

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000451

Paragon Academy of Technology

Location Code: 5381

Submitted To:

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

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Middle / High**
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**
 School District: **BROWARD**
 Neighborhood / Community: **North Central Hollywood Civic Association**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **502 N 28TH AVENUE Hollywood, Florida 33020**
 Phone: **(954) 925-0155**
 Fax: **(954) 925-0209**
 Web Site: **www.sunpatcharter.com**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **STEVEN MONTES**
 Mailing Address: **502 N. 28th Avenue Hollywood, Florida 33020**
 Mobile Phone: **9544157418**
 Alternate Phone: **9549250155**
 Email: **DRMONTES@PATSECS.NET**
 Current Employer: **Paragon Academy of Technology, Inc.**

C. Attendance Projections

Grade Level	2005-6 Enrollment		2006-7 Enrollment		2007-8 Enrollment		2008-9 Enrollment		2009-10 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	40	44	40	44	40	44	40	44	40	44
7	40	44	40	44	40	44	40	44	40	44
8	40	44	40	44	40	44	40	44	40	44
9										
10										
11										
12										
Total	120	132	120	132	120	132	120	132	120	132

D. Board Members

Name	Title	Contact Information	Current Employer

Carpenter, Thomas	Board Chairperson	P: (954) 925-0155 M: E: tcarpenter@sunpatcharter.com	
MONTES, STEVEN	Emergency Contact	P: 9549250155 M: 9544157418 E: DRMONTES@PATSECS.NET	Paragon Academy of Technology, Inc.
Rosenzweig, Jack	Board Vice Chairperson	P: (954) 925-0155 M: E: jRosenzweig@sunpatcharter.com	
URMAN, GALINA	Board Member	P: 954.925.0155 M: E: GURMAN@SUNPATCHARTER.COM	
Urman, Galina	Board Secretary	P: (954) 925-0155 M: E: galina@urmanlawgroup.com	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

Final Rating

No Action Required Rhonda Stephanik, 11/21/19

No Action Required

Text 1

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

Complete Rhonda Stephanik, 11/21/19

Final Rating

Complete

NAME OF CHARTER SCHOOL SEEKING RENEWAL: PARAGON ACADEMY OF TECHNOLOGY, INC.

CHARTER SCHOOL LOCATION NUMBER: 5381 **GRADES SERVED:** 6-8 **DATE:** 08/28/2019

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

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

NAME OF NON-PROFIT: PARAGON ACADEMY OF TECHNOLOGY, INC.

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: DR. STEVEN MONTES

TITLE/RELATIONSHIP TO NON-PROFIT: PRINCIPAL/EXECUTIVE DIRECTOR

MAILING ADDRESS: 502 N. 28TH AVENUE, HOLLYWOOD, FL 33020

PRIMARY TELEPHONE: (954) 925-0155

ALTERNATE TELEPHONE: (954) 415-7418

E-MAIL ADDRESS: DRMONTES@PATSECS.NET

NAME OF EDUCATION SERVICE PROVIDER (if any): NA

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.

DR. STEVEN MONTES

PRINCIPAL/EXECUTIVE DIRECTOR

Printed Name

Position/Title

DR. STEVEN MONTES

08/28/2019

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

See Below...

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete Allisyn Axelrod, 11/12/19

Complete Donna Haynes, 12/2/19

Complete Reynaldo Tunnermann, 11/18/19

Complete Sean Brown, 11/19/19

Complete Cecilia Zereceda, 11/19/19

Complete Lourdes Panizo, 11/21/19

Complete Detra Adams, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Rhonda Stephanik, 11/21/19

Complete Adam Iarussi, 11/21/19

Complete Celia Jimenez, 11/22/19

Complete Celina Chavez, 11/25/19

Complete David Shelley, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Louise Ball, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Debbie-Ann Scott, 11/25/19

Complete Merylyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete

Paragon Academy of Technology, Inc. (PAT) is a tuition-free, open enrollment public charter school. PAT is a Florida nonprofit corporation and 501(c)(3) tax-exempt organization. PAT was incorporated on August 25, 2004 and opened in the fall of 2005 as a middle school serving 55 students in grades 6-8. Sunshine (5400) was incorporated on September 26, 2005 and opened in the fall of 2006 as an elementary school serving 60 beginning students in grades K-3. Paragon and Sunshine have always shared the same campus essentially giving the school a K-12 program. Since 2005, the schools have grown to serve over 450 elementary and middle school students. Paragon began the 2019 school year with 138 students.

Charter Contract - Authorizer

The Schools operate pursuant to a charter school contract between The School Board of Broward County, Florida (Sponsor)

Mission

The mission of Paragon Academy of Technology is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly skilled faculty and staff and caring parents helps to foster in our students a fascination with learning and a desire to become responsible contributing members of society.

Vision Statement

- Paragon Academy of Technology and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.
- Paragon Academy of Technology and Sunshine Elementary Charter School parents will remain actively involved as advocates for their children and supporters of the school programs and staff.
- Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

PAT currently serves students in grades 6-8. However, the school is approved through grade 12. The mission of PAT is to develop in each child the love of learning, the ability to engage in critical thinking, and mastery of the academic building blocks necessary for a successful future. PAT is a dynamic, community-oriented, inclusive school that recognizes and nurtures all human intelligence so that students and staff from varied backgrounds will achieve their full intellectual and social potential. The diversity of this community is one of its greatest attributes. Paragon seeks to honor, celebrate, and embrace this feature for the benefit of all students. The School addresses the diverse academic needs of all learners within an educational framework that aligns standards-based teaching with research-based practice. Teaching and learning models will vary based on individual student's needs, but the standards themselves will remain consistent with Florida Standards.

The School annually implements its educational program as specified in the School's approved application. The School ensures that reading is a primary focus of its annual curriculum and the necessary resources are provided to identify and provide specialized instruction for students who

are reading below grade level. The sections contained in this application will identify the instructional strategies and material resources that help Paragon meet this goal.

The founding members of the schools originally hired a management company to administer the school. The management company decided it would be more beneficial to have two charters. The thinking was that, if necessary, one of the schools could relocate to a new campus to provide expansion capabilities for both schools. Over the years, it became more evident that both schools greatly benefitted from existing on the same campus.

In 2008, the original management company sold to another management group. After many discussions, the Board decided to continue with the new management company. However, it soon became evident that the relationship between the school and the company was not mutually beneficial. The Board decided to cancel the management company's contract. In 2009, the schools became self-managed. This decision was an extremely positive move.

In 2011, the schools outgrew their campus. Fortunately, the schools were able to finalize a long-term lease for the currently occupied campus. In the fall of 2011, the schools opened on the newly renovated campus. The enrollment immediately doubled. The landlord agreed to finance a new, eight classroom addition that was completed and occupied to full capacity in the fall of 2012. Plans were started to begin construction on a new building to expand to include a high school. However, the possibility to purchase the property put all plans on hold.

Through all of this exciting growth, Paragon and Sunshine Charter Schools maintained their commitment to helping students achieve individual academic growth. This has been accomplished by following the core philosophies that have helped them succeed academically and financially.

