

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000446

Atlantic Montessori Charter School West Campus

Location Code: 5164

Submitted To:

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

Phone: 754-321-2135

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Submitted By:

Juana Garcia
2550 South Flamingo Road Davie, Florida 33325

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Elementary**
 Grade Levels: **[K, 1, 2, 3, 4, 5]**
 School District:
 Neighborhood / Community:
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **2550 South Flamingo Rd Davie, Florida 33325**
 Phone: **(954) 423-9704**
 Fax: **(754) 263-2596**
 Web Site: **www.atlanticmontessoricharter.com**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Juana Garcia**
 Mailing Address: **2550 South Flamingo Road Davie, Florida 33325**
 Mobile Phone: **954-790-8943**
 Alternate Phone: **954-476-4442**
 Email: **jgarcia@amcharterschool.com**
 Current Employer: **Atlantic Montessori Charter School West**

C. Attendance Projections

Grade Level	2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		2019-20 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	18	30	18	30	18	30	18	30	18	30
1	18	28	18	28	18	28	18	28	18	28
2	20	28	20	28	20	28	20	28	20	28
3	20	20	20	20	20	20	20	20	20	20
4	22	22	22	22	22	22	22	22	22	22
5	22	22	22	22	22	22	22	22	22	22
Total	120	150	120	150	120	150	120	150	120	150

D. Board Members

Name	Title	Contact Information	Current Employer
Canetti, Mari	Emergency	P: 954-476-4442 M: 954-815-4739	Atlantic Montessori Charter School

	Contact	E: mcanetti.amc@gmail.com	West
Ference, Lissette	Board Member	P: M: 786-877-3669 E: lference@amcharterschool.com	American Express
Forman, Pilar	Board Member	P: M: 305-812-2515 E: pilaruqui@aol.com	
Garcia, Juana	Emergency Contact	P: 9542909710 M: 9547908943 E: director.amcharterschool@gmail.com	
Garcia, Juana	Emergency Contact	P: 9542909710 M: 9547908943 E: director.amcharterschool@gmail.com	
Garcia, Juana	Executive Director	P: 9542909710 M: 9547908943 E: director.amcharterschool@gmail.com	
Gordon, Betty	Board Secretary	P: 7542632700 M: 9542499178 E: bettyg.amcs@gmail.com	none-retired
McLean, Kisha	Board Member	P: 754-213-9849 M: E: kisha.mclean@browardschools.com	BCPS
Vales, Aurora	Board Member	P: M: 305-962-7338 E: avalues@amcharterschool.com	Ultimate Software

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; font-weight: bold;">No Action Required</div> Rhonda Stephanik, 11/21/19 </div>	<div style="font-weight: bold;">Final Rating</div> <div style="background-color: black; color: white; padding: 2px 5px; font-weight: bold; margin-top: 5px;">No Action Required</div>
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Attached is the 5 Year Budget

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

1.1	AMCS 5164 5 Year Budget (PDF)	Garcia, Juana, 10/31/19 9:13 PM	PDF / 552.189 KB
1.2	AMCS 5164 5 Year Budget (Excel format)	Garcia, Juana, 10/31/19 9:12 PM	XLSX / 37.81 KB

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

Complete Rhonda Stephanik, 11/21/19

Final Rating

Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL:

CHARTER SCHOOL LOCATION NUMBER: 5164 GRADES SERVED: K-5 DATE: 10/25/19

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

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

NAME OF NON - PROFIT: Atlantic Montessori Charter School West K-5

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

NAME OF CONTACT PERSON: Mrs. Juana Garcia

TITLE/RELATIONSHIP TO NON-PROFIT: Principal/Executive Director

MAILING ADDRESS: 2550 South Flamingo Road Davie, FL 33325

PRIMARY TELEPHONE: (954) 423-9704

ALTERNATE TELEPHONE: (954) 790-8943

E-MAIL ADDRESS: JGarcia@amcharterschool.com

NAME OF EDUCATION SERVICE PROVIDER (if any):

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

(*PLEASE NOTE: Attached to this section is the Cover Sheet with the Signature and Name Printed)

Printed Name

Position/Title

Signature

Date

Attachments

Section 1: COVER SHEET

1.1	AMCS West K-5 Renewal Cover Sheet	Garcia, Juana, 10/25/19 5:43 PM	PDF / 47.808 KB
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SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete Adrienne Reynolds, 11/6/19

Complete Lourdes Panizo, 11/13/19

Complete Allisyn Axelrod, 11/14/19

Complete Reynaldo Tunnermann, 11/14/19

Complete Donna Haynes, 11/18/19

Complete Sean Brown, 11/18/19

Complete Cassandra Vallianos, 11/19/19

Complete Terri Coyle, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Rhonda Stephanik, 11/21/19

Complete Tanya Hutkowski, 11/21/19

Complete Celina Chavez, 11/21/19

Complete Sarah Decotis, 11/22/19

Complete Debbie-Ann Scott, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Donte Collins, 12/3/19

Complete

Atlantic Montessori Charter School's mission is to provide quality instruction which holds a strong commitment to the founding principles and philosophies of Montessori education and inspires academic excellence in an environment rich with warmth, kindness, and respect; while nurturing curiosity, creativity, and independence. Four core principles form the foundation for Atlantic Montessori Charter School:

- Fostering academic success by providing a safe and nurturing school environment designed for experiential learning that stimulates the child's natural curiosity.
- Developing a strongly held set of universal values, which include self-respect, respect for others, honesty, integrity, responsibility, empathy, compassion, kindness, peacefulness, and civic responsibility.
- Creating a sense of global awareness and environmental responsibility.
- Guiding children to become independent critical thinkers and self-motivated lifelong learners.

During Atlantic Montessori Charter School West K-5's first five years of operation, it has expanded its enrollment to the maximum allocated student count of 150. Atlantic Montessori Charter School in Davie serves Kindergarten through fifth grade students. During the first year, Atlantic Montessori Charter School West K-5 was housed at a temporary location in Pembroke Pines as the school continued to seek final approval from the Town of Davie to move into our current location. Throughout the first five years, the school, focused on ensuring that students were excelling and making gains while targeting area(s) of concern through monthly data collection and progress monitoring. The school was able to aid students in closing learning gaps; assuring learning gains. The first year of State testing was during the 2015-2016 school year when 3rd -5th grade students were administered the Florida Standards Assessment (FSA). The school earned a school rating of 'C' for the 2015 – 2016 school year. Student performance indicators are monitored and evaluated for effectiveness of instruction using the Florida Continuous Improvement Model. All subgroups performing below grade level expectations are carefully monitored and provided with research based academic intervention strategies aimed at improving learning gains in reading and/or mathematics. The school does not wait for a student to receive a failing grade to identify the student as having a substantial reading deficiency and initiate intensive reading interventions, the school uses on-going classroom assessment results, BSA results and FAIRS results to identify students with a substantial reading deficiency within the first 30 days of school.

Continuous and careful examination of student data facilitated a more targeted approach to instruction resulting in the school being awarded a 'C' rating for the 2016-2017 school year, however the rating of 'C' was 10 percentage points higher than the previous year and only 2 percentage points away from a rating of "B". Again, the school dissected the FSA results to identify content areas on the ELA FSA and Mathematics FSA that presented the most difficulties for students to master. These content areas were the targets of before and after school tutorial sessions as well as classroom reinforcement and enrichment activities. Efforts to refine our instructional short-term and long-term planning proved successful as the following two school years student achievement percentages increased and the school has earned a school rating of "A".

Well-crafted and continuing professional development proved essential to student growth. Educational technology, State guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices. During Professional Learning Community meetings teachers share student outcomes, lesson plans and best practices. Teachers are focusing their Professional Learning Community meetings in the area of mathematics with specific emphasis on the mathematical content areas of algebraic thinking and fractions. The school has made it a goal and priority to ensure that all instructional staff is working towards obtaining reading certification/endorsement to increase the quality of reading *intervention and comply with State Senate Bill 1306 which require*. Atlantic Montessori Charter School West K-5 continues working on monthly student outcome data tracking and collaborating with teachers in order to continuously address the evolving academic needs of our students throughout the school year. The system the school has in place of carefully analyzing individual and grade level student data allows administrators and teachers to better evaluate and monitor the effectiveness of lesson plans and to continuously improve student learning and knowledge retention.

Atlantic Montessori Charter School West K-5 will incorporating the development of highly qualified teachers and the integration of technology. It is crucial that teachers continue to improve upon their teaching skills in order to maximize the impact of instruction of our students. Montessori education was founded in 1907 by Maria Montessori with the purpose of teaching students through their natural ability of acquiring knowledge. As time, has changed and evolved into a world of technology we must incorporate technology into the students daily learning experiences. This will aid students in gaining the basic technology skills needed to prepare them for computer-based state testing and the day to day tasks of completing research projects, classwork, homework, etc. through their academic years.

Atlantic Montessori Charter School, INC fiscally operates on a carefully planned and balanced budget created in partnership with the School's Administration and the Governing Board. The administrative team ensures Atlantic Montessori Charter School, INC honors its financial commitments to parents, staff, vendors, and others. The school is steadfast in making certain that any extracurricular school programs offered, which are not supported by public funds, are truly inclusive of all students, by pursuing funding sources and endowments to offer financial assistance to families who are unable to fund their child's participation. Atlantic Montessori Charter School, INC and its representatives communicate accurate information about the financial state of the school in monthly reports and annual audits to the community as stipulated by Florida State Law and/or Broward School Board Rules.

