ensure the accurate and timely reporting of incidents related to school safety and discipline. The Principal will identify the school employee responsible for tracking and documenting all incidents.

Attachments
Section 19: School Safety and Security

– No Attachments –

Notes

Sean Brown, 5/6/20 2:21 PM:

-School safety and discipline as required by section 1006.07(9), F.S. How will the school accurately and timely report incidents related to school safety and discipline?

Victoria Stanford, 3/13/20 9:00 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. (REVIEWER FOUND REFERENCE TO EMERGENCY PLAN IN SEC 19.) 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. (REVIEWER FOUND REFERENCE TO FIRE DRILLS IN SEC 19, BUT NO DETAILS)

20. Budget

Section Evaluation	
Partially Meets the Standard Cecilia Zereceda, 3/5/20	**Final Rating** Partially Meets the Standard

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.

The PBMCS 5-year operating budget has been provided as Attachment X, along with the 2019-20 Florida Charter School Revenue Estimate Worksheet as Attachment W.

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.

The PBMCS start-up budget has been provided as Attachment Y.

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.

The City of Pompano Beach has provided a funding letter as Attachment Z.

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

The City of Pompano Beach utilized the School Board of Broward County recommended 2019-20 budget template worksheet from the Florida Charter Support Unit (https://charter.support/document/budget-template-tool/). This tool has been reviewed and recommended by many South Florida districts while in the process of applying for a charter. It encompasses statistical information for the past 10+ years. In addition, consultants of the charter applicant have attended multiple district sponsored charter school budget training workshops along with having 10+ years in budget management experience in a similar municipal charter school model. The completed budget template worksheet will be enclosed with the charter application to show the detailed assumptions that were made in formulating the budget represented in Attachment X.

Revenue Assumptions

- State shared revenues were derived from the 2019-20 Florida Charter School Revenue Estimate worksheet and the following enrollment projections:

Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students
1st Grade	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students

2nd Grade	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students
3rd Grade		5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students
4th Grade			5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students
5th Grade				5 Sections 110 Students	5 Sections 110 Students
6th Grade	5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students
7th Grade		5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students
8th Grade			5 Sections 110 Students	5 Sections 110 Students	5 Sections 110 Students
Total Possible Enrollment	**20 Sections 380 Students**	**30 Sections 580 Students**	**40 Sections 800 Students**	**45 Sections 910 Students**	**45 Sections 910 Students**

- There is a slight projected increase (1%) per year to the State Shared revenues over the projected 5 years. The projected 1% increase falls below average from the past 5 years of the State Shared revenues.

- ESE, Gifted and ESOL (ELL) student population were derived by using District averages. Charter School Capital Outlay (PECO) funding is expected to be received starting in Year 3,

once the school becomes eligible for this funding. PBMCS is expected to meet class size amendment therefore being eligible to receive this allocation. Minor non-state shared revenues include fundraising, rental of facilities, banner space rentals, uniform franchise fees, etc.

- The Food Service Program revenue is formulated from Free and Reduced Student population averages from Pompano Beach public schools along with an estimation of student participating in the food service program.

- The Transportation Reimbursement budget is based on a ridership of 35% of the total population.

- The City of Pompano Beach will make a total contribution of $500,000 to the charter school ($300,000 in the startup year and $200,000 in the 1st year of operation). See Attachment Z.

Expenditure Assumptions

- **Personnel Costs** for educational staff and administrators are forecasted using the pay scale from the district where the school is located. Sufficient staffing is budgeted to comply with the Florida class size mandate. Instructional staff (includes ESE, Gifted, ESOL, certified personnel) salaries are budgeted at an average salary of $41,500 per staff member, with a minimum increase of .75% for effective teachers or 1.5% for highly effective teachers for every year thereafter. Substitute teachers are assumed that they will be hired for 4 days/per teacher/year at a daily rate of $84.52. Supplements are calculated at around 0.8% of all instructional salaries. 1 Paraprofessional is budgeted at a salary of $20,700 which will split duties in the media department and assist teachers on an as needed basis. School administration personnel includes a Principal, Assistant Principal in Year 2, a Business Manager (Bookkeeper), Registrar, and Secretary. An IT Specialist will be hired in Year 2 with City IT personnel providing support services during the planning year and Year 1. A year-round maintenance specialist along with two security guards are budgeted under the Operation of Plant School Function. Hourly staff are budgeted to receive a 1.5% increase for every year thereafter. See staffing plan for further details.