Sound Fiscal Management

Paragon and Sunshine continue to be self-managed. During the past five years, the Administrative team of the school along with guidance from a very involved Governing Board, the school has had an impeccable financial record as evidenced by yearly audits demonstrating good fiscal management. This did not happen overnight. In 2009, the management company, after being dismissed for not complying with the Board's agenda, left the school in a financial crisis. As a result of sound fiscal management practices on the part of the Principal and with guidance from the Board, the school is financially secure with no deficiencies during the past ten years. Recently, Paragon and Sunshine purchased the campus which it was leasing, essentially securing its future in the neighborhood (see documents on file).

Goals for the Next Term of the Charter Agreement

Paragon's Governing Board and Administration have agreed that a continued focus on its current mission will be maintained – to maintain a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers.

The Board has also set a goal of having 65% of all students score at Level 3 or Above on FSA in ELA and Mathematics.

Paragon hopes to include grades 9-12 in the near future thereby allowing students to attend classes K-12. Additional facilities will need to be added to accomplish this vision.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

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

Federal and State Accountability

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

Paragon’s plan to increase and/or maintain its Annual Measurable Objectives (AMO) status for the upcoming term of the charter.

The data will show Paragon has seen much progress in the achievement of Annual Measurable Objectives (AMOs) or *learning gains*, during these past five years. This success has come from continuous monitoring of achievement data, teacher effectiveness, curriculum design, curriculum materials, and support staff abilities. Paragon will continue to monitor these critical areas and make necessary adjustments to ensure that all students find academic success.

Paragon’s five-year plan is to continue raising the percent of students achieving at Level 3 and Above on the Florida Standards Assessments (FSA); the Next generation Sunshine State Standards (NGSSS); and the required End-of-Course assessments (EOC). The Governing Board and the school’s administration have set the goal that 65% of students in all subgroups will achieve this standard. To reach this goal:

- As in the past, Paragon will investigate and purchase the newest, most effective research-based curriculum materials. During this next five-year period, Paragon will select new ELA materials as well as a new mathematics program. These materials will be selected from Florida’s approved list of subject-area materials found on the Florida School Book Depository’s website.
- Paragon will also continue to use supplementary materials and online programs to reinforce and enhance grade-level skills. These materials and programs include Triumph’s very effective “Practice Coach” and “Performance Coach” series of books; *iReady* online diagnostic and instructional materials; and *iReady* supplemental textbooks in math and reading.
- In addition to instructional materials, Paragon will continue to monitor teacher and teacher assistant effectiveness and make necessary adjustments as needed. Paragon’s Governing Board approved the use of the *2019- 2020 Florida Consortium of Public Charter Schools State-Approved Evaluation Systems for School-Based Administrators and Classroom*

Teachers and Other Instructional Personnel (On File), an essential tool in the evaluation process. Continuous observations of instructional and support staff, and providing appropriate feedback, is critical to any program's success. Paragon administrators will continue this practice ensuring the very best personnel are in the classrooms.

- Paragon will also continue to provide after school tutoring sessions for at risk students. In the past, transportation has been an issue in providing after school services to many of the students. Paragon parents and teachers will continue to work together to find a solution to this challenge. One proposed idea allows students to remain in the school's after care program following the tutoring session. This will allow parents to pick up students through the close of the after school program at 6:00 PM each day.
- Paragon will also continue to maintain a full time Dean of Students. This has been one of the most effective strategies used by Paragon in its fifteen-year history. The Dean provides the students and families access to onsite assistance in many social and emotional aspects of community and school, as well as, other obstacles to learning including problems with bullying, family issues, and peer relationships.
- The addition of a licensed clinical social worker (LCSW) on staff this past year has significantly improved the mental health needs of the students. The LCSW has helped students feel safe and provides them and their families a means to deal with everyday issues that potentially affect learning. The LCSW position will continue to be budgeted.

The school is also fortunate to share a campus with Sunshine Elementary Charter School (K-5). The relationship has been in place since the start of both schools (2005 & 2006). Benefits include:

- Over the years, the schools have become essentially a K-8 program. Sunshine is the perfect feeder school for Paragon with the students seamlessly moving from the elementary level to secondary school. This allows consistency for the students which makes the transition more "comfortable". As a result, students are expected to achieve at higher levels.
- Curriculum and instructional strategies are shared between the different level teachers. Middle school instructors advise elementary teachers where to focus efforts based on diagnostics results. These adjustments have helped Paragon students find continued success.
- Paragon and Sunshine have been so successful together that they were recently (May 2019) able to purchase the campus which they were renting for the past seven years. The purchase agreement allows both schools to work together in continuing to maintain and expand a safe and secure environment and offering the best educational opportunity for its students.

B. 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).

Subgroups Not Achieving AMO Targets: Students with Disabilities (SWD) and English Language Learners (ELL) Including Data Analysis

Referring to the *2017-18 Baseline Federal Percent of Points Index* (Chart A.1) two (2) subgroups fell below the Federal Percent of Points Index cutoff score of 41%:

- Students with Disabilities (26%)
- English Language Learners (34%).

A review of the data found on *Florida's PK-20 Education Information Portal* shows:

1. From 2015-2017 the percent of ELL students performing at level 3 and above on the *FSA ELA* remained steady around 20%. In 2018 this figure dropped to 0%. The percent of passing students increased to 7% in 2019.
2. *In math*, ELL students were more successful in reaching level 3 and above with an average passing rate of 29% for the five-year period with 22.2% passing in 2019.
3. Students with Disabilities (SWD) at ELA Level 3 and above for the five-year period averaged 20% with 13% in 2019, a 3% increase from 2018.
4. In math, an average of 16% of SWD performed at passing levels with 26.1% passing in 2019. This was a 21% increase from 2018 (Refer to Section B and Section C Charts in the Appendix).

Please note, as a result of the ESE department's efforts in identifying at risk students and providing them the services they need, Paragon has experienced a significant increase in the number of ESE students identified during the past five years. In addition, recent world events have seen a tremendous influx of ELL students. These factors are critical when reviewing the reports of Paragon's achievement levels.