Atlantic Montessori Charter School West K-5 will continuously work on providing our students with the tools necessary to reach their full academic potential. We thrive on continuously collaborating with all stakeholders to ensure each student continuously receives a well-rounded education, with the goal of fully preparing our students for the challenges and opportunities of today and tomorrow.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation		Final Rating
Meets the Standard	Adrienne Reynolds, 11/6/19	Meets the Standard

EDUCATIONAL PERFORMANCE

Statutory References: 1002.33(7)(a)3; 1002.33 (7)(a)4; 1002.33(16)(a)2

Federal and State Accountability:

- A. AYP/AMO School Improvement Status
- B. AYP/AMO Attainment
- C. Subgroups Attainment of AYP/AMO
- D. FCAT 2.0 / FSA / EOC Achievement
- E. Annual Student Gains
- F. Annual Gains of Students in the Lowest 25 Percent
- G. Percentage of Students Tested
- H. Relative Performance
 - I. School Grade (If available)
- J. School Improvement Plan (If applicable)
- K. Lowest 300 Plan (If applicable)
- L. School Improvement Rating (If applicable)
- M. Graduation Rate (If applicable)
- N. Cohort Data (If applicable)
- O. Industry Certifications (If applicable)

In narrative form:

A. Explain the charter school’s current School Improvement Status. How has the school met these standards required for federal and state accountability? If the charter school has not met these standards, what measures will be implemented for improvement?

Atlantic Montessori Charter School West K-5 has grown from Kindergarten to 5th grade during its first five years and is at its maximum allocated student enrollment for this physical location. During the school’s first year of operation, 2015-2016, the 3rd-5th grade students took the FSA and the school earned a school grade of ‘C’. The students’ performance level increased for the 2016-2017 FSA testing as evidenced by an increase of “possible points earned” of 10 percentage points. The school earned an A school grade rating for the 2017-2018 and the 2018-2019 school years. The school has demonstrated constant improvement of student outcomes as evidenced by an

increase of at least 10 percentage points each year. The school has not been identified for School Improvement; it has met the needed standards. Documentation has been attached at the end of the educational performance section.

School Year	Grade	Percentage of Point Earned
15 - 16	C	42
16 - 17	C	52
17 - 18	A	67
18 - 19	A	78

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

Atlantic Montessori Charter School West K-5 is continuing to monitor students' progress through monthly data collection and collaborative analysis. The school uses this data to identify and target opportunities for improvement. Teachers continue to provide free tutoring services throughout the school year to identified students before and/or afterschool to help them improve and/or reinforce concepts. These methods proved to aid in student academic improvement over the last four years, from the 2015-2016 school year to the 2018-2019 school year. Additionally, the school provides teachers with the opportunity to partake in meaningful professional development aligned with the state-approved Teacher and Administrator Evaluation Systems developed by the Florida Consortium of Public Charter Schools and adopted by Atlantic Montessori Charter School West Campus K-5. These professional development courses and opportunities are aimed to facilitate a more comprehensive approach to planning and executing the rigorous instruction required to support and grow student academic gains. All teachers are working toward reading endorsement/certification which will be a driving factor in increasing the quality of reading *intervention*.

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

Atlantic Montessori Charter School West K-5 closely monitors our students through monthly data collecting, data monitoring, and data meetings. Through the data analysis we can determine our students' area(s) of need and how to drive our instruction. As evidenced by a two-letter school grade improvement from the 2015-2016 to 2017-2018 school year. The school improved from a 'C' rating to an 'A' rating. The school also received recognition for significant improvement by Rick Scott, Governor of the State of Florida. In the 2018-2019 school year, the school increased 11 possible percentage points and maintained a school grade rating of "A".

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

not using state assessments such as FSA or EOC, what assessments is the school administering and how often to monitor student progress?

Atlantic Montessori participates in all state assessments. The charter school serves Kindergarten through 5th grade students. For the school year 2018-2019 the areas of English Language Arts and Mathematics, great gains were made including significant gains amongst the lowest 25% subgroup in English Language Arts. English Language Arts achievement of a Level 3 or above for the 2018-2019 school year was 84%, English Language Arts learning gains were 83%, and English Language Arts gains among of the lowest 25% was 80%. Mathematics achievement of a Level 3 or above for the 2018-2019 school year was 86% and Mathematics learning gains were 75%. Science achievement of Level 3 or above by fifth grade students was at 53%.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Atlantic Montessori Charter School West Campus K-5 students are making growth annually as evidenced by the Florida School Accountability Reports. There has been a consistent and significant increase in percentage of students achieving a Level 3 or above in English Language Arts over the past four years. In 2015-2016, 50% achieved a Level 3 or above, in 2016-2017, 55% achieved a Level 3 or above, in 2017-2018, 65% achieved a Level 3 or above and in 2018-2019, 83% scored a Level 3 or above on the English Language Arts FSA. The percentage of students achieved a Level 3 or above on the Mathematics FSA over the past three years also increased. In the 2015-2016, results indicated that 59% achieved a Level 3 or above, in 2016-2017, 53% achieved a Level 3 or above, in 2017-2018, 78% achieved a Level 3 or above and in 2018-2019, 83% scored a Level 3 or above on the Mathematics FSA. The school earned and maintained an "A" over the last two years.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

As reflected in the data graphs provided, Atlantic Montessori Charter School West K-5 lowest performing students are still performing above what Florida's Department of Education classifies as low performing. The 2018-2019 school year was the first time the school had enough students to create this subgroup. Results from the 2018-2019 school year FSA English Language Arts, demonstrated gains among of the lowest 25% subgroup of 80%. There were not enough students in the lowest 25% in Mathematics to create a subgroup. The school offers free tutoring to these students to help bridge any learning gaps. As a school, through the implementation of data tracking, we monitor all students and drive instruction to address their area(s) of deficiency.

G. Verify that the school is appropriately administering applicable state standardized tests to its students. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

Atlantic Montessori Charter School West K-5 participates in the applicable state standardized tests. During our first year of testing, 2015-2016 school year, only 94% of students participated in the state tests. This was a result of a few parents who were against state testing and opted their child out of testing. We also had a student that was unable to test as she was out on hospital home bound and her parents decided that opting out of testing was best for this terminally ill child. After surveying parents, we identified that the majority of those opting out of testing were misinformed and afraid of the process. The school kept in constant communication with the appropriate District personnel to notify them of this and ensure that we were taking the proper

steps to improve the number of students tested. Moving forward, the school began to better inform parents on the facts about the FSA, the importance of participating in these tests, and the valuable information gathered as a result. The school implemented parent nights with focus on educating parents on what the state standardized tests entail. The percentage of students taking the test thus increased over the last three years. During the 2016-2017 school year, 95% of students were tested and during the 2017-2018 and 2018-2019 school years 100% of students were tested.

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

During the last two school years, Atlantic Montessori Charter School West K-5 has outperformed neighboring schools, the State and the District in English Language Arts and Mathematics. The percentage of students achieving a Level 3 or above on the Mathematics FSA in the 2017-2018 and 2018-2019 was greater than the surrounding schools of Foxtrail Elementary School, Flamingo Elementary School, the District and the State. In the 2017-2018 school year 71.7% of the students achieved a Level 3 or above and in the 2018-2019, 86% achieved a Level 3 or above on the Mathematics FSA. The percentage of students achieving a Level 3 or above on the English Language Arts FSA in the 2017-2018 and 2018-2019 was greater than the surrounding schools of Foxtrail Elementary School, Flamingo Elementary School, the District and the State. In the 2017-2018 school year 75.9% of the students achieved a Level 3 or above and in the 2018-2019, 84.2% achieved a Level 3 or above on the English Language Arts FSA. The school earned and maintained an "A" over the last two years.

I. Identify the charter school's school grade. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade? If a charter school does not get a school grade nor a School Improvement Rating, what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?

Atlantic Montessori Charter School grade is an 'A'.

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

N/A

K. Identify if the charter school has been identified as one of the Lowest 300 Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

N/A

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. If the charter school has not received an SIR of Improving, what measures has the charter school taken or will the charter school be taking to improve the rating?

N/A

M. Identify the charter school's graduation rate, if applicable. What has been the charter school's graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

N/A

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

N/A

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

1.1	AMCS 19-20 AP1	Garcia, Juana, 11/1/19 6:50 PM	PDF / 1.41 MB
1.2	AMCS Data 18-19 AP3	Garcia, Juana, 11/1/19 6:48 PM	PDF / 9.282 MB
1.3	AMCS Data 17-18	Garcia, Juana, 11/1/19 6:47 PM	PDF / 5.691 MB
1.4	AMCS Data 16-17	Garcia, Juana, 11/1/19 6:47 PM	PDF / 2.556 MB
1.5	AMCS Data 15-16	Garcia, Juana, 11/1/19 6:46 PM	PDF / 7.136 MB
1.6	AMCS School Grade	Garcia, Juana, 11/1/19 6:44 PM	PDF / 35.798 KB
1.7	AMCS FLDOE Report Card	Garcia, Juana, 11/1/19 6:43 PM	PDF / 1.688 MB
1.8	AMCS FSA	Garcia, Juana, 11/1/19 6:41 PM	PDF / 1.315 MB

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Meets the Standard Rhonda Stephanik, 12/1/19	Final Rating Meets the Standard
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A. What is the school's mission?

Atlantic Montessori Charter School's mission is to provide quality instruction which holds a strong commitment to the founding principles and philosophies of the Montessori Method and inspires academic excellence in an environment rich with warmth, kindness and respect while nurturing curiosity, creativity, and independence.

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The school has fostered academic success by providing a safe and nurturing school environment. A safe and successful learning environment has been made possible through collaboration among school staff, the Governing Board, and parents. Through the shared governance, consisting of academic and financial accountability by all stakeholders, our school has been effective in

developing and maintaining resources of highly effective teachers, high academic standards, and a rigorous curriculum. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student. Teachers instruct students in the unique skills necessary to access and benefit from the curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.

The school has made marked improvements in student achievement from 2015-2016 to 2016-2017. The school improved the initial 'C' rating from the State in 2015-2016 to an 'A' rating in 2017-2018. Teachers, across all grades served, have used student data from progress monitoring and formative assessments to target opportunities for academic improvement more directly.