- **Employee benefits** are calculated at a rate of approximately 51% of all salaries excluding contracted services. Benefits include health/dental insurance, Florida Retirement System (8.47% employer cost), Worker's compensation, and all mandatory federal and state employment taxes.

- **Contracted Services** include professional fees paid to entities such as ESE speech and language therapy, occupational therapy and physical therapy, Nursing services, legal counsel services, independent financial audit fees, and Board ethical training. Additional contracted services from mental health professionals (such as social workers, behavioral

coaches, etc.) are budgeted under school function 6100 to comply with the mental health assistance allocation.

- **Instructional Materials** expenses, which include classroom supplies, teacher supplies, minor equipment, and textbooks, are budgeted at a per student rate. The budgeted amounts are consistent with (and exceed) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida. Approximately $11K are also budgeted in Year 2 thru 5 to cover the costs of the Cambridge Instructional Materials.

- **Staff Development** covers costs for workshops other professional development activities needed throughout the school year

- **Food Services** costs are based on contracting out this service which will staff, serve, and prepare all vended meals at a per meal rate ($2.95) that is consistent with rates paid by other schools with similar population. Contracted company will make sure to follow all USDA National School Lunch Program and School Breakfast Program guidelines. Participation is based on an estimate due to the uncertainty of the participating student population. Estimating that 80% of the Free and Reduced population will consume meals.

- **Pupil Transportation Services** expenditures are based on a participation estimate of 35% of the total enrollment with very minor repair expenses as the buses will be new. The buses will be paid by the City and will be charged back to the school via the City's overall Lease payment. Bus routes are based on a 60-passenger capacity. Based on enrollment and projected usage, there is an estimated need of 3 buses in Year 1, 4 in Year 2, 5 in Year 3, and 6 in Year 4-5 along with 4 bus drivers in Year 1, 5 in Year 2, 6 in Year 3, and 7 in Year 4-5. The budget includes an additional bus driver to the amount of buses needed to cover call outs. The bus drivers will be paid approx. $13/hour working part time hours with a yearly hourly increase of 1.5%. Fuel and liability insurance are based on costs from another local municipal charter school with similar attributes.

- **Maintenance of Plant**: Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers.

- **Operations of Facility/Plant** includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. Janitorial services are contracted out and include the cost of cleaning materials. The figures are estimates based on costs from another local municipal charter school with similar attributes.

- **Administrative Fee:** The PPMCS will be municipally run by the City of Pompano Beach and consequently, the City of Pompano Beach is directly involved in the oversight of the school's

everyday operations. As such, the City of Pompano Beach provides administrative support to the schools daily and in return, the charter schools will be charged $100,000 administrative fee starting in Year 2. Administrative support includes but is not limited to: Superintendent, Governing Board (City Commission), City Clerk, Human Resources, Payroll, Finance, Purchasing, and Contracts.

- **Lease of Facilities:** The charter school system will not have a Debt Service Fund. The Schools will lease their elementary and middle school facilities from the City of Pompano Beach for a varying annual lease payment. These payments are based on the total debt service requirements of the debt issued by the City of Pompano Beach for the purchase of the school campus and its associated FF&E (will include instructional technology). This lease payment will also encompass the initial purchase of six buses. Lease payments will begin partially in Year 2 in order to cover the savings from the capped BCPS administrative fee (250 students).

- **Fund** Balance: Reserve funds have been set aside in Year 1 thru Year 5 which represents 3% of the total State Shared FEFP Revenues.

Startup Budget Expenditure Assumptions

- The startup budget expenses as detailed in Attachment Y by object and function are based on the critical expenses for planning and program design which include: marketing efforts for 6 months prior to school opening; office materials and equipment and office computers; enrollment lottery software; professional services for staff recruitment and professional development for the governing board and staff. The Registrar, Business Manager and Principal will be hired between six to four months prior to beginning of the school year July 2021. This will enable the school to be proactive and be better prepared prior to the beginning of the school year July 2021.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The City of Pompano Beach is fully committed to the success of its municipal charter school. Therefore, if there is a revenue shortfall due to lower than expected enrollment, the budget will be thoroughly reviewed, revised and provided to the sponsoring district. Controllable expenses, such as personnel, will be analyzed in detail to make sure staffing levels are aligned with the reduced enrollment but keeping the integrity of the educational plan. Administration will actively seek alternative revenue sources such as grants, fundraisers, rental fees, etc. Nonetheless, the City of Pompano Beach will fund any shortfall the school may have. Attachment X includes a contingency budget utilizing 60% and 80% of the projected enrollment.