Increasing the performance of students in these two subgroups is a priority. Teachers were encouraged to review researched-based strategies that could be used to assist students in finding success. The following programs and strategies were initiated last year to help close the gap:

1. To accommodate the increase in ESE students, the school has increased the number of ESE certified and experienced staff.
2. Additional Teacher Assistants (TAs) were employed and are assigned to work specifically with students significantly deficient in reading, which includes the ELL and SWD. Instructors assign work to students from multiple sources including the iReady textbooks and reading intervention materials. TA's provided guidance and support to small groups of identified students on a pull-out schedule.
3. iReady diagnostic and instructional software and materials were purchased. The iReady program is used for progress monitoring. Mastery and non-mastery of basic and grade-level skills are reviewed (See Section E Charts).
 - a. The iReady instructional component has two important parts – Online instruction and textbook-based learning. The program gives the instructors the ability to place students on levels appropriate for their level of understanding. Non-English speakers are placed in levels where they can gain an understanding of basic reading skills. The same holds true for SWD. Progress is closely monitored as students move through the lessons.
 - b. In addition to the iReady online-learning component, Paragon purchased iReady ELA and math textbooks. Instructors assign students individualized assignments, based on the diagnostic assessments and the current level of online learning, focusing on the skills the student needs.
4. Study Island – an additional online software series that helps, *“Improve instruction and boost student outcomes with K-12 standards-based formative assessments, integrated high-stakes test preparation, and ongoing practice for math, ELA, science, and [civics].”*
5. Based on FSA results and progress monitoring data, ELA curriculum materials have been reviewed and changes initiated for the 2019-2020 school year:
 - a. A new comprehensive intervention reading program (CIRP), McGraw-Hill, Fusion Reading (1st Edition), has been purchased and is being utilized during the 2019-2020

school year.

- b. Supplemental Intervention Reading Programs (SIRP) includes National Geographic, Inside, a newly adopted series for substantially deficient students. The National Geographic, Inside series is a researched intervention series that has proven successful. Please refer to Paragon's *2019-2020 Comprehensive Research-Based Reading Plan*, on file.
- c. English grammar and writing books were updated last year and provide the basis of the school's writing program.

6. A revised Early Warning System (EWS) has been implemented this school year with a more detailed focus on struggling readers. Teachers review FSA and diagnostic test results and write Progress Monitoring Plans for identified students. The EWS also includes continuous monitoring of student attendance, suspensions, and report cards as well as attention to emotional, social and behavioral concerns.

Student Performance by Economic Status

Economically Disadvantaged (ED) students at level 3 and above in **ELA** have averaged 43% during the past five years. In 2019, ED students were more successful in attaining a Level 3 or above (48%) than non-ED students (46%). The GAP was insignificant (02%). ED students saw a 10% increase in ELA skills from 2018-2019. In math, the average over five years is 42%. There was a 11% increase from 2017 (33%) to 2019 (44%) (See Section B and Section E Charts).

Student Performance by Race/Ethnicity

ELA Chart B.6 shows a steady increase in the achievement levels of students at level 3 and above when looking at race/and ethnicity. White students improved from 46% in 2015 to 70% in 2019, a **24% improvement**. Black students improved from 49% in 2015 to 59% in 2019 (+10%) with a 19% improvement from 2018 (40%) to 2019 (59%). Thirty-five percent of Hispanic students scored at Level 3 or above in 2018 and remained at 35% in 2019. However, when referring to the 2018 Federal Percent of Points Index (Chart A.1), Hispanic students scored 50 points, well above the 41-point cutoff.

In math, Chart C.3, white students improved from 38% in 2015 to 70% in 2019, a **32%** improvement. White students showed a 25% improvement from 2018-2019. Black students improved from 46% in 2015 to 59% in 2019 (+13%) with a 17% improvement from 2018 (42%) to 2019 (59%). Hispanic students had a slight decline going from 42% passing in 2018 to 37% in 2019 (-5%).

Summary

The data clearly shows that Paragon students are making gains or maintaining skills each year. However, it is recognized that there can be improvement, especially in the subgroups of SWD and ELL. For the 2019-2020 school year and beyond, Paragon teachers, parents, staff, and administration are committed to raising achievement scores for all students. The goal is to reach 65% or greater, in all subgroups, with a steady increase over the course of the next several years. The programs and measures outlined in Part A above are important steps in reaching this goal.

In addition, over the next few years, Paragon will be reviewing and purchasing a new ELA series, a new Mathematics series, and new Social Studies materials. As discussed above, Paragon recently purchased two new Reading programs to support instructional efforts in improving reading. In addition, a new Science series has been purchased (See Table 3) with the goal of

increasing 8th grade science scores. With any new textbook series Paragon purchases, a major review of how the curriculum is taught takes place. Adjustments are discussed and implemented, as needed.

Paragon also recognizes the need to prepare students for the important Florida Standards Assessments (FSA). To assist in preparing students, Paragon maintains a site license for the *iReady Diagnostic and Instructional Program*. This will be Paragon's fifth year utilizing iReady. The school uses the online components of the program and the student textbooks in ELA and math. Every student has an account that is closely monitored by the instructors. The data gathered from this program is helping to adjust the curriculum and instructional strategies that are necessary to improve achievement.

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

Reading/ELA

A review of the FLDOEs *School Report Card* data:

1. For *all* students tested (Chart B.4) indicates 47% scored at "Level 3 and Above" in 2018-2019 - an **increase** of 8% from 2018. The average score over the past five years is 44%.
2. A review of Chart B.3 has been organized to show the percent of students scoring at "Level 3 or Above" in ELA for the past 5 years. The arrows follow a three-year pattern of achievement of 6th grade students from the year they entered to the year they graduated. These students spent three years in Paragon's program. Other data shows two-year trends. Referring to 6th graders:
 - a. Sixth grade students entering in 2014-15 **improved** from 30% to 68% in 2017.
 - b. Sixth grade students entering in 2015-16 **improved** from 24% to 51% in 2018.
 - c. Sixth grade students entering in 2016-17 **improved** from 48% to 56% in 2019.
 - d. Sixth grade students entering in 2017-18 **improved** from 48% to 56% in 2019 (Two-year trend).

School Grades & 2017-2018 Baseline Federal Percent of Points Index (BPI) Data

1. Chart A.2 shows progress made in "ELA Achievement" – In 2018, student achievement was 41%. In 2019 this improved to 54%.
2. BPI Chart A.1, shows students in all subcategories, except ELL and SWD (as discussed above), met the federal guidelines.
3. ELA "Learning Gains" were at an anticipated 52% 2018. In 2019, this level **improved** to 61%, a significant increase. As a comparison, Broward County students scored at 57% and the State at 55%. (Chart B.10)
4. ELA gains of the "Lowest 25%" was at 44% in 2016 (the first year measured) and **improved** to 59% in 2019. Broward County and the State had 45% gains in this category. (Chart A.2)
5. Chart A.3, 2018 "Learning Gains by School", indicates a steady improvement from sixth grade to eighth grade. Seventy percent (70%) of students in the eighth-grade class had learning gains as opposed to 33% of sixth graders and 58% of seventh graders. These scores clearly indicate that students enrolled in the Paragon's program for three years are making **significant progress**.

The data shows that Paragon students are making progress in achieving ELA standards. Adjustments in curriculum, curriculum materials, supplemental materials, instructional personnel, and support personnel have helped create this positive trend.