The school culture continues to be a positive one. Students are engaged daily in character development. Our administration and staff model positive behaviors and have created a very family friendly learning environment which is evident as soon as one enters the building. The school has partnered with the Town of Davie to recognize positive citizenship and academic success. The school implements Broward Schools Code of Student Conduct. Over the past five years of operation there has only been one incidence of behavior leading to suspension from school and requiring documentation in Terms. Administration worked closely with the parents of this student to improve behavior and avoid reoccurrence or escalation of such behavior. Our school has maintained a nurturing environment that has led to cooperation and respect for all stakeholders.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

2.1 AMCS Mission Statement	Garcia, Juana, 11/1/19 7:29 PM	PDF / 45.378 KB
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3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

	Final Rating
Meets the Standard Donna Haynes, 11/18/19	Partially Meets the Standard
Partially Meets the Standard Terri Coyle, 11/19/19	
Partially Meets the Standard Kim Punzi-Elabiary, 11/21/19	
Partially Meets the Standard Allisyn Axelrod, 11/21/19	
Partially Meets the Standard Laurie Steinberg, 11/21/19	
Partially Meets the Standard Tanya Hutkowski,	

11/21/19

Partially Meets the Standard Sarah Decotis, 11/22/19

Meets the Standard Celina Chavez, 11/25/19

Does Not Meet the Standard Matt Schroeder, 11/25/19

Meets the Standard Hanne Rega, 11/26/19

EDUCATIONAL PERFORMANCE

Educational Program Implementation:

- A. Implementation of Mission
- B. Implementation of Curriculum and Instructional Techniques
- C. Implementation of Specialized Instruction for Students (particularly of those below grade level)
- D. Data-Driven Decision Making
- E. Implementation of Exceptional Student Education Programs
- F. Implementation of ESOL Program
- G. Implementation of MTSS/RtI Early Warning Systems
- H. Early Warning Systems

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

As a public Montessori school, we have found the best approach to supporting our school's mission and goals is to address the Florida Standards using both traditional and Montessori methods. Integrating Montessori lessons and the Montessori philosophy into the daily lesson plans offers our students opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. Our teachers provide environments where students have the freedom and tools to pursue answers to their own questions. Students have **developed an understanding of order, coordination, concentration, and independence**. Classroom design, materials, and daily routines support this mission. Atlantic Montessori Charter School West K-5 teachers focus on the child as a learner rather than on the fulfillment of a daily lesson plan. Although the teacher plans daily lessons for the class/student, the teacher must be aware of changes in the child's interest, progress, mood, and behavior. Our teachers are trained to give individual and small group lessons. Lessons are meant to awaken the child's interest by incorporating all the child's senses to internalize the learning. Children then are eager to come back and discover more on their own. The teacher observes and records the child's work cycle and the child's mastery of the previous lesson, which will indicate the child's readiness for the next lesson.

Our teachers facilitate the child's setting of learning goals. Teachers guide children to become accountable for what they have learned by asking students to explain and demonstrate their understanding. Teachers encourage student effort and persistence. They allow students to learn through exploration; allowing students to view mistakes as learning experiences. Teachers respect and protect their students' independence. Teachers observe and know when to step in and set limits or lend a helping hand. Atlantic Montessori Charter School West K-5 teachers

become scientific observers of children. Teacher observations allow them to understand when it is in a child's best interest for the teacher to step back and not interfere in the discovery of knowledge. Teachers never criticize or interfere with a child's lesson rather they encourage the completion of the child's work cycle. When working with the Montessori materials, children are allowed the freedom to choose their own activities within pre-established limits as they learn appropriate behaviors without the need of external rewards. This nurturing atmosphere allows the child's personality to flourish which in turn develops his/her human potential.

At Atlantic Montessori Charter School West Campus K-5, our primary focus is the whole child. As part of developing all the elements of the whole child, the Montessori Method used at the school concentrates on educating the human potential. Through character education, we can help each child unlock their personal potential. Virtue education allows each child to explore the field of morality and learn to discriminate between good and evil. Virtues are universal and are recognized by people of all cultures. They are necessary for a child's well-being and happiness. Once they are learned, they will last the child a lifetime. We make sure that our students learn the following virtues: Wisdom, courage, perseverance, honesty, kindness, patience, helpfulness, humility, compassion, hard work, creativity, independence, confidence, respectfulness, grace, courtesy, sociability, responsibility, self-sufficiency, curiosity, joyfulness, gratitude, and service. All of these virtues help build a child's character and inspire others around them to be better people. In order to develop these virtues, we expose our students to stories and experiences that model them. We make sure that our teachers make it a point to display these virtues on a daily basis, so they serve as role models to the students. We also concentrate on positive activities in order to prevent the formation of negative traits. In our Montessori environment, bad habits such as laziness and disorder are quickly replaced by good qualities such as self-sufficiency and hard work. Cultivating virtues leads a child to develop a more purposeful life. In our Montessori classrooms, students learn virtues like service and helpfulness by participating in practical life activities. Such exercises include teaching children to care for the environment and peer to peer collaboration, in which an older student helps a younger student.

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

Atlantic Montessori Charter School West K-5 uses the philosophy and teaching materials of the Montessori Method developed by Dr. Maria Montessori. The Montessori Method of education emphasizes learning through all five senses, not just through listening, watching or reading. Children in Montessori classes learn at their own pace and per their own choice of activities from hundreds of possibilities. A child's work at Atlantic Montessori Charter School West K-5 is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning. Montessori places children into mixed age groups forming communities in which the older children spontaneously share their knowledge with the younger children. This represents an entirely different approach to education. Montessori's educational philosophy is multi-sensory, multi-aged and child centered. Atlantic Montessori Charter School West K-5 program is based on children's developmental needs and creates freedom within limits through a carefully prepared environment. The environment allows exposure to materials and experiences that develop intelligence as well as physical and psychological abilities. Montessori materials are self-correcting, interesting to children and developmentally appropriate. The prepared environment is central to the implementation of the Montessori curriculum. Atlantic Montessori Charter School West K-5 nurtures in its children a lifelong love of learning and respect for themselves and others in a peaceful and safe environment. The philosophy of Dr. Maria Montessori is the cornerstone of the educational program at Atlantic Montessori Charter School West K-5. Atlantic Montessori Charter School West K-5 demonstrates its commitment of improving student learning and academic achievement by implementing a rigorous Montessori curriculum that is correlated to grade appropriate Florida Standards and Next Generation Sunshine State Standards. An integrated curriculum which incorporates reading and language arts in math, science and social

studies is the foundation of the Montessori method of education at Atlantic Montessori Charter School. Language Arts Florida Standards (LAFS), Mathematic Florida Standards (MAFS), and science and social studies Next Generation Sunshine State Standards are addressed using didactic materials designed to engage students in learning through activities that promote critical thinking, experimentation, discovery and real-world application of concepts. Additionally, geography and social studies lessons emphasize a global perspective and environmental awareness.

The school implements the District's Comprehensive Reading Plan and supplements language arts instruction with Montessori lessons designed for experiential learning that stimulates the child's natural curiosity. Montessori lessons are used to differentiate instruction even further by targeting key skills. An uninterrupted language arts block of time allows students to concentrate

without external distributive stimulus. In conjunction with the Montessori approach, small group or individualized differentiated instruction, and independent and peer collaborative application of skills and strategies in literacy are addressed using lessons designed to build on the six essential components of reading which include: oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. The initial instruction in the use of the materials is explicit, systematic, scaffolded, and differentiated. Teachers understand good readers have a diverse vocabulary. Teachers motivate students through activities that may peak their interest and increase vocabulary such as book talks and dramatic readings. Teachers encourage students to ask questions when they are unclear about what a word means, they model the use of the context of a conversation or the happenings in a book to decipher the meaning of unfamiliar words and they use varied vocabulary in referring to familiar objects to build vocabulary. This has proven to be a successful approach especially with our English Language Learner and ESE populations.

During the Math block, students use the GO Math program and concepts are made even more concrete as they are reinforced with correlating Montessori math lessons. This mathematics framework encourages students to understand and use mathematics to reason, communicate and solve problems. The Montessori mathematics curriculum has proven highly beneficial for our students. Lessons which consist of hands-on learning materials, detailed lessons, one-on-one instruction, life application and deep levels of understanding process have led our students to become numerically literate. Students are developing mathematical knowledge, problem solving ability, and communication skills required by all persons to compete successfully in our ever-changing world.

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

Our curriculum is designed to serve students of all ability levels ensuring that all students are engaged in and benefit from the curriculum, including exceptional students who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Florida Standards/Next Generation Sunshine State Standards Low-performing students, as identified through on-going progress monitoring, English language learners and special needs students benefit from intervention programs seeking to accelerate achievement through rigorous course work conducted in addition to the regular school day. [Explicit instruction](#) is teacher-led and is interactive. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the students to apply what they have been taught. [Differentiation](#) is evident in every lesson presented to students; matching the instruction to the different needs of students in each classroom. Montessori lessons lend themselves to [multisensory instruction](#) and in many cases involve the use of visual, auditory and kinesthetic-tactile pathways to enhance memory and

learning of written language for all students. After-school tutoring that emphasizes fundamental reading comprehension skills are available to identified students in need of improving mastery of benchmarks.

Consistent with the design of the school, learning best occurs as a combination of direct intervention and the guidance of professional educators with support from parents/guardians. That intervention includes diagnostic assessment, data-driven instructional programming, high expectations, high quality teaching, formative and summative assessment, and a standards-driven curriculum. The instructional approach is intended to foster self-motivation and practices intrinsic rewards and role models to achieve that goal. With the emphasis on performance-based learning, students emerge from the school as competent learners as measured by state and national tests. With self-motivation and competency, students will be lifelong learners.

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

Student performance indicators are monitored and evaluated for effectiveness of instruction using the Florida Continuous Improvement Model. Inclusively, students from all subgroups performing below grade level expectations are carefully monitored and provided with research based academic intervention strategies aimed at improving learning gains in reading and/or math. Formative assessment benefits all students, but it yields particularly good results with our low achievers. Atlantic Montessori Charter School teachers use a variety of assessment tools to drive instruction and strengthen the ability of the students to develop the habits necessary for lifelong learning. In keeping with the school's philosophy that children learn best when they are actively involved in the learning process, teachers use alternative/formative assessment to drive instruction and more fully engage students in understanding their own learning. Instructional staff works to develop a classroom culture of questioning and critical thinking, in which the child learns from shared discussions with teachers and peers. The formative assessment strategies below are viewed as an integral part of instruction.