F. Explain in detail the year one cash flow contingency plan, if revenue projections are not met (or not met on time).

Prior to beginning of the first school year, the PBMCS will be undertaking a very aggressive marketing plan until it reaches its 100% enrollment. Once the school year has begun and enrollment is not at 100%, the PBMCS will continuously go thru a budget management process, where monthly financials are prepared and examined by all levels of management, monthly budget to actual analysis will be conducted to find shortcomings in expenditures and revenues, and budget forecasting is updated monthly to ensure the future projections are in alignment.

The budget contains conservative assumptions to ensure financial health. Enrollment will be closely monitored during the first year in order to make sure enrollment-based expenses are aligned. As issues are found, alternative solutions will be analyzed and contemplated to safeguard against potential shortfalls. If the level of expectations is not attained, the PBMCS will mitigate these by reducing controllable expenses while continuing to cover the necessities for the proposed educational plan. This level monitoring will ensure that PBMCS is financially sound throughout the year.

The City of Pompano Beach will also actively pursue alternative funding sources throughout the year such as grants (i.e. CSP), donations, fundraisers, Aftercare Programs, uniform franchise fees if applicable, cell phone tower rental revenues, etc.

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.

The PBMCS start-up budget and monthly cash flow has been provided as Attachment Y.

Attachments
Section 20: Budget

20.1	Completed School Budget Template 60%	Mulhall, Lisa, 1/27/20 5:48 PM	XLSM / 1.688 MB
20.2	Completed School Budget Template 80%	Mulhall, Lisa, 1/27/20 5:48 PM	XLSM / 1.753 MB
20.3	Completed School Budget Template 100%	Mulhall, Lisa, 1/27/20 5:47 PM	XLSM / 1.83 MB

20.4	[Attachment Y](#)	Mulhall, Lisa, 1/26/20 7:40 PM	PDF / 2.486 MB
20.5	Attachment X - 60%	Mulhall, Lisa, 1/26/20 7:37 PM	PDF / 4.051 MB
20.6	Attachment X - 80%	Mulhall, Lisa, 1/26/20 7:36 PM	PDF / 4.134 MB
20.7	Attachment X - 100%	Mulhall, Lisa, 1/26/20 7:36 PM	PDF / 4.006 MB
20.8	Attachment Z	Mulhall, Lisa, 1/26/20 7:22 PM	PDF / 629.667 KB
20.9	Attachment W	Mulhall, Lisa, 1/26/20 7:21 PM	PDF / 3.611 MB

Notes

Cecilia Zereceda, 3/5/20 2:43 PM:

Legal services, Audit fees, and Board ethical training are coded to function 6100 Pupil Services. They should be coded to function 7100-310 Board-Professional and Technical Services. The management fees for $100,000 starting in Year-2, are coded to 7300-310 School Administration - Professional and Technical Services. They should be coded to function 7200-730 General/District Administration ? Dues and Fees. Where the contracted food company is coded? The Food Services shows expenses just for food $114,912 and computer software $7,000. The cash flow for Year 1 was not part of Attachment Y but the reviewer was able to find it in the excel version of the complete budget.

21. Financial Management and Oversight

Section Evaluation

	Final Rating
Partially Meets the Standard Reynaldo Tunnermann, 3/6/20	Partially Meets the Standard
Meets the Standard April Kowalski, 3/4/20	
Partially Meets the Standard Lourdes Panizo, 3/4/20	

A. <u>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.</u>

The PBMCS Governing Board has the ultimate responsibility to ensure that the school's finances are properly managed. PBMCS will benefit as it will be categorized as a separate department of the City of Pompano Beach where the Finance Department will provide assistance and oversight to the School Administration (Principal and its Business Manager) in the preparation and reporting of the school's finances. The Governing Board will review and approve an annual budget prior to the beginning of the fiscal year. The Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each

month, the City Manager or his designee will review the budget and make revisions, as necessary. The Principal and its Business Manager will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Governing Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. School administration with the assistance of the Finance Department will report monthly to the City Manager on the progress of the site-based budget and make recommendations and seek approval for large expenses. Matters will go before the Governing Board as needed. The City Manager will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