Mathematics Summary

A review of the FLDOEs *School Report Card* data:

1. For *all* students tested (Chart C.2) indicates 48% scored at “Level 3 and Above” in 2018-2019 - an **increase** of 5% from 2018. The average score over the past five years is 45%.
2. A review of Chart C.7 has been organized to show the percent of students scoring at “Level 3 or Above” in math for the past 5 years. The arrows follow a three-year pattern of achievement of 6th grade students from the year they entered to the year they graduated. These students spent three years in Paragon’s program. Other data shows two-year trends. Referring to 6th graders:
 - a. Sixth grade students entering in 2014-15 **improved** from 21% to 55% (+34) in 2017.
 - b. Sixth grade students entering in 2015-16 **improved** from 36% to 55% (+19) in 2018.
 - c. Sixth grade students entering in 2016-17 **improved** from 35% to 65% (+30) in 2019.
 - d. Sixth grade students entering in 2017-18 **improved** from 30% to 37% (+07) in 2019 (Two-year trend).

School Grades & 2017-2018 Baseline Federal Percent of Points Index (BPI) Data

1. Chart A.2 shows progress made in “Mathematics Achievement” – In 2018, student achievement was 42%. In 2019 math achievement **improved** to 53%.
2. BPI Chart A.1, shows students in all subcategories, except ELL and SWD (as discussed above), met the federal guidelines.
3. Mathematics “Learning Gains” were at an anticipated 57% 2018. In 2019, this level **increased** to 61%. As a comparison, Broward County students scored at 59% and the State at 58%. (Chart C.8)
4. Mathematics gains of the “Lowest 25%” was at 30% in 2016 (the first year measured) and improved to 42% in 2019. (Chart C.9)
5. Chart A.3, 2018 “Learning Gains by School”, indicates a steady improvement from sixth grade to eighth grade. Thirty eight percent (38%) of sixth graders had learning gains, 70% at the 7th grade and 69% of students in the eighth-grade class had learning gains. These scores clearly indicate that students enrolled in Paragon’s math program for three years are making **significant progress**.

Science & Technology

A review of the FLDOEs *School Report Card* data:

1. For *all* students tested (Chart F.2) indicates 39% scored at “Level 3 and Above” in 2018 - and **increased to** 46% in 2019. The average score over the past five years is 46%.
2. School Grades “*Learning Gains*” (Chart A.2) data show 40% of 8th grade students had learning gains in 2018. This percent **improved** to 47% in 2019.

Science continues to be a source of frustration for Paragon teachers and staff. Chart F.3 shows that Paragon is not alone in this frustration. Where 45% of Paragon students scored above Level 3 on the 2019 NGSSS Science Assessment, overall State scores were not that much better at 48%.

To help move science in a positive direction, Paragon purchased a new science series in 2018. In addition, a new science teacher was employed to help students achieve better results. In addition, Paragon teachers and administrators have designed the overall middle school curriculum to focus on reading and mathematics skills. Teachers are integrating reading and math skills into the instructional design of science classes – reading teachers are incorporating science readings into the reading curriculum and science teachers are focusing on reading strategies during science lesson. These strategies, plus the new online textbooks and new science materials, will make a difference. We are expecting a minimum of 55% of 8th grade students to score at Level 3 and Above.

There have been some significant improvements in Paragon's Science curriculum during the past five years particularly related to technology. Paragon's original application (2005, On File) states:

“The multimedia science classroom enables the teacher to develop students who will be enthusiastic about science, through the utilization of exciting, interactive explorations, full motion video, thousands of breathtaking visuals, a vast database, and on-line services. It allows students to explore connections among the four science disciplines: biology, chemistry, earth/space, and physics.

The integration of technology in the science curriculum provides students with an exciting classroom learning experience. Through the use of full motion video, stunning graphics, audio, a rich database of scientific knowledge and on-line services, students are motivated to explore and take virtual field trips into the wonders of the natural world, as they learn with an integrated science curriculum that makes connections across the disciplines.”

During the past five years, Paragon has invested in its technology infrastructure to support this goal as well as to advance technology resources across all subjects. Paragon's continually updated five-year technology plan includes allocating funds to maintain up-to-date computers and other technologies for use in the classrooms, across the campus, and in the computer lab. Resources now include:

1. One fully equipped computer lab with 28 student stations, instructor monitoring software and a smartboard;
2. Two fully equipped laptop carts each with 30 up-to-date student stations. The carts are shared by all teachers;
3. Fifteen laptops as well as ten wired student stations are dedicated to the science classroom allowing students to work on individual and small-group assignments;
4. A state-of-art wireless infrastructure was installed in 2018-19 providing the campus with convenient, fast, and high-quality internet access in all classrooms and offices;
5. Advanced Promethean smartboards were installed in all classrooms with dedicated teacher laptops included;
6. Advanced science software correlated to the new science series is available to all students at home as well as in the classroom;
7. A new electronic microscope, compatible with the smartboards, and a high-quality telescope were purchased using a donation from a community resource.

As technology continues to advance, Paragon teachers and administrators investigate new ways to stimulate student learning. Currently, the school is looking at ways to safely incorporate smartphone technology for use in the classroom. Paragon is dedicated to providing safe and exciting technology to all students in all subject areas. The school is actively seeking community partners to help achieve this goal. The next five years will see tremendous advancements in educational technology and Paragon will continue to explore how these advancements can be used in the classroom to help students gain a better understanding of the world.

How often is student progress monitored?

Student progress, in all courses at Paragon, is monitored daily. Instructors utilize unit tests, writing samples, quizzes, projects, IEPs, and PMPs to monitor individual student progress. In addition, instructors review class wide results to ensure skills are mastered. Reteaching takes place for those students needing extra practice.

In addition, Paragon utilizes the *iReady* program to monitor progress during the mandatory progress monitoring periods in September, January, and May. *iReady* results of final diagnostics by grade are indicated in the E Charts Section for 2016-2019. *iReady* data for classes and individual students is monitored following all administered *iReady* assessments to determine student, class, and school mastery of grade-level skills

D. Explain if the students are making one year's worth of growth [Learning Gains] annually in mathematics and reading.

From the **2018-19 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index:**

ELA/READING

Referring to See Section H Charts, Paragon students are definitely making annual learning gains:

1. Chart H.1 illustrates this success - In 2015-2016, 51% of Paragon students achieved ELA Learning Gains. In 2019, this figure **improved** to 61%. This steady improvement in ELA achievement comes as a result of the increasing focus on remediation of basic reading skills at the middle school level.
2. Chart H.3 shows a comparison of Paragon's (61%) 2019 ELA Learning Gains with the State (55%) and Broward County (57%). **Paragon students exceeded** results in both instances.
3. Chart H.4, Learning Gains of the Lowest 25% are equally impressive. In 2019, 59% of total students in this category had learning gains. This was a 2% **increase** from 2018. This compares to both Broward's and the State's 45% gains.
4. Chart H.2 illustrates Learning Gains *by grade* for the 2017-18 school year (the most recent data available). Thirty-three percent (33%) of 6th grade students had learning gains. In contrast, students who have been in Paragon's program for three years show **significant gains** (70%).