Monthly Progress Monitoring:

Monthly progress monitoring is conducted school-wide using monthly data collection yielded from a variety of sources including the digital platform of I-Station. Administration meets with teachers monthly to review student data and track our students' performance levels. Collaborating with student progress monitoring helps our teachers use student performance data to continuously evaluate the effectiveness of their teaching and make more informed instructional decisions, therefore optimizing our students' learning experiences.

Portfolio Assessment:

Portfolios are maintained for all students. These contain samples of students' work that illustrate their effort, progress, data, and degree of proficiency. Portfolios are used to help students assess their performance, use State rubric online to assist teachers in making instructional decisions, determine the need of one on one work based on scores, and provide parents and/or guardians with an opportunity to view students' work.

Performance Assessment:

Student performance is evaluated based on pre-established criteria. These may include an oral presentation, conducting an experiment, teaching a skill or concept to other members of the class or acting out a story in sequence.

Journals:

Journals are part of the instructional strategies used to assist students in self-observation, goal setting, and articulation of strategies.

Conferences:

In addition to teacher/parent conferences, teachers engage students in thoughtful, reflective, focused dialogue to explore student understanding and encourage them to express their ideas.

Peer Assessment:

Students are encouraged to evaluate themselves based on teacher and/or student created rubrics and take part in group discussions to evaluate each other.

Atlantic Montessori Charter School West K-5 views assessment as the process of measuring a student's progress toward a goal. Each student's academic achievement serves as the foundation from which to measure student outcomes. Outcomes are congruent with the Florida Standards and Next Generation Sunshine State Standards, which identify what Florida public school students should know and be able to do. Students are expected to achieve learner expectations at the end of each grade level as outlined in the benchmarks of the Florida Standards and Next Generation Sunshine State Standards as specified in each learner's educational plan.

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

Atlantic Montessori Charter School West K-5 serves students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. The school supports the education of the students with special learning needs within the regular classroom setting, as the first choice of placement, with a commitment to provide services necessary for full implementation of the child's IEP.

Effectiveness in serving special education students is evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in each IEP.

Atlantic Montessori Charter School West K-5 has an ESE Specialist who oversees the special needs students, maintains their IEP's, schedule conferences as required and provide guidance to the teachers and staff who provide services to this population. General education teachers are encouraged to become ESE certified. Teachers must earn at least one college credit or equivalent in-service points in teaching students with disabilities when applying for renewal of a professional certificate. The certified ESE Specialist maintains written documentation of consultative services for any student who's IEP indicates consultative services. The ESE Specialist must have a minimum of a Bachelor's degree and be certified in ESE. The school recently had a turn over in the position of ESE Specialist and has hired a new ESE Specialist. In order to assure that the new ESE Specialist has the correct tools and training to comply with all laws and regulations in documenting ESE, 504 and Gifted information the school has contracted with Venture Design to provide support and training to our new ESE Specialist on how to maneuver the Easy IEP system, how to create more measurable and quality IEPs and EP goals, as well as elements documenting and organizing of these records in TERMS, the Easy IEP system and in the Gifted and IEP student folders.

Students with disabilities enrolled at Atlantic Montessori Charter School West K-5 are educated in the least restrictive environment and are segregated only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support is used, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Atlantic Montessori Charter School West Campus K-5 adopts and implements the Broward County Public Schools' Special Policies and Procedures (SP&P) with respect to Special Education, as amended from time to time. It is the School's mission to place students in an environment where they can develop to their highest potential. Those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

The School acknowledges a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities. Operating under the auspices of the Sponsor as the Local Education Agency (LEA), Atlantic Montessori Charter School West K-5 assumes responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. The ESE Specialist serves as the LEA and is an integral member of the school leadership team. Administration is knowledgeable about current federal and state laws applicable to the educational rights of exceptional students and their parents. As the LEA, the ESE Specialist, will provide and supervise the provisions of specially designed instruction to meet the unique needs of children with disabilities. The ESE Specialist ensures the implementation of each student's IEP.

The following is a list of services that we provide as procedural safeguards to serve the needs of the exceptional student population:

- Academic pullout: Since students are mainstreamed into regular education classes; those ESE students who require extra attention are pulled out for specialized instruction by a certified ESE teacher, speech therapist, language therapist, occupational therapist, etc. The amount of pullout is determined by each child's Individualized Education Plan (IEP), as is the specific skill and content area to be remedied.
- Atlantic Montessori Charter School complies with regulations as to the accommodations required by law be made available to ESE students as identified in their IEP in order for the student to receive a Free Appropriate Public Education pursuant to the Individuals with Disabilities Education Act.
- Students are not withdrawn when identified as disabled based on finding that the student needs a service delivery model not presently in existence at the school but are referred for enrollment in the School District only when the IEP team finds that the student's educational needs cannot be met at the charter school.
- The student population is served in the least restrictive form.
- Consultation and collaboration are provided for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech/Language Therapy - a speech/language therapist is contracted hourly depending on the number of students requiring speech therapy, as per their IEPs.

- Physical and occupational therapy is contracted hourly as needed.

As noted in Florida Statue 1003.57, a student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

The School is aware that general education activities and interventions are required prior to referral in accordance with Rule 6A-6.0331. When general education interventions have been implemented, with indications that a student should be considered for ESE eligibility, a group of qualified personnel will consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student. Atlantic Montessori Charter School West K-5 is guided by the Sponsor's screening and referral process with respect to referral of student's initial evaluations, re-evaluations, transfers, staffings, IEPs, dismissals, reassignments, surrogate parents, procedural safeguards, Senate Bill 1108 compliance, and due process provisions. Together with the school's ESE team and student's parents an IEP is developed and an IEP meeting is conducted with the student's family for each eligible exceptional student enrolled at Atlantic Montessori Charter School West K-5. The IEP will determine services, accommodations, and/or modifications necessary to meet the goals and objectives of the student's IEP. These goals and objectives are designed to lead to the post school outcomes, which are based on the student's interests, preferences, academic and social needs.

The school also understands that gifted students are exceptional education students and require a qualitatively different education that is not typically available in the general education classroom. Gifted students learn at an accelerated pace which requires a need to explore topics in depth which may be accomplished with options which include cluster skill grouping, curriculum compacting or original research. Children who have mastered the majority of the grade-level basic skills are provided with advanced opportunities. The curriculum has an academic content-based foundation and focuses on activities as related to the EP (document that describes the gifted services) of the student. Content and pacing are differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum. The gifted program's evaluation is a systematic study of the value and impact of services provided. Hence, the most robust provisions for gifted learners has evolved from careful collection of data regarding the context in which the services are delivered, the adequacy and appropriateness of resources available, the quality of activities carried out, and finally, the degree to which goals and objectives have been achieved.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic review may be conducted.

The School meets the requirements of the Consent Decree entered in Lulac, et al. vs State Board of Education; serving English Language Learners as well as the School District's LEP plan in identifying ELL students and provision of ESOL services. English Language Learners receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. The school has implemented an ESOL program of instruction for meeting the needs of the ELL population. Program instruction is designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School provides ESOL instruction in

English and ESOL instruction (or home language instruction) in the basic subject areas of reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan.

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

The ELL Plan is designed to:

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

All ELL plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data is considered when conducting a review. The documentation of the recommendations are part of the students' ELL plan. The plan is updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program.

The School designated an ESOL Contact to be responsible for identifying ELL students, developing, and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder and ELLEVATION system updates. Student plans are updated, at minimum, annually by the program specialist. The ESOL Contact documents former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile. These are generated with information regarding students who have exited the ESOL program within the last two years. A joint effort between the District and Atlantic Montessori Charter School are made when developing the ELL plan for a student of limited proficiency in the English language.

Documentation of the progress review for each ESOL-exited student is conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school monitors the student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable).

Additionally, students who are in the program longer than 4 years may have a plan update twice a year, depending upon their date of entry into an ELL program.

The school implements an ESOL program of instruction to meet the needs of the ELL population

to be served. Program instruction is designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School provides ESOL instruction in English and ESOL instruction (or home language instruction) in the basic subject areas of reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan. English Language Learners receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students.

Administrators and the ESOL contact are responsible for monitoring the implementation of strategies by the classroom teachers using classroom walk-through model. Evidence is observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELL students document the ESOL strategies used for each lesson in their plan books.

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used. Describe the charter school's collaborative problem-solving team (CPST). How does the charter school encourage and document parent participation during the Rtl process? Describe the charter school's data analysis process for all tiered interventions.

In accordance with the policies of Broward County Public Schools, our school follows the MTSS/Rtl process, including the following three (3) tiers of intervention that must be followed before ESE testing can commence:

Tier 1: During this stage, students are provided academic and/or behavioral support aimed at serving their needs.

Tier 2: At this point in the process, students are provided a variety of methods to target instruction that may include but not be limited to: small groups, one-on-one instruction, and twice a week pull-out tutoring.

Tier 3: During this stage, students are provided with a more frequent, intense, and individualized intervention, which can include but not be limited to: pull-out tutoring conducted three to five times a week, or one-on-one tutoring.

As soon as a student is identified as at risk for achievement deficits his or her progress is monitored in relation to Tier 1 instruction. A student's progress is measured frequently by comparing his or her expected rate of learning and actual rate of learning. Our teachers also use these measurements to gauge the effectiveness of teaching and to adjust instruction to meet the needs of the individual student. A student who is not responding adequately to Tier 1 instruction, after about 6 to 8 weeks, moves on to Tier 2 and increasingly intensive levels of intervention and instruction. Intervention continues and may increase in frequency to Tier 3 until the deficiency is remedied as identified by ongoing progress monitoring.