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

PBMCS will maintain internal control policies, including General Governmental Accounting Policies, Financial Reporting, Budgeting, Investment and Debt, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll. Monthly reports depicting budget to actual amounts per school function will be monitored to catch any significant or unusual budget variances. All transactions will follow the Financial and Program Cost Accounting and Reporting for Florida Schools. An audit will be performed annually by an independent certified public accountant. The school, with the help of the City's Finance Department, will produce comprehensive annual financial reports (CAFRs) in accordance with Generally Accepted Accounting Principles (GAAP) as promulgated by the Governmental Accounting Standards Board (GASB) within 180 days of the end of the fiscal year. The school will abide by the Government Finance Officers Association's (GFOA's) Distinguished Budget Award Program Guidelines and the GFOA's Certificate of Achievement for Excellence in Financial Reporting Program. The City will maintain an accounting and financial reporting system that conforms to GAAP, GASB requirements, and State and Federal laws.

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

In compliance with §1002.33(9), Florida Statutes, the Governing Board, on behalf of PBMCS, will obtain an annual financial audit performed by an independent certified public accounting firm. The Governing Board will use the auditor selection procedures as outlined in F.S. 218.391. The audit will be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General, State of Florida. Audited statements from a municipal charter school will be submitted to BCPS no later than December 31st of each year. In the event a financial recovery plan is necessary, the Governing Board will monitor it and ensure such plan is appropriately maintained.

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

PBMCS will utilize the standard state codification of accounts as described 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 BCPS. Accounting records will be stored in the accounting information system utilizing Central Square Naviline GMBA accounting software. In addition, journal entries and appropriate back-up documentation will be maintained in a school file by month. All files are maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured and to minimize risk of loss.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

Prior to the budget adoption, public input will be obtained through budget workshops The proposed budget, along with recommendations, are presented to the Governing Board where they then revise (if needed) and approve via a Resolution in a public setting. Monthly detailed financial reports will be generated and provided to the public and board via website along with the annual audit.

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.

Financial audits will be outsourced, as they will be conducted annually by an independent certified public accountant. The 5-year operating budget included as Attachment X outlines the costs for auditing services, which are estimated at $6,500 in Year 1. PBMCS will comply with F.S. 218.391 governing auditor selection procedures.

G. Describe how the school will store financial records.

The school will maintain financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. All financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage area. Financial data will be maintained on a secured system/network. Only the select school administration and authorized representatives of the Governing Board have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

H. Describe the insurance coverage the school will obtain, including applicable health, workers

compensation, general liability, property insurance, and directors' and officers' liability coverage.

The school will at its own expense provide proof of insurance consistent with BCPS's requirement for insurance and in accordance with the time frame for providing the insurance as stated within the charter. The City of Pompano Beach is self-insured, but where additional insurance is necessary, the school will only acquire insurance from an insurer that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under statute. The insurer will have an AM Best rating of A- or better and financial size category of an IV4 or better according to the latest addition of Best's key rating guide published by AM Best Company. It is anticipated that the PBMCS will be covered by insurance to meet the sponsor's insurance requirements as follows:

- Property -   All Risk Direct Physical Loss – Buildings and Contents.
- General Liability - $1,000,000 Per Occurrence, $2,000,000 Aggregate (must include Sexual Abuse and Molestation Coverage).
- Automobile - $1,000,000 Each Accident.
- Umbrella - $5,000,000 Per Occurrence/$5,000,000 Aggregate.
- Workers Compensation – Statutory.
- School Leaders (Educators Legal) Liability – minimum $1,000,000 Per Incident (This product is designed for schools and is like Public Officials and/or Directors and Officers Liability) – must contain Sexual Abuse and Molestation coverage as well as Employment Practices Liability.
- Group Health Insurance – The City contributes 100% towards group health insurance coverage for all employees and the City also contributes 50% towards family coverage.

Insurance will be procured through the City of Pompano's Risk Management function, with an allocation made to the PBMCS.

Attachments
Section 21: Financial Management and Oversight

– No Attachments –

Notes

Lourdes Panizo, 3/4/20 6:31 PM:
The School Board should be listed as part of the recipients of the monthly and quarterly financial reports.

Reynaldo Tunnermann, 3/3/20 10:11 PM:
The application did not include the School Board of Broward County in the list of entities receiving the school's monthly financial report.