Mathematics

1. In 2015-2016, 63% (H.1) of Paragon students achieved math Learning Gains. In 2019, this figure was 61% (statistically insignificant). Paragon students were able to **maintain** math achievement at an acceptable level.
2. Chart H.5 shows a comparison of Paragon's (61%) 2019 math Learning Gains with the State (58%) and Broward County (59%). **Paragon students exceeded** results in both instances.
3. In 2019, Learning Gains of the Lowest 25% (H.6), show that 42% of total students in this category had learning gains. This was a **decrease** from 2018.
4. Chart H.2 illustrates Learning Gains *by grade* for the 2017-18 school year (the most recent data available). Thirty-eight percent (38%) of 6th grade students had learning gains. In contrast, 8th grade students who have been in Paragon's program for three years show **significant learning gains** (69%).

E. 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.

The lowest performing 25% of students for the assessment will be those students whose scores have a percentile rank less than 25.5%. The lowest performing 25% for a middle school that serves students in grades 6 through 8 would be composed of the lowest performing 25% of students for the prior-year grades 5, 6, and 7 and may include prior-year grade 8 assessments, if there were current-year grade 8 students that had been retained as well as prior-year EOC assessments.

ELA

Fifty-Nine Percent (59%) of students in the Lowest 25% made learning Gains in 2019. This represents a 15% increase from 2015-2016. (Chart A.2)

Math

Fifty Percent (50%) of students in the Lowest 25% made learning Gains in 2018. (Chart A.1) This represents a 20% **increase** from 2015-2016. (Chart A.2) This figure dipped to 42% in 2019.

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

Although students in this category did not meet the 50% threshold in math in 2019, they had significant gains in 2016-2018. A review of the data showed that of the **35 students** comprising the Lowest 25%, 51% of these students were in the ELL and SWD subgroups (Chart K). As reported above, measures have been implemented to ensure that students in these subgroups are making adequate progress.

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

A review of the State's assessment database will reveal that Paragon has administered every mandatory state test during its fifteen-year history. This includes all SSS, FCAT, NGSSS, FSA, and EOC tests. Chart A.2 shows test results from the last five years. As it would be excessive to list all tests administered over the past five years, reviewers can visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/> to verify these results.

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

Table 2 compares schools in Broward with Paragon that have similar "Percent of Minority Students" and "Percent of Economically Disadvantaged Students". All schools compared earned School Grades of "C":

1. Paragon students outperformed these schools in "ELA Achievement", "ELA Learning Gains

of the Lowest 25%", and "Science".

2. Paragon students outperformed 2 of 3 schools in "ELA Learning Gains", "Math Achievement", "Math Learning Gains", and "Social Studies".

[1] From the Study Island Website at: <https://www.studyisland.com/products/schools>.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

<p>Meets the Standard Rhonda Stephanik, 12/3/19</p>	<p>Final Rating Meets the Standard</p>
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Mission-Specific Accountability

A.What is the School’s Mission?

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.

Original Mission Statement – Paragon’s Charter Application 2005

“Broward County is an evolving, eclectic community composed of people with diverse ethnic, socioeconomic and cultural backgrounds. Together these parents will build Paragon Academy of Technology, an innovative, learning environment that celebrates and explores the unique diversity of all students, families and communities.

Through a constructivist framework, a conservation focus and standards-based curriculum, the children, families and community of Paragon Academy of Technology will embark together on a journey to educational excellence. The mission of the Academy is to develop in each child the love of learning, the ability to engage in critical thinking, and mastery of the academic building blocks necessary for a successful future. The Academy envisions a dynamic, community-oriented, inclusive school that recognizes and nurtures all human intelligence so that

students and staff from varied backgrounds will achieve their full intellectual and social potential. The diversity of this community is one of its greatest strengths. The Academy seeks to honor, celebrate and embrace that strength for the benefit of all students.

Current Mission Statement

The mission of Paragon Academy of Technology and Sunshine Elementary Charter School is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. Paragon fosters a dynamic, community-oriented, inclusive school that recognizes and nurtures all human intelligence so that students and staff from varied backgrounds will achieve their full intellectual and social potential. The diversity of the community is one of its greatest strengths. Paragon seeks to honor, celebrate, and embrace that strength for the benefit of all students. The encouragement of our highly skilled faculty and staff and caring parents helps to foster in our students a fascination with learning and a desire to become responsible contributing members of society. The following core philosophies have been established to help us attain our goals:

- *Academic Success is a Continuous Process*
- *Every person is entitled to a safe, comfortable, nurturing environment conducive to learning*
- *Each student has the right to learn and experience individual success*
- *All students benefit by exploring cultural and social diversity in our community*
- *Students need curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles.*
- *To foster pride in academic achievement while developing the students' artistic abilities.*
- *To promote the essential role of the arts in enabling every student to succeed in school.*

The information and data contained in this application will show that Paragon is meeting its mission and vision and “is achieving or making significant progress towards achieving the school/mission-specific goals.”

For example, PAT continues to be a dynamic, community-oriented, inclusive school that recognizes and nurtures all human intelligence so that students and staff from varied backgrounds will achieve their full intellectual and social potential. The diversity of this community is one of its greatest strengths. Teaching and learning models vary based on individual student’s needs and standards are consistent with Florida Standards.

The School annually implements its educational program as specified in the School’s approved application. The School ensures that reading is a primary focus of its annual curriculum and the necessary resources are provided to identify and provide specialized instruction for students who are reading below grade level.

Paragon maintains its commitment to helping students achieve individual academic growth. This has been accomplished by following the core philosophies that have helped it succeed academically and financially.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

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

Educational Program Implementation

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

All quoted sections, unless noted, are from the *2015-2020 Charter Agreement*:

Section 4.F.1.c: Community Diversity: The School agrees that it will implement the strategies --- to achieve and maintain a student population reflective of the diversity of the community the School serves...

Evidence supporting this statement comes from TERMS panel L03 (Image 2) where it is noted that 54% of our student population is white, 44% African American, and 2% other. In addition, 48% of the student population is listed as white, Hispanic.

Paragon actively seeks partnerships with community organizations to address and support student, family, and community issues and concerns. Paragon Academy has partnered with several community-based organizations including:

1. The Memorial Healthcare System-Community Youth Services
2. The Department of Children and Families of Florida
3. The Broward Behavioral Health Coalition
4. Chrysalis Health
5. H.E.A.R.T.
6. Henderson Clinic
7. Jewish Family Services
8. Broward Dental Seals
9. U.S. Department of Justice

Paragon has also employed a Licensed Clinical Social Worker (LCSW) as outlined above, to work with students and families. The LCSW is also an important member of the collaborative problem-solving teams, The Threat Assessment Team, and the Mental Health Assistance Team.

Section 4.I of the Charter Agreement: "The School agrees to maintain a safe learning environment at all times."

Paragon continues to maintain a zero-tolerance policy to the extent allowed by the Charter Agreement. Although not all sections of the Sponsor's *Code of Student Conduct* apply to charter schools, Paragon utilizes The Code to help maintain a safe environment for learning. Any policies developed by the School not contained in The Code are in accordance with the *Florida State Board of Administration Rules*, federal and state laws and regulations, and federal and state court decisions. An example is Paragon's dress code. Although not significantly different from the Sponsors dress code, it does reflect, for example, the school's standards on uniforms (See the Parent and Student Handbook on file).