Data is gathered daily by the teacher/interventionist to chart progress and responsiveness to intervention. Instructional effectiveness is continually evaluated throughout each tier of the model, and decisions based on summative and formative assessment data is made across the three-tiered process. Summative assessment data is gathered more frequently and used to determine if changes in instruction need to be made. Data is collected by the teacher/interventionist and shared with the RTI team before adjusting instruction. Intervention continues until the deficiency is remedied as identified by ongoing progress monitoring. Due to our detailed and frequent progress monitoring our students have increased their rate of learning

because they are receiving more appropriate instruction, our teachers are making more informed instructional decisions, documentation of student progress is available for accountability purposes, communication has improved between families and teachers about student progress, and teachers have higher expectations for their students. Overall, progress monitoring is a valuable tool and is vital when making decisions about the adequacy of student progress and evaluating the effectiveness of our instructional programs.

H. Explain the charter school's current process to implement an Early Warning System (EWS). Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement. Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students performing below grade level, and students exhibiting two or more indicators.

Early Warning Indicators:

The school has established an early warning system to increase the capacity to identify students at the highest risk of dropping out of high school. Information gathered helps target resources and interventions toward students with the greatest risk of not graduating on time. Research consistently shows that indicators based on attendance rates, suspensions, and course performance are predictive of dropout. Chronic absence is a proven early warning signal that a student may be at risk to be behind in reading by 3rd grade, to fail courses in middle and high school, and at risk to likely drop out. Attendance data is monitored closely by the Leadership Team and the RTI team. Attendance Data from TERMS and Data Warehouse reports are reviewed and discussed, and appropriate actions take place to ensure compliance with Broward County's Attendance Policy 5.1.

In accordance with state legislation (1008.25, 5(a) F.S.) statement, the school does not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions, the school is using on-going classroom assessment data results, BSA results, FLKRS and FAIRS results to identify students with a substantial reading deficiency within the first 30 days of schools so that they are provided the appropriate interventions.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

3.1	AMCS Early Warning System Data Form	Garcia, Juana, 11/1/19 7:14 PM	PDF / 54.954 KB
3.2	AMCS 5164 19-20 AP1	Garcia, Juana, 11/1/19 7:11 PM	PDF / 1.41 MB
3.3	AMCS 5164 18-19	Garcia, Juana, 11/1/19 7:10 PM	PDF / 9.282 MB
3.4	AMCS 5164 17-18	Garcia, Juana, 11/1/19 7:09 PM	PDF / 5.691 MB
3.5	AMCS 5164 16-17	Garcia, Juana, 11/1/19 7:08 PM	PDF / 2.556 MB
3.6	AMCS 5164 Data 15-16	Garcia, Juana, 11/1/19 7:08 PM	PDF / 7.136 MB
3.7	AMCS Subgroup Data	Garcia, Juana, 11/1/19 7:04 PM	PDF / 47.714 KB
3.8	AMCS FSA 2016-2019	Garcia, Juana, 11/1/19 6:53 PM	PDF / 1.315 MB

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard	Lourdes Panizo, 11/13/19	Partially Meets the Standard
Partially Meets the Standard	Reynaldo Tunnermann, 11/14/19	

FINANCIAL PERFORMANCE

Statutory References: 1002.33(7)(a)9; 1002.33(7)(a)10; 1002.33(7)(a)11; 1002.33(9)(g); 1002.33(9)(h)

Financial Management:

- A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations
- B. Adherence to Generally Accepted Accounting Principles
- C. Financial Reporting Requirements

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

Atlantic Montessori Charter School West K-5 recognizes that the Governing Board has the primary responsibility of overseeing spending and ensuring that the Executive Director makes sound spending choices during the School's day-to-day operations. Based on spending projections and following set policies, procedures have been developed in finances, we expect that correct spending priorities are followed to maintain sound financial management of available resources.

The Executive Director reports the financial status of the school's operational budget to the Governing Board monthly and quarterly at Governing Board meetings.

The school, at a minimum, has the following financial controls in place:

- Only one operating bank account is maintained by the school.
- All funds are deposited to the bank account daily, whenever practical.
- Printed, pre-numbered receipts are issued for all cash received.
- All disbursements are made by check (except for minor petty cash disbursements).

- Printed, pre-numbered checks are used and voided checks are maintained to complete the number sequence.
- The Board, at minimum, is responsible for –
 - Reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year
 - Reviewing quarterly or monthly financial statements, which include a balance sheet and statement of revenue, expenditures, and changes in fund balance, at each public Board meeting
 - Annually adopting and maintaining operating budget for the school
- The Executive Director, or his/her designate, authorizes all expenditures prior to any commitment being made regarding any school funds.
- The School's Executive Director, is responsible for –
 - Writing a purchase requisition form for petty cash disbursements and receipts.
 - Responsible for all petty cash disbursements and receipts.
 - Reconciling petty cash quarterly, or when the fund is less than \$25.00.
 - Replenishing the fund by issuing a purchase requisition with all expenses listed and properly coded.
 - Randomly auditing the petty cash account at least twice per fiscal year.
 - Petty Cash is maintained at a maximum of \$200.00 in its fund.
 - Prior approval from the Executive Director or designee must be obtained before expenses will be reimbursed. All disbursements must be recorded on petty cash disbursement form and a receipt must be attached. Funds spent without the approval of the Executive Director or designee may not be reimbursed.
 - Only reimbursements with proof of receipts of \$100.00 or less may be reimbursed from petty cash. Petty cash expenditures may not exceed \$20.00 without written approval from the Executive Director or designee.
 - Reimbursements over \$100.00 shall be handled through a purchase requisition form and will be submitted to the bookkeeper.
- Two signing officers are required on all checks over \$1,000.00 or as required by the District.

- No checks are pre-signed.
- All invoices are reviewed and initialed for approval before a check for disbursement is made.
- All school liabilities are paid promptly.
- All school related fundraising activities must be approved in advance by the Executive Director.
- All funds associated with school related activities are administered through the Executive Director at the school office.
- All outside groups with a relationship to the school (PTO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs and/or activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks are kept up-to-date and fully accessible at all times.
- Transfers to/from the school's savings account may only be made by the signing officers.
- All investments are void of risk. All interest is reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations is done monthly, and a printed copy will be reviewed and initialed by the Executive Director or designated person, a copy will be forwarded to the Governing Board and the original is kept on file at the school.
- A Balance Sheet and Income Statement is prepared monthly, a printed copy reviewed and initialed by Executive Director or designated person, a copy is forwarded to the Governing Board and the original is kept on file at the school.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) is prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds used for personal benefit or gain of administration or staff.
- Any deficit financial position is reported to the Governing Board, the Sponsor and the department of education as stipulated in the District's Board Policy.

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

In order to provide financial information that is comparable to that reported for other public schools, the school maintains all financial records in an accounting system that is in accord with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)

(l) of the Charter School Law. Thus, the school's accounting is consistent with accounting conducted for Florida school districts and maintains a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting and reporting. As directed by statute, the Governing Board is responsible for overseeing the annual reporting required by the District.

Atlantic Montessori Charter School utilizes the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. The school makes available monthly bank reconciliations and quarterly financials (both balance sheets and income statements) which include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

Additionally, annually audited financial reports, including a complete set of financial statements and notes prepared in accordance with generally accepted accounting principles, is forwarded to the school board for inclusion into these financial statements. Such statements are formatted revenue source and expenditures and detailed by function and object number. The School complies with all financial reports that the sponsor requires.

Adequate procedures are in place in order to:

- Ensure that all applicable state and federal tax laws are followed, and the acquisition of exemption numbers are in place.
- Ensure that the dispersion of funds, such as vendor payments, and school bills, follows strict accounting guidelines through a three-tier system of checks and balances.
- Provide safeguards such as a contingency account.
- Utilize accounting practices that are approved by the Sponsor.
- Ensure that the maintenance of records for the purposes of enumerating F.T.E. data meets the approval of the sponsor.
- Ensure that all records are available for inspection by appropriate agencies or departments.
- Ensure that proper personnel are informed and/or trained on systems and procedures to run the different aspects of the school program per the requirements in place by the Sponsor.
- Financial reporting is subject to any directives issued by the State of Florida and Sponsor.

The School maintains both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State are followed. All financial records are kept in locked, fireproof cabinets or in a fireproof locked records storage vault. Only certain school personnel have access to financial records.

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

Atlantic Montessori Charter School West K-5 contracts with qualified professionals to aid in the design, development, planning, financing, staffing, maintenance, operations, and general

oversight of the school as needed.

The Governing Board specifically bid services from a reputable, qualified, and experienced CPA and Financial Services firm for accounts receivable/payable, payroll processing, employee benefits, bank record reconciliation, monthly and quarterly reports, Sponsor and DOE reporting, insurance requirements, maintaining tangible assets inventory, pre-audit preparation, and financial management. The school retains the services of a qualified auditor to audit the annual financial report as outlined in State Statute which must be submitted to the Broward County Public School Board at the deadline stipulated by the District.

The Executive Director communicates with the school's contracted financial services provider to ensure that deadlines for submission of reports are honored and the correct format/template is used to create the required reports. The Executive Director or designated administrative team member uploads the monthly financial reports, quarterly financial reports, cost reports and audit to Charter Tools by the given due date. A copy of these reports is also forwarded to all members of the administrative team and all members of the Governing Board.

Attachments

Section 1: FINANCIAL MANAGEMENT

1.1 [AMCS Fixed Assets Report](#)

Garcia, Juana, 11/1/19 7:15 PM

PDF / 19.804 KB

2. FINANCIAL VIABILITY

Section Evaluation

Meets the Standard Cassandra Vallianos, 11/19/19

Final Rating

Meets the Standard

FINANCIAL PERFORMANCE

Statutory References: 1002.33(7)(a)10; 1002.33(7)(a)11

Financial Viability:

- A. Budgeting
- B. Financial Obligations
- C. Long-Term Financial Planning

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

The aim of the budget setting process at Atlantic Montessori is to ensure resource allocation matches school priorities. Unplanned over-spending or under-spending of the school budget can deflect the school from previously agreed spending priorities, and this can affect the achievement of school development plan. To ensure that the budget for the school is viable and that its

implementation is feasible, it is supported by the school's multi-year budget covering the same period.

The Director examines the cash flow statement monthly because the projected cash balances are key indicators of whether the school can meet its obligations on time. If that balance is positive, the school will be able to pay our bills and employees on time; if it is negative, we will not, and will need to figure out a way to manage those shortfalls through negotiating with vendors or borrowing money.