22. Start-Up Plan

Section Evaluation

Meets the Standard Cecilia Zereceda, 3/5/20	**Final Rating** Meets the Standard

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
    i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
    ii. Identifying and securing facility
    iii. Recruiting and hiring staff (leaders, teachers, and other staff)
    iv. Staff training
    v. Finalizing curriculum and other instructional materials
    vi. Governing board training
    vii. Policy adoption by Board (if necessary)
    viii. Recruiting students
    ix. Enrollment lottery, if necessary
    x. Establishing financial procedures
    xi. Securing contracted services
    xii. Fundraising, if applicable
    xiii. Finalizing transportation and food service plans
    xiv. Procuring furniture, fixtures and equipment
    xv. Procuring instructional materials

    The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Start Up Action Items	Tasks	Timeline
Identifying and Securing	1. ID Potential Site 2. Negotiate Lease or Purchase 3. Complete necessary facilities contract on property 4. Complete fire & health Inspections & obtain final CO 5. Move into Facility	1. Jan 2020 2. Summer 2020 3. Summer 2020

Facility		4. July 2021 5. July 2021
Recruiting and Hiring Staff & Training	1. Establish hiring policies 2. Formally post and begin recruitment for the principal position 3. Begin interviewing for the principal position 4. Hire principal 5. Develop employee manual 6. Post teaching positions & begin interviewing 7. Have all teachers hired 8. Fingerprinting, drug testing and background checks completed 9. Teachers report for orientation and PD	1. Aug 2020 2. Aug 2020 3. Aug-Dec 2020 4. Jan 2021 5. Mar 2021 6. Feb-April 2021 7. Apr-July 2021 8. TBD 9. July 30, 2021
Finalizing Curriculum and other Instructional Materials	1. Research potential topics or prompts to support initial implementation of PBL and whole child education 2. Finalize instructional materials decisions 3. Review/debrief on program implementation for Q1; including analysis of student performance on baseline and interim assessments; incorporate results into Q 2 planning	1. Jan 2021 2. February 2021 3. October 2021
Governing Board Training & Policy Adoption	1. Board members complete state-approved training and background checks 2. Board members attend FL Charter School Conference 3. Adopt segregation of financial duties policy 4. Adopt corporate and financial policy manual(s) 5. Adopt student enrollment policy 6. Adopt annual budget	1. May 2021 2. Oct/Nov 2021 3. Dec 2021 4. Jan 2021 5. Jan 2021 6. Jun 2021
	1. Host community meetings 2. Develop website and marketing materials	1. Mar 20 – July 2021 2. Sept 2020

Recruiting Students & Enrollment Lottery	3. Develop lottery policies and procedures 4. Develop enrollment packet 5. Open the enrollment 6. Notification of lottery (if necessary);	3. Sept 2020 4. Sept 2020 5. January 2021 6. April 2021
Establishing Financial Procedures	1. Budget 2. Fund Balance 3. Debt 4. Cash and Investments	1. Complete 2. Complete 3. Complete 4. Complete
Budget	1. Hearings and Adoption of Planning year budget by Governing Board. 2. Hearings and Adoption of Year 1 budget by Governing Board	1. June 2020 2. June 2021
Securing Contracted Services	1. Release RFP for HR services (city staff) 2. Select HR provider & advertise for security, janitorial services, food services, transportation contracts, ESE support staff (OT, PT, SLP) (city staff) 3. Interview potential vendors 4. Make decisions on contracted service providers 5. Selection of Audit Vendor (city staff)	1. Complete 2. Complete 3. Complete 4. Complete 5. April 2021
Finalizing Transportation and Food Service Plans	1. Negotiate with district/third party provider for transportation and food services; develop plan with Food Service Provider for lunch location, times, etc. 2. Develop bus pick-up and drop off plan 3. Distribute Federal lunch program survey to all students	1. Feb 2021 2. Jun 2021 3. May-July 2021
Procuring Furniture, Fixtures and Equipment	1. Identify and plan for FF&E Needs 2. Obtain quotes for FF&E 3. Place orders for FF&E and establish procedures for receipt 4. Inventory completed for furniture, fixtures, and equipment	1. May 2021 2. May 2021 3. May 2021 4. May 2021

Attachments
Section 22: Start-Up Plan

– No Attachments –

Notes

Cecilia Zereceda, 3/5/20 5:15 PM:
This section is identical to the start-up plan section from another application submitted this year.