Paragon full-time Dean of Student's main focus is on the safety, social, and emotional well-being of the students and families of the school. The Dean's position has been an integral part of Paragon's success since 2006 and will continue to remain an important position for the benefit of all students and families. As a result of the Dean's efforts, Paragon has very few incidents of severe disruptive behaviors and to-this-date has not made a recommendation for expulsion. The *5381_SESIR Events by School 17-18 and 18-19* report demonstrate that this policy is working where only two (2) SESIR events were reported. This follows the mission statement where it is stated, "Every person is entitled to a safe, comfortable, nurturing environment conducive to learning."

Based on this evidence, Paragon has clearly made "significant progress towards achieving the school/mission-specific goals as defined in the school's contract".

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

Provide grade-level specifics for 6-8 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.

*Section 3.A.2. **Annual Student Performance:** ... The School shall ensure that reading is a primary focus of its annual curriculum and the necessary resources are*

implemented to identify and to provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading ... shall be grounded in scientifically based reading research.

Paragon understands and embraces the strategy that reading/ELA must be the main focus of the instructional program. Without a firm grasp of reading skills, all subjects suffer. This is why Paragon teachers and staff have crafted an *Integrated and interdisciplinary approach* to reading instruction.

The goal is to ensure that students are reading at or above grade level, **or to the best of their abilities**. Students entering the middle grades who are not reading on grade level have a variety of skill deficiencies and learning needs. A single program or strategy is not sufficient for remediation; therefore, it is necessary to implement a combination of state-approved, research-based programs and strategies that have been proven successful in the remediation of older struggling readers. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply these skills. In order to simultaneously offer reading intervention and cognitive challenges, middle school reading instruction incorporates the use of the integrated and interdisciplinary approach.

Core Subjects

In addition to reading/ELA strategies, Paragon utilizes sound, research-based, curriculum and instructional strategies in mathematics, science, and social studies. Paragon recently reviewed and purchased new instructional textbooks and materials in all core subjects. New ELA and mathematics series will be reviewed for purchase as soon as the State approves the lists.

As discussed above, reading is incorporated in all core subjects as defined in the approved reading plan. Instructors use cross-curriculum activities and exercises to reinforce and individualized reading strategies to help students find academic success in each subject.

Math, Science, and Social Studies (Core Classes); Reading and Peer Counseling

Paragon utilizes the same strategies for curriculum implementation and progress monitoring across grade levels. Paragon teachers, administrators, and specialists review qualitative^[1] data from the FSA, NGSSS, iReady, and other diagnostic tests. Math and reading scores are reviewed and discussed by all instructional staff. In order to implement the curriculum to benefit students at all reading levels, after the data is interpreted, students are placed in the appropriate reading group. This grouping strategy drives instruction (See section below outlining reading interventions).

Paragon students are required to take in language arts, science, social studies, math, and recently added Peer Counseling. Paragon's philosophy from its start in 2005 has been that reading is a priority and, as such, *all students are assigned a reading course as one of the six required classes*. Assigning all students to reading courses accomplishes two things, it allows those students needing interventional reading strategies to work on strengthening reading skills, and, offers all students an opportunity work advancing advanced reading strategies that will be needed in high school and beyond. This is especially important for struggling readers; if they struggle in reading, they are struggling in all courses.

Reading Priority in all Classes

The reading course incorporates reading and analysis of literary and informational selections to develop critical and cloze reading skills. The content includes, but is not limited to, the following:

- demonstrating successful reading of argument;
- demonstrating successful reading of fact and opinion;
- demonstrating successful reading of high-quality literature;
- demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text;
- demonstrating successful understanding of academic vocabulary and vocabulary in context;
- integrating reading and writing, including written responses to print and digital text;
- using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions;
- collaborating extensively amongst peers.

Students at or above Level 3 on the FSA or other school-administered diagnostic assessments are enrolled in a grade-level reading course “to increase reading fluency and endurance through integrated experiences in the language arts.” The core reading course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. Students in this group are required to complete research projects related to a specific subject-area topic. Students work on individual and group projects as required by their teachers.

Reading and English instructors work collaboratively with all teachers to ensure that struggling students (defined as reading below grade level) are receiving specific instruction that helps them comprehend the content of the subject and move closer to grade-level reading.

Not all students struggle in reading and there are other issues to address. Paragon’s curriculum design, across all subjects, helps students who are on or above level maintain or improve achievement. It is most important that this group receives enriching activities to help them advance as far as possible. For example, students demonstrating advanced math skills will be encouraged to enroll in high school math. Over the past few years, several students have successfully completed high school Algebra and geometry while attending Paragon.

Textbook selection is also a vital concern when considering curriculum implementation strategies. Instructors utilize State-approved materials that align with Florida Standards and Florida course description requirements as outlined in CPALMS (<https://www.cpalms.org>). A list of these materials is provided in Table 3.

The Table also includes an extensive list of supplemental materials. These materials, including iReady instructional textbooks, are used by tutors (teachers) and teacher assistants to focus on specific skills.

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

Comprehensive Researched-Based Reading Plan

From the 2015 Charter Agreement:

*Section 3.J: **Reading Plan:** The School agrees to adopt and implement the Sponsor’s K-12*

Comprehensive Research-Based Reading Plan (CRRP) unless it has chosen to “opt-out” and use an alternate FLDOE-approved core reading plan.

Paragon has “opted-out” of the Sponsors CRRP for several years, including the last five years of the current Agreement. Each year the plan has evolved. It is important to note that the input received from the Sponsor’s *Charter Schools Management Support Department - Literacy K-12* has offered good guidance over the years in the development of this plan. New and revised curriculum materials have been purchased and implemented during the 2019-2020 school year to help students find reading success. Paragon’s *2019-2020 Reading Plan (On File)*. was revised once again this year and was approved by the Sponsor in August 2019.

The reading programs listed in the Reading Plan and in Table 3 are an integral part of Paragon’s interdisciplinary plan. In addition to these programs, all instructors are required to integrate reading, writing, listening, and discussions in their lesson plans allowing students to relate to various increasingly complex interdisciplinary content through the grade-level texts throughout the school year. Core subject teachers also provide the reading and ELA teachers specific content and vocabulary that must be learned and understood. The reading teachers will use this information in the teaching of the skills the students have not yet mastered.

ELA/Intensive Reading

Students diagnosed as below level are placed in the appropriate reading series as outlined in the *2019-2020 CRRP* (See Appendix). Students below grade level are also provided extra reading instruction through pull-out groups and mandatory tutoring sessions. A review of the data (Charts A-F) has shown that these instructional strategies are working; reading and ELA achievement has improved over the years, especially with students who remain in the program for three or four years.