Budget Year-to-Date (YTD) vs. Actual YTD: Monthly, the Director examines what our school's spending patterns are. The school's expenses are not always spent equally throughout the year, but the Director should be able to indicate whether or not the school is on track to meet its budget. The Actual YTD show how the school is spending in reality, while Budget YTD will indicate how the school is supposed to be spending based on the budget most recently approved by the board. The variance between these two numbers shows how far the school is deviating from the planned budget. The Director is able to explain why these variances exist, and whether or not they are a concern. Note that if the school's latest budget is out of date, these variances may not be meaningful, and it is therefore more important to be looking at the variances between the school's actual and the school's updated forecast. Therefore, it is imperative that the budget is updated to reflect the school's needs.

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

Atlantic Montessori Charter School West K-5 has no pending, existing or threatened litigation, claims, and/or assessments. As evidenced by documents uploaded to Charter-Tools and by the documentation provided by our Auditor. We have attached the needed documentation that confirms Atlantic Montessori Charter School West K-5 financial obligations are in good standing.

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

The school's plan for financial sustainability includes objectives, strategies, and action steps that identifies and includes a priority list of school needs, a list of current resources, potential funding sources and amounts. The Director has the task of identifying what resources and expenses the school currently possess. This information is shared with the Governing Board and together they decide where the school stands and what course of action to take.

The following information is used to drive this decision making:

- How much money the school currently has?
- How much money the school expects to have in the coming year, two years, etc.
- What are the funding sources?
- What is the priority for spending?
- How much debt the school has?

Sound fiscal health is imperative to ensuring the effective operation of the school. For this reason, the Executive Director monthly assess the financial condition by reviewing cash flow reports,

monthly financials, and quarterly financials of the school. Performing a regular, timely financial condition analysis provides the school with valuable information on the current and future state of the school's finances. Regular analysis has highlighted potential fiscal problems and has provided the information necessary for timely corrective action. By taking action to address weaknesses and strengthen fiscal health, the school has been able to ensure that resources are available to fund the level and quality of services expected by all stakeholders.

The school has identified a priority need to grow enrollment to 180 students from the current 150 students. A long-term goal of the school is to continue on the track of obtaining high performing status and then increase the grades served from Kindergarten through 8th grade.

Attachments

Section 2: FINANCIAL VIABILITY

2.1	AMCS Revenue Estimate Worksheet	Garcia, Juana, 11/1/19 7:17 PM	PDF / 125.485 KB
2.2	AMCS 5 Year Budget	Garcia, Juana, 11/1/19 7:17 PM	PDF / 552.189 KB

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/18/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

ORGANIZATIONAL PERFORMANCE

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability. Statutory References: 1002.33(7)(a)7; 1002.33(7)(a)8; 1002.33(7)(a)11; 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)4; 1002.33(16)(a)5; 1006.147

Student Enrollment and Conduct:

A. Student Enrollment Trends

Atlantic Montessori Charter School West K-5 expanded the enrollment served from Kindergarten – 5th Grade. The initial Charter School application was for a maximum capacity of 500 students in Kindergarten through Fifth grade in the charter contract. However, the Town of Davie limited us to 150 students. Each school year we have reached maximum capacity of 150 students and a waitlist has been created.

We have found that parents will apply at several charter schools and even accept placement, register and supply enrollment documents. This practice gives small schools like ours a false sense of enrollment at times, but we have a waiting list and are able to maintain 150 and will seek from the Town of Davie approval for an enrollment increase, if possible.

B. Racial/Ethnic Composition of the Student Body

Atlantic Montessori Charter School West K-5 primarily serves students from the south and west areas of Broward County. Our student body is made up:

Ethnic Composition of Atlantic Montessori and Neighboring School

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	White	Black	Pacific Islander	Asian	Indian	Multiracial	Hispanic
Atlantic Montessori #5164	74.6%	14.6%	0%	.0%	.006%	1%	69.3%
School #3531 Foxtrail Elementary	82.13%	6.83%	.1%	6.75%	.1%	4.1%	48.2%
School #2541 Flamingo Elementary	85.6%	5.48%	.4%	4.59%	1.03%	2.81%	62.3%

*Data from TERMS Panel L03

C. Enrollment Procedures

Anyone who is interested in their child attending Atlantic Montessori Charter School West K-5 can apply. Applicants can submit the form for the current school year (if space is available) or for the following school year. Applications for the upcoming school year are accepted for Kindergarten through fifth grade electronically and in paper based format from October 1st through February 15th. Parents may use the online link at www.AtlanticMontessoriCharter.com to apply. Parents may also visit the school's main office for an application. A random lottery is held, to determine admission. The application window to participate in the lottery is from October 1st of each year through February 15th of each year. A random selection (lottery) will be conducted on March 1st only if the number of applicants exceeds the number of available spaces. If a student participated in the random selection or lottery, and is on a waitlist, they should not submit additional applications. If the parent has a child currently enrolled at Atlantic Montessori Charter School West K-5 and wishes to apply for a sibling, the parent must submit an application for the sibling.

Atlantic Montessori Charter School West K-5 gives enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter
3. Students who are the children of an employee of the charter school.

On March 1st of each year, parents are notified if their child is offered admission. Information on how to complete the registration packet is then provided.

Registration documents include:

Child's Birth Certificate

Current Immunization Records

Current Physical Exam

Proof of Residency (Must reside in Broward County)

Additional registration documents are provided by the school for completion by the parent prior to the start of classes.

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

Atlantic Montessori Charter School West K-5 does not only continuously work on providing our students with the best education but also on ensuring our school is safe and that we have a secure environment. The school has security cameras (in and around the school campus), a security guard, and a locked front entrance that visitors must be buzzed in to enter. The school maintains a comprehensive written Safety and Emergency Plan. Our school’s Safety and Emergency Plan is given to our staff and they receive training, as well.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

1.1	AMCS Discipline Reporting	Garcia, Juana, 11/1/19 7:19 PM	PDF / 71.306 KB
1.2	AMCS Student Enrollment Reports	Garcia, Juana, 11/1/19 7:18 PM	PDF / 84.49 KB

2. FACILITIES

Section Evaluation

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

ORGANIZATIONAL PERFORMANCE

Statutory References: 1002.33(7)(a)11; 1002.33(7)(a)13; 1002.33(9)(e); 1002.33(16)(a)5; 1002.33(18)(a); 1002.33(18)(b)

Facilities:

- A. Facilities Compliance
- B. Health and Safety

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

Atlantic Montessori Charter School West K-5 utilizes a stand-alone building school facility located in Davie and has adapted the space to the needs of all our students, including our exceptional students by adhering to Section 504, IDEA, and ADA to ensure that schools provide free and appropriate education within the least restricted environment. The School is accommodating, to the maximum extent possible, for individuals with special needs. School furniture maximizes comfort and minimizes the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Points of transition such as steps, ramps, intersections, and entry doors meet all ADA requirements.

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

Atlantic Montessori Charter School West K-5 complies with applicable health and safety laws. The facility, now and before occupancy, met Chapter 553, Florida Statute, and State fire protection codes, pursuant to Section 663.025 Florida Statutes, as adopted by the authority in whose jurisdiction of the Town of Davie, including the storage of records in a fire safe and secure storage space.

A Certificate of Occupancy was issued by the Town of Davie prior to the opening of the school and as mandated by law. Licensed inspectors are contracted to conduct tests on the facility for asbestos, lead, and radon. The Board created and submitted a traffic plan to Broward County Traffic Engineering Department for approval. Before opening, the Broward County Health department was contacted to conduct inspections related to health and sanitation as well as for standards for food service, drinking water, and sewer/sanitary facilities. The school was tested and passed all tests conducted for radon, asbestos and lead in the water. Atlantic Montessori has these inspections annually in order to maintain compliance with applicable health and safety laws.

Attachments**Section 2: FACILITIES**

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

Final Rating

Meets the Standard

- Meets the Standard Maria Yen, 11/5/19
- Meets the Standard Khandia Pinkney, 11/6/19
- Meets the Standard Aneatra King, 11/22/19
- Meets the Standard Debbie-Ann Scott, 11/25/19
- Meets the Standard Brenda Santiago, 12/2/19

ORGANIZATIONAL PERFORMANCE

Statutory References: 1002.33(7)(a)14; 1002.33(7)(a)15; 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c)

State Board Rules: 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

Governance, Staff, and Parents:

- A. Governance Structure
- B. Compliance with Sunshine Laws
- C. Instructional Staff
- D. Parental Involvement

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

Atlantic Montessori Charter School's Governing Board is a Florida Non-for-Profit, has a certificate of incorporation, the Articles of Incorporation, and has Florida State non-profit status on file with the District. Atlantic Montessori Charter School, Inc has been determined as Federal Tax-exempt under section 501(c)(3) of the Internal Revenue Code.

The Governing Board has the responsibility for the activities and affairs of the corporation, including management of the school and providing continuing oversight of school operations. The Governing Board exercises all corporate powers and functions. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to manage public funds effectively and properly.

Atlantic Montessori Charter School, INC abides by the laws pertaining to non-profit corporations. The Governing Board has been established and governs Atlantic Montessori Charter School-5029 and Atlantic Montessori Charter School West Campus K-5-5164. As stated in the Articles of Incorporation and By-laws that govern Atlantic Montessori Charter School, INC, a fully functioning Governing Board has evolved from the founding members and community leaders and has integrated the legal structure as outlined by statute, the policies that govern the school and the board. Soon after our original application was approved, the official Governing Board, was fingerprinted and background checks were performed.

***PLEASE NOTE: The chart would not copy over properly. It has been attached under this section.**

The chart shows the Executive Director and School Principal provide for the day-to-day operations of the school and oversee the teachers, assistants, and staff. The ESOL and ESE Specialist share in some of the administrative duties pertaining to reporting student progress to parents.