23. Addendum A: Replications

Section Evaluation	
Not Required Brenda Santiago, 3/4/20	**Final Rating** Not Required

N/A

Attachments
Section 23: Addendum A: Replications

– No Attachments –

24. Addendum A1: High Performing Replications

Section Evaluation	
Not Required Brenda Santiago, 3/4/20 Not Required Donte Collins, 3/4/20	**Final Rating** Not Required

N/A

Attachments
Section 24: Addendum A1: High Performing Replications

24.1	Attachment AA	Mulhall, Lisa, 1/26/20 7:19 PM	PDF / 21.091 KB

25. Addendum B: Education Service Providers

Section Evaluation

	Final Rating
Not Required Brenda Santiago, 3/4/20	**Not Required**
Not Required Donte Collins, 3/4/20	

N/A

Attachments
Section 25: Addendum B: Education Service Providers

25.1	Attachment EE	Mulhall, Lisa, 1/26/20 8:06 PM	PDF / 17.243 KB
25.2	Attachment DD	Mulhall, Lisa, 1/26/20 7:19 PM	PDF / 279.595 KB
25.3	Attachment CC	Mulhall, Lisa, 1/26/20 7:18 PM	PDF / 19.645 KB
25.4	Attachment BB	Mulhall, Lisa, 1/26/20 7:18 PM	PDF / 15.753 KB

26. Addendum - Consultant Information * District Request

Section Evaluation

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

See response on Attachment GG.

Attachments
Section 26: Addendum - Consultant Information * District Request

26.1	Attachment GG	Mulhall, Lisa, 1/26/20 7:17 PM	PDF / 501.978 KB

27. Addendum - Review Extension Waiver * District Request

Section Evaluation

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

See Attachment HH

Attachments
Section 27: Addendum - Review Extension Waiver * District Request

27.1	Attachment HH	Mulhall, Lisa, 1/26/20 7:16 PM	PDF / 490.526 KB

ATTACHMENT TEMPLATES

28. Application Cover Sheet

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

See Attached Cover Sheet.

Attachments
Section 28: Application Cover Sheet

28.1	[Cover Sheet](#)	Mulhall, Lisa, 1/15/20 6:00 PM	PDF / 513.621 KB

29. Statement of Assurances

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

See Attachment L - Statement of Assurances.

Attachments
Section 29: Statement of Assurances

29.1	[Attach L Statement of Assurances](#)	Mulhall, Lisa, 1/26/20 7:10 PM	PDF / 2.728 MB

30. Board Member Information Form

Section Evaluation

		Final Rating
Complete	Brenda Santiago, 3/4/20	Complete
Complete	Donte Collins, 3/4/20	

See information in the documents constituting Attachment L.

Attachments
Section 30: Board Member Information Form

30.1	Attachment L Moss	Mulhall, Lisa, 1/26/20 7:07 PM	PDF / 1.814 MB
30.2	Attachment L McMahon	Mulhall, Lisa, 1/26/20 7:07 PM	PDF / 2.279 MB
30.3	Attachment L McGee	Mulhall, Lisa, 1/26/20 7:06 PM	PDF / 2.697 MB
30.4	Attachment L Eaton	Mulhall, Lisa, 1/26/20 7:06 PM	PDF / 2.197 MB
30.5	Attachment L Hardin	Mulhall, Lisa, 1/26/20 7:05 PM	PDF / 1.883 MB

31. Applicant History Worksheet

Section Evaluation	

		Final Rating
Not Required	Brenda Santiago, 3/4/20	Not Required
Not Required	Donte Collins, 3/4/20	
Not Required	Reynaldo Tunnermann, 3/5/20	

N/A

Attachments
Section 31: Applicant History Worksheet

31.1	Attachment DD	Mulhall, Lisa, 1/26/20 6:53 PM	PDF / 279.595 KB

CHART OF ATTACHMENTS

1. Chart of Attachments

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

See attached Chart of Attachments.

Attachments
Section 1: Chart of Attachments

1.1	[Chart of Attachments](#)	Mulhall, Lisa, 1/28/20 10:45 PM	PDF / 566.885 KB

Recommendation

School Name:	**Pompano Beach Municipal Charter School**
Primary Contact:	**Greg Harrison**
Submission Date:	**March 13, 2020**
Recommendation Date:	**June 2, 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 Pompano Beach Municipal Charter School is recommended to The School Board of Broward County, Florida, via the Superintendent, for approval.