As mentioned above, all middle school students attending Paragon are scheduled to take a reading course one period each day. The classroom infrastructure (class size, materials, etc.) is adequate to implement the content area reading intervention courses as necessary. Intervention courses include, on a daily basis:

- A. Whole group explicit instruction
- B. Small group differentiated instruction
- C. Independent reading practice
- D. Integration of Florida Standards specific to the subject area (biology, world history, etc.)
- E. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts
- F. Students are scheduled to utilize the computer-based *iReady Instruction in Reading*
- G. Students identified as having intervention needs in the areas of decoding and/or text reading efficiency (using the diagnostic assessments outlined above) and are two or more years below grade level, will have a double block of reading to accelerate foundational reading skills. Extended reading is accomplished by scheduling students to interventional reading during their scheduled Peer Counseling course.

Reading Intervention

Varying Levels of Complexity

The goal of the Paragon’s Comprehensive Reading Plan is to ensure that students are reading at or above grade level. This plan includes high-level thinking opportunities for students to grapple with and construct meaning from complex texts.

Teachers incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. Many of these texts are included with the programs selected for the curriculum. In addition, teachers have students select, with guidance, books in their area of interest to engage in and practice independent reading and writing. The materials also provide relevant lessons reflective of diverse cultural and individual needs.

Paragon has developed a CRRP consistent with effective teaching strategies and grounded in scientifically based reading research (On File). The plan does the following:

- Provides a clear and coherent framework for teaching and learning;
- Aligns with the School's mission, educational philosophy and instructional approach;
- Enables students to attain Florida Standards and gain a year's worth of learning for each year enrolled; and
- Serves the academic needs of all students in middle school.

Additionally, the Schools' Comprehensive CRRP includes the following components:

- Effective instructional leadership;
- Data analysis to determine placement, small group instruction, appropriate curriculum materials, and needs-based instruction;
- Utilization of research-based instructional materials and strategies to address specific students' needs;
- After school intensive reading instruction as needed;
- Systemic professional development targeted at individual teacher needs as *determined by analysis of student performance data*; and
- *Appropriate, research-based instructional materials and strategies to address specific student needs.*

Language Arts and Writing Opportunities

Paragon Academy believes that all students must become proficient writers. Students who learn how to gather research, address sources, and put words into cohesive and grammatically correct paragraphs strengthen comprehension skills and increase domain-specific knowledge. Paragon Academy utilizes extensively researched programs to meet this challenge (See Table 3).

Paragon's English teacher works closely with all teachers, especially the reading instructor, *"...to provide students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness."*

(From CPALMS)

In addition to emphasizing writing skills and working with other teachers to enhance the students' understanding of subject content, the ELA teacher helps students with, *"analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response."* (CPALMS)

Progress Monitoring

Progress monitoring of students is accomplished in several ways. However, the most critical component is the frequent use of iReady diagnostic programs in reading and mathematics. All students are tested at specific, required, benchmark dates in fall, winter and spring. These scores are analyzed and reviewed to help teachers determine instructional strategies. (See E Charts)

In addition to iReady, teachers use data from quizzes and tests to monitor the achievement of subject-specific skills. Further, as part of the Early Warning System, teachers monitor attendance, discipline and other factors that influence learning. This information is used to help determine why progress in learning could be suffering.

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.

Qualitative Data

Forms of qualitative data used for planning includes scores from the FSA, NGSSS, EOC, iReady, WIDA results, unit test results, and diagnostic test results (See Assessment charts). Information obtained from a review of these assessments (See Section 1) as well as diagnostic testing, is used to help establish learning groups at all grade levels:

1. Data from the prior year is reviewed and analyzed by teachers and staff at the beginning of the school year or within two weeks of the student's enrollment. Teachers use the results to provide individualized instruction.
2. Scores provide information needed to place students in correct classes and groups including intervention reading groups and Tier I of the Rtl process.
3. Teachers in all subjects use math and reading data to adjust instructional strategies to accommodate learning needs.

As discussed above, this data helps teachers to appropriately pace students in all subjects. Subject-specific materials - textbooks, supplemental texts, enriching activities – are reviewed and adjusted based on student performance data.

Quantitative Data

Quantitative data comes from several sources including teacher and specialist observations and assessments, parent questionnaires, IEP and EP information, social worker notes, and CUM folder review.

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 and/or Desktop Review will be conducted.

The following requirements are extracted from the *2015-2020 Charter School Agreement*.

Explanations follow each:

Section 4.F.1.a: **Equal Enrollment Opportunities:** *“Students requiring services from an Exceptional Student Education program as well as students requiring services from English for Speakers of Other Languages (ESOL) programs shall have equal opportunities of being selected for enrollment in the School.”*

Paragon accepts all students. The record will show that there has never been a question related to enrolling students. A review of records will verify this.

Section 4.G: **Maintenance of Student Records:** *“The School shall maintain both active and archival records in Broward County, Florida, for current and former students in accordance with Florida Statutes.”*

Paragon has a room dedicated to student records. The room contains fire-proof cabinets. All CUM, Psychological, and ESOL records are maintained as required.

Section 4.H **Exceptional Student Education:** *“Students enrolled in the School who are eligible to receive Exceptional Student Education services shall be provided a free appropriate public education by the School in accordance with this Charter, applicable federal and state laws and applicable administrative rules adopted by the Florida Board of Education. Students with disabilities will be educated in the least restrictive environment as outlined in the district’s Special Programs and Procedures for Exceptional Students.”*

All Paragon students, including ESE and ELL, are provided a free appropriate education. Students with disabilities are educated in the least restrictive environment as defined by their IEP and provided all services as outlined in an IEP. A review of TERMS information will verify that all students are scheduled into appropriate courses

Paragon’s ESE department has produced most of the IEPs of ESE students enrolled. In most cases, instructors provided the bulk of data used in the writing of the IEP. This ensures that the student is receiving the most appropriate education according to his or her needs. If the ESE Specialist was not involved the writing of initial IEP, an IEP review is scheduled immediately for the benefit of the student, parents, and school. A review of ESE records will verify this.

Section 4.H.1: **Non-Discriminatory Policy:** *“The School shall adopt a policy providing that it will not discriminate against students with disabilities who are served in Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs; and that it shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes (The Florida Education Equity Act). The School shall guarantee that its admissions policies shall be nonsectarian.”*

Paragon’s enrollment counts show 21% of students are ESE; 22% are ELL; and **40%** Total ESE & ELL. These numbers clearly indicate that Paragon does not discriminate. All students are welcome.

Section 4.H.2: **Sponsor’s Responsibilities:** *“The Sponsor will have the responsibility of conducting the psychoeducational evaluation of students referred for potential placement within exceptional student education in accordance with federal and state mandates. The School agrees that the Sponsor will perform psychoeducational evaluations of students initially referred for placement within exceptional student education.”*

Paragon agrees with this Section and has always fully supported the District’s efforts. The District has always worked closely with the school to support the students.