The Executive Director/School Principal report monthly to the Governing Board, during their regularly scheduled meetings, about important aspects of the school such as finances, pending purchases, the bidding process, contacts with parents, community involvement, results of student testing, and other matters deemed necessary for the Board to have knowledge of and be able to participate in as required by charter law and common board practices. The board serves to provide assistance to the administrative body of the school.

ORGANIZATIONAL PERFORMANCE

Statutory References: 1002.33(7)(a)14; 1002.33(7)(a)15; 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c)

State Board Rules: 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

Governance, Staff, and Parents:

- A. Governance Structure
- B. Compliance with Sunshine Laws
- C. Instructional Staff
- D. Parental Involvement

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

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integrated the legal structure as outlined by statute, the policies that govern the school and the board. Soon after our original application was approved, the official Governing Board, was fingerprinted and background checks were performed.

Atlantic Montessori Charter School's Governance Structure

****PLEASE NOTE: Graph would not copy over properly, it has been attached to this section.***

All personnel will report to the School's Principal who will compile the data into appropriate reports and present these to the Executive Director. The Executive Director will monitor compliance and continuity between both campuses. The Executive Director will present data to the Governing Board. The Governing Board provides the necessary support to the Executive Director and School's Principal.

Atlantic Montessori Charter School's Administrative Structure

****PLEASE NOTE: Graph would not copy over properly, it has been attached to this section***

The Executive Director works with school's principal in promoting, encouraging and recognizing excellence based on the principles of leadership, continuous improvement, and stakeholder satisfaction. The principal directs day to day operations of the school and reports to the Executive Director.

Executive Director

School Principal

ESE Specialist

ESOL Specialist

Teachers

Ancillary

Staff

Office

Cleaning

Janitorial

Transportation

Student

Assistant Teachers

The ESE Specialist is primarily responsible for heading the department with his/her respective duties. Additionally, the ESOL Specialist will also have classroom responsibilities. Both will assist with parent conferences as needed.

All employees are responsible for providing a warm nurturing environment for the children and are accountable for student learning gains.

The chart shows the Executive Director and School Principal provide for the day-to-day operations of the school and oversee the teachers, assistants, and staff. The ESOL and ESE Specialist share in some of the administrative duties pertaining to reporting student progress to parents.

The Executive Director/School Principal report monthly to the Governing Board, during their regularly scheduled meetings, about important aspects of the school such as finances, pending purchases, the bidding process, contacts with parents, community involvement, results of student testing, and other matters deemed necessary for the Board to have knowledge of and be able to participate in as required by charter law and common board practices. The board serves to provide assistance to the administrative body of the school.

Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The Governing Board provides records in accordance with Florida Statutes. The Board also ensures that the records are prepared following School Board Policy and State and Federal Law. The Public Records Act (Ch. 119, Fla. Stat.) sets forth the legal requirements that Atlantic Montessori Charter School Inc, as a governmental agency must comply with. In order to ensure

transparency, the State Constitution guarantees the public the right to access records of all Florida's public agencies. The Governing Board is ruled by the Bylaws and limited to the powers stipulated there-in. The Board must, by law, allow access to of public records either by inspection, or copies as may be requested. The Board does not need to explain the records or respond to questions, just provide the records but at times, the prudent response is to address the question or concern. Together with the Articles of Incorporation, the By-Laws describe how the Governing Board operate, their duties, board member selection, and removal from office, term limits and the code of ethics and conflict of interest.

The Governing Board meets quarterly, as stated in the Bylaws. Meetings follow the Sunshine Law of meeting in a public place, and open to the public. Advertisement for each meeting is done at least two weeks in advance so that individuals wishing to attend may make provision to be there. The Governing Board provides reasonable notice of all meetings in school calendars, on the school's website and through text, email and phone messages delivered through the Parentlink/Blackboard application provided by the District. Agendas are published at that time allowing for individuals who wish to address the board can do so and be given ample audience. The meetings are open to the public and are easily accessible by all persons. Meeting minutes are promptly recorded, and such records are made part of public record.

The Governing Board's procedures comply with the Florida Sunshine Laws and District Board Policy for open public meetings. Public meetings records are adhered to for all Governing Board meetings as stated in the Florida Sunshine Laws. At present a policy and procedure has been formulated and has been adopted. It is used in training for the Governing Board. Any additional training needed for the board to be able to learn how to function is made available prior to the school opening and after the school is in operations as needed. Section 1002.33(9)(j)4., F.S., requires the Governing Board of a charter school to participate in governance training approved by the Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility. Board Members are required to take the Initial Board Training through a Department of Education approved training program within (90) days following their appointment to the Board. Refresher training is required once every three years following the initial training.

As a matter of policy, the Governing Board minimally defines the separate roles and responsibilities of Governing Board members and staff. Governing Board members have authority except as a whole and will not exert undue influence over staff except as defined in Board policy.

The Governing Board follows policy as established. In the absence of established policy and as allowed by the Broward County School Board established policy to: (the following is a sample of policy issues that are not intended to be all inclusive). Define limits on staff spending without prior approval of the Board. Define Budgeting procedures and methods of periodically reviewing financial information. Define treatment of staff (HR policies). Define minimum communication requirements between the school and home, the school and Board, and Board and District. All Governing Board members are trained in the areas of the Florida Sunshine Law and the Florida Public Records Law.

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

It is the commitment of Atlantic Montessori Charter School, INC to employ a competent and caring staff that shares common goals of community involvement, teamwork, and shared leadership. The school's administrative team assures: a safe and prepared learning environment especially designed to meet the individual needs of each learner through the effective management of resources, and the recruitment and retention of highly qualified effective teachers.

The mission of the School's teachers is to provide students with an enthusiasm for learning in a supportive, safe, challenging, and educational environment that encourages creativity and innovation.

Atlantic Montessori Charter School West K-5 is non-sectarian in its programs, admissions policies, employment practices and operations as required by Section 1002.33(9)(c), Florida Statutes and meets all applicable state and local health, safety and civil rights requirements as set by 102.33(9)(c) of the Florida Statutes.

The School seeks teachers, who are strong in effective teaching skills, with an in-depth knowledge of education, to teach in a performance-oriented environment. The successful candidates will be expected to nurture student learning and character development, model acceptable behavior, and become an integral part of the total school community and the community-at-large. Before employees may begin working at the school, they must clear the District's fingerprint background and drug screening process.

Teacher Selection Process

The following information is intended to help guide the school's process of screening applications and other pertinent data and analyzing oral interviews.

Effective Teacher Behaviors

Teacher reacts constructively (overt, verbal, nonverbal) to students' feelings and attitudes. Teacher actively listens to what a student is saying, reading, reciting. Teacher gives a direction and follows through with it. Teacher seems confident in teaching a given subject and demonstrates a grasp for it. Teacher checks on students' progress regularly and adjusts instruction accordingly. Teacher actively participates and assumes a leadership role in establishing priorities, setting goals, and formulating implementation strategies for the school's improvement plan. Teacher expresses positive, pleasant, optimistic attitudes and feelings. Teacher seems to perceive learning rate of students and adjusts teaching time accordingly. Teacher encourages students to take responsibility for their own class work. Teacher capitalizes instructionally on unexpected incidents that arise during class time. Teacher prepares students for lessons by reviewing, outlining, explaining objectives, and summarizing. Teacher ensures student learning outcomes improve over time or maintain at high levels of proficiency as measured by monthly data collected and from required state assessments.

Position Vacancy Announcement:

Two kinds of announcements are prepared and posted on the school's website and social media pages when a position is available. The first is a short statement used to advertise the position. The second is a longer detailed description which can be sent to all those who respond to the advertisements and to individuals who are thought to be possible candidates. In addition, copies are sent to departments in other institutions and to members of professional associations. The short statement, used as an advertisement, might include the following:

The name of the department and institution Minimum degree and practical requirements for the applicant Description of special characteristics or expertise desired Brief description of responsibilities Employment period (academic or calendar year) EEO and Drug Free Work Place Salary range or statement that salary is competitive Name, title, and address of person to whom inquiry should be made Closing date for application The longer, detailed, position description should repeat all the information contained in the advertisement, together with clear instructions on how to make applications and submit credentials, and should be expanded to include all relevant information which the applicant needs to know including that they are employees of the

charter school and not the school board. Instructions on applying and submitting credentials are clear and precise. Applicants are usually asked to submit a letter of application, three or more letters of reference, and a current resume or curriculum vitae. Other materials or documents such as publications may be required as well. The candidate may be asked to include a written statement expressing his or her special qualifications in the letter of application as well as their teaching philosophy. In some cases, the applicant may be asked to state the earliest date they can begin employment. When the salary is open, it may be appropriate to ask the candidate what expectations he or she holds, and whether special conditions must be met before the applicant will accept the position.

The applicant needs to be informed as to how many and what sorts of letters of reference are required. We ask the applicant to submit reference letters. Letters of references are checked and verified.

Separating Ineligible from Eligible Applicants:

The First Screening

The interviewers have the task of reviewing and evaluating applicants based on written information contained in each applicant's file. Ineligible for consideration are those applicants whose files are still incomplete by a certain date. Other reasons for finding candidates ineligible may be related to the inability of applicants to meet state and institutional regulations. During the first screening, the files of candidates are separated into three categories. Some candidates are clearly "ineligible" in terms of qualifications or institutional or departmental policies; others are "eligible" and still others are "marginal" in that their files may not be complete, or they do not quite meet all the criteria for eligibility. The files of those who have been declared ineligible are set aside and the reason for the ineligibility is inserted in each file.

Evaluating the Qualifications of Eligible and Marginal Candidates

The Second Screening

The Executive Director /Principal or designee reads the files carefully and prepares for the second screening. During this review, the hiring committee decides how well each applicant meets the criteria and the desired job qualifications listed in the position announcement.

The committee may decide to consider the "marginal" candidates, those who do not quite meet all the criteria but nevertheless appear to have better-than-average qualifications. Marginal applicants who are retained will be considered again in the third screening along with all other eligible candidates who are still in contention.

Selection Checking the References

Final Screening

Upon receiving the candidate(s) file, the committee is ready to start checking each of the recommended nominee's references. This is usually done by telephone. The number of references to be checked will depend on the kinds of responses obtained from the references. At least three should be contacted. The level of competence, promise of career growth, ability to work with colleagues and students, outstanding achievement, other strengths, and such weaknesses as missing classes, not completing work on time, and student complaints will all be areas of inquiry.

The school is committed to hiring the most dedicated, qualified individuals to become part of the

school faculty. A bachelor’s degree will be required and staff must have or be eligible for State certification. Further preparation will be given through in-house training in the areas of disabilities, ESOL, exceptional, at risk and special needs students as well as those required by sponsor or by statute. New teachers, those that are new at teaching the given age group or working out of field will be afforded assistance from a master teacher. Atlantic Montessori Charter School West K-5 is aware the costs involved in the recruiting, selection and training process and feels that it is necessary to make every effort to retain good teachers and to place them in situations they will feel comfortable to teach. Qualifications of these teachers and staff hired will be made available to parents initially at the school open house and by request.

Atlantic Montessori Charter School West K-5 has a benefits package for the teachers and staff that includes award certificates for achievement, performance pay incentives and tuition for teachers seeking professional development in Montessori that will enhance classroom learning.

Contracts with instructional staff, supervisors, and school Principal at Atlantic Montessori Charter School West K-5 provide that each person employed as a member of the instructional staff is properly certified pursuant to Florida State Statute 1012.56 or 1012.57 or employed pursuant to 1012.39. Each employee is entitled to and receives an annual contract. All contracts contain provisions for dismissal during the term of the contract only for just cause. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education; immorality, misconduct in office, incompetency, two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three year period, three consecutive performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless adjudication of guilt, of any crime involving moral turpitude.

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

Our school is a member in good standing of the Florida Consortium of Public Charter Schools. We use the FCPCS evaluation systems for classroom teachers, school-based administrators, and other instructional personnel to evaluate our staff. FCPCS has developed and copyrighted an evaluation system for teachers and school-based administrators that complies with the statutory requirements of Florida Statute 1012.34. As per this statute, a performance evaluation is conducted for each employee at least once a year, except that a classroom teacher, as defined in statute 1012.01 who is newly hired by the school is observed and evaluated at least twice in the first year of teaching in the school. With the passage of the student success act of 2011, the evaluation system for instructional personnel and school based administrators became focused on student performance. Per Florida Statute 1012.34, 50% of an instructional employees’ evaluation is based on student performance. The other 50% is based on instructional or leadership practice and professional and job responsibilities.

Provide the approved and adopted pay for performance plan and salary schedule.

Performance Salary Schedule

Years of Experience when joining AMCS	Base Rate	Highly Effective	Effective

1	\$34,000	1% increase	.50% increase
2	\$35,000	1% increase	.50% increase
3	\$36,000	1% increase	.50% increase
4	\$37,000	1% increase	.50% increase
5	\$38,000	1% increase	.50% increase
6	\$39,000	1% increase	.50% increase
7	\$40,000	1% increase	.50% increase
8	\$41,000	1% increase	.50% increase
9	\$42,000	1% increase	.50% increase
10	\$43,000	1% increase	.50% increase
11-20	\$45,000	1% increase	.50% increase
21-30	\$50,000	1% increase	.50% increase

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

Atlantic Montessori Charter School West K-5 recognizes that the school's partnership with families is instrumental to student success. Parent involvement in school matters is made possible at many levels. The school has a very involved PTO and parents also serve on the Board as non-voting advisers. Parent volunteers participate in the daily life of the school and on various committees created as needed, such committees as: School Improvement Committee, School Safety Committee, and Character Education Committee. Enrollment is a parent/student cooperative choice, wherein parents/guardians contractually agree to be responsible for their

child(ren) following the rules and regulations applicable to attendance, classroom participation, behavior, and uniforms. Parents or their designee are asked to volunteer 30 hours of annual service to the School as outlined in the Parent Contract found on Charter Tools.

Parents are notified in their native language as to the opportunities to serve on various advisory committees and the parental volunteer options available to them.

In addition, parents are encouraged to:

- Attend board meetings.
- Represent parents by becoming part of the Governing Board.
- Represent charter school parents by becoming members of Parents for Charter Schools.
- Participate in quarterly parent/teacher conferences.
- Complete Annual surveys to receive input for evaluation and improvement.
- Fulfill the terms of a contract indicating the manner in which they will become involved in their children's education and the school's operations – such as school volunteers, mentoring programs, skills training, extended day programs, special events, and extracurricular activities.
- Participate in providing stability to the school and its purpose per their abilities. There will be no mandatory requirements other than the volunteer hours each family is responsible to participate in. Parents are not required to forcefully participate themselves in any activity, which they cannot or do not wish to be a part of.
- Utilize the PTO as an avenue for them to participate in a single, strong voice whenever the need arises for decision-making matters.

In addition, parents are expected to:

- Provide a learning atmosphere for their children at home.
- Encourage the learning process of the child.
- Participate in monthly parent out-reach workshops set with school administrators or teachers to talk about how to help their children learn.
- Maintain dialogue with instructors via the student folders and Montessori Student Goal Books taken home daily.

Parent Workshops on Montessori and other education and parenting related topics, such as decision-making regarding school performance and student assessment needs are offered throughout the school year. Parent/Teacher Conferences and the electronic grade book, encourage parents to be fully involved in the School's operations and promotes parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, Parentlink, the school's website, email, and social media) are plentiful and yearlong. Some of these include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in career day, grandparent's day, multicultural fair, and assisting with the school plays and other school sponsored events.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

3.1	AMCS Newsletter	Garcia, Juana, 11/1/19 7:21 PM	PDF / 320.467 KB
3.2	AMCS Certification Self-Audit	Garcia, Juana, 11/1/19 7:21 PM	PDF / 161.733 KB
3.3	AMCS Fingerprint Records	Garcia, Juana, 11/1/19 7:20 PM	PDF / 578.869 KB
3.4	AMCS Governing Board Member Training Certificates	Garcia, Juana, 11/1/19 7:20 PM	PDF / 25.525 KB
3.5	Governance, Staff, and Parents (with charts/graphs)	Garcia, Juana, 10/25/19 7:45 PM	DOCX / 74.477 KB

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
– Not Rated –	Final Rating Attachments Added

Please Note:

- Teacher and Administrator Evaluation Tools remains the same, we continue to use the Florida Consortium of Charter Schools Evaluation
- Pay for Performance Plan and Salary Schedule Documentation remains the same.

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	AMCS Fixed Assets Report	Garcia, Juana, 11/1/19 6:01 PM	PDF / 19.804 KB
1.2	AMCS Financial Letter	Garcia, Juana, 10/31/19 10:00 PM	PDF / 170.146 KB
1.3	AMCS Audit/Financial Letter	Garcia, Juana, 10/31/19 9:26 PM	PDF / 1.868 MB
1.4	AMCS 5164 5 Year Budget	Garcia, Juana, 10/31/19 9:08 PM	PDF / 552.189 KB
1.5	AMCS Revenue Estimate Worksheet	Garcia, Juana, 10/31/19 8:57 PM	PDF / 125.485 KB
1.6	AMCS AP1 19-20 Data	Garcia, Juana, 10/31/19 8:42 PM	PDF / 1.41 MB
1.7	AMCS Fingerprints	Garcia, Juana, 10/31/19 8:30 PM	PDF / 578.869 KB
1.8	AMCS Staff/Faculty Summary	Garcia, Juana, 10/31/19 8:27 PM	PDF / 56.534 KB
1.9	AMCS Master Schedule Report	Garcia, Juana, 10/31/19 8:26 PM	PDF / 282.289 KB
1.10	AMCS Fall Newsletter	Garcia, Juana, 10/31/19 8:24 PM	PDF / 314.294 KB
1.11	AMCS Governing Board Certificates	Garcia, Juana, 10/31/19 7:38 PM	PDF / 25.525 KB
1.12	AMCS 5164 FSA	Garcia, Juana, 10/31/19 6:37 PM	PDF / 1.315 MB

1.13	AMCS 5164 Certification Self-Audit	Garcia, Juana, 10/31/19 6:23 PM	PDF / 161.733 KB
1.14	AMCS 5164 Staffing Reports	Garcia, Juana, 10/31/19 6:22 PM	PDF / 272.707 KB
1.15	AMCS 5164 Discipline Reports	Garcia, Juana, 10/31/19 6:20 PM	PDF / 71.306 KB
1.16	AMCS 5164 Student Enrollment Reports	Garcia, Juana, 10/31/19 6:20 PM	PDF / 84.49 KB
1.17	AMCS 5164 Data 2018-2019	Garcia, Juana, 10/31/19 5:47 PM	PDF / 9.282 MB
1.18	AMCS 5164 Data 2017-2018	Garcia, Juana, 10/31/19 5:32 PM	PDF / 5.691 MB
1.19	AMCS 5164 Data 2016-2017	Garcia, Juana, 10/31/19 5:15 PM	PDF / 2.556 MB
1.20	AMCS 5164 Data 2015-2016	Garcia, Juana, 10/31/19 5:05 PM	PDF / 7.136 MB
1.21	AMCS 5164 FLDOE Report Card	Garcia, Juana, 10/31/19 4:02 PM	PDF / 1.688 MB
1.22	AMCS 5164 Early Warning Systems Data	Garcia, Juana, 10/31/19 3:53 PM	PDF / 54.954 KB
1.23	AMCS 5164 FLDOE School Grade Report 15-16	Garcia, Juana, 10/31/19 2:18 PM	PDF / 50.186 KB
1.24	AMCS 5164 FLDOE School Grade Report 16-17	Garcia, Juana, 10/31/19 2:17 PM	PDF / 52.249 KB
1.25	AMCS 5164 FLDOE School Grade Report 17-18	Garcia, Juana, 10/31/19 2:17 PM	PDF / 52.175 KB
1.26	AMCS 5164 FLDOE School Grade Report 18-19	Garcia, Juana, 10/31/19 12:25 PM	PDF / 35.798 KB

Recommendation

School Name:	Atlantic Montessori Charter School West Campus
Primary Contact:	Juana Garcia
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

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