Section 4.H.3: The School's Responsibilities: The School shall make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School shall be provided, at the School's expense, with programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, 1000.05, 1003.57, 1001.42(4)(I), and 1002.33, Florida Statutes, Chapter 6A-6 of the State Board of Education Administrative Rule and Sponsor's Special Programs and Procedures for Exceptional Students. The School will be responsible, at its expense, for the delivery of all educational and related services indicated on the student's Individual Education Plan (IEP). Related services (e.g., speech/language therapy, occupational therapy, physical therapy, and counseling) must be provided by the School's staff or paid for by the School through a separate contract. Gifted students shall be provided with programs implemented in accordance with state and local policies and procedures, federal and state laws, and Chapter 6A-6 of the Administrative Rules adopted by the Florida Board of Education. The School will be responsible for the delivery of all educational services indicated on a student's educational plan.

Paragon fully supports this section and has provided every service ever required by a student's IEP including:

1. Certified and Licensed Speech & Language Services
2. Certified and Licensed Occupational & Physical Therapists
3. Certified and Licensed Counselors.

Paragon students are instructed by certified ESE teachers. Paragon's ESE Specialist is certified in the areas of Autism Spectrum Disorders; Elementary Education; English for Speakers of Other Languages; and, Exceptional Student Education. Paragon also employs Teacher Assistants with knowledge, experience, and training in ESE instruction.

Section 4.H.3.a: IEP Meetings. *The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School.*

Paragon's ESE Specialists and teachers write effective and student specific IEP's with information provided by the District's Psychologists, the student's parents, teachers and historical data. A review of Paragon's status of IEP reviews and initials will verify this statement.

Section 4.H.3.b: Least Restrictive Environment: *"Except as otherwise provided by the provisions of Section 2.E contained hereinabove, students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily..."*

Paragon students are educated in the least restrictive program as provided in the IEP. Paragon does not have any self-contained classes for ESE students.

Section 4.H.3.c: Procedural Measures: *"... the School's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. Parents of students with disabilities will be afforded procedural safeguards in their native language..."*

Paragon works closely with the Sponsor to ensure the student receives all available services. The

ESE Specialist attends Sponsor's ESE meetings and networks with ESE personnel. Parents are provided all safeguards in their native language. Paragon will use translators as required such as in a situation with deaf parents and speakers of languages for which there are no translators on campus.

Section 4.H.3.d: **Federal and State Reports:** Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education.

The Sponsor's record will show that Paragon submits all records and reports in a timely manner.

Section 4.H.3.e: **504 Students:** The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity...

Paragon works with students in accordance with *Section 504 of the Rehabilitation Act* and is implementing regulations in the same way they work with ESE students having an IEP. Accommodations are provided as the Plan requires. A review of the records will show that all plans are up-to-date and properly documented

Section 4.H.4: **Due Process Hearings:** *"The School shall be liable to Sponsor for all damages, attorney's fees and costs awarded against the Sponsor relating to an alleged violation by the School of federal and/or state laws related to the education of students with disabilities, including, without limitation, formal complaints, due process hearings..."*

There have been no due process hearings in the school's fifteen-year history.

E.1 Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.

E.1.1 Present Level Development of the IEP

The present level performance sections of the IEP comprehensively describe a child's abilities, performance, strengths, and needs. It is based on all the data collection associated with the child; such as: the child's strengths and weaknesses, limits that interfere with the child's learning, objective data from current evaluations of the child, and how the child's disability affects his or her ability to be involved and progress in the general curriculum.

E.1.2 Prioritization of Educational Needs

The prioritization of educational needs determines what goals, accommodations, and services a student needs addressed in their IEP to provide Least Restrictive Environment (LRE) and assist the student in successfully participating in the general education classroom. In order to assess what those needs are, data is collected from the parent, classroom teacher, and ESE teacher if applicable, for the four sections of the IEP. The four sections include: Curriculum and Instruction, Social/Emotional Behavior, Independent Functioning, and Communication. The Curriculum and Instruction section always includes the results of the most current reading assessments such as The Diagnostic Assessment of Reading (DAR), iReady Diagnostic Assessments, and the Rigby PM. Current math assessments include the TOMA 3 and iReady Diagnostic Assessments. The student's current functioning levels in the areas of reading, writing, and math, as well as the other domains, are determined by a Checklist of Present Performance which is completed by the classroom teacher. The information on current functioning levels determines the prioritization of educational needs. For example, if a student is working on grade level in math but needs

remediation of reading and writing skills, current functioning levels in math are discussed in the body of the IEP, however the goals and services will be directed to the priority educational need of reading and writing. If the student has social skills needs or behavioral needs, goals will be created to address those needs and services are provided such as counseling or social skills group.

E.1.3 Annual Goals

Annual goals are created based on the student's current educational, social/emotional, independent functioning, or communication needs. Annual goals are SMART goals, which stands for Specific and Strategic, Measurable, Attainable, Rigorous, Results Oriented, and Time Bound. If applicable, depending on the student's grade level, or degree of disability, objectives are also created to break down the goals into smaller more attainable parts. Progress on goals is tracked by the ESE teacher during service delivery, and progress on goals is reported to the parent via quarterly progress reports which are sent home with report cards. At the end of the annual IEP, progress on goals and prioritization of educational needs then determines which new goals are created for the student. The ESE Specialist communicates with the parents of SWD in the form of Parent Participation Forms (PPF) informing parents of scheduled ESE meetings for the student. The first PPFs are sent home at least two weeks prior to the meeting. A second PPF and a 5- Day Draft of the student's IEP is sent home a week prior to the scheduled meeting. The 5-Day Draft contains all new annual goals and services which is being proposed for the student in the new IEP. Within this document is a Parent Input form for the parent to contribute to the IEP, by listing the student's strengths, weakness, and what the parent would like to see their child achieve for the duration of the IEP. This document is particularly important if the parent is unable to attend the meeting for any reason.

E.2 Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.

Education Plans (EP's) for Gifted students at Paragon are created every two years, or yearly if the student has a social/emotional goal. The EP for the student includes:

- A statement of the present levels of educational performance
- A minimum of two SMART goals including short-term objectives.
- The specific services which will be provided to the student, such as whether the student will receive enrichment in a gifted classroom, receive enrichment in core-content areas only, or receive consultative services to assist with mastery of goals.
- Frequency, duration, and location of services
- The criteria, evaluation procedures, and duration of time in which to determine if the goals are mastered.

The EP process is intended to build parent/school relationships, facilitate discussion of appropriate services, instruction and classes for the student, as well as, how to best meet the student's needs beyond the general curriculum. Prioritization of educational needs are determined through current assessment of the student, a gifted feedback form which is completed by the classroom teacher, as well as, input from the student and the student's parent. The sections of the EP include Curriculum and Learning Environment, Social/Emotional Behavior, and Independent Functioning. The specific goals created for the student are based on the priority educational needs listed in the three domains. Progress on goals is tracked by the gifted teacher and reported to the parent via quarterly progress reports.

Evidence of best practice in the EP process at Paragon includes: the participation of appropriate/required team members in the development of the EP and their attendance at EP meetings. Required team members include: the student's parent(s), the general education

teacher(s), the teacher of the gifted, Local Educational Agency (LEA) Representative, evaluation specialist, and the student, when appropriate. Quarterly progress reports for gifted students are completed by the District's deadline for finalization of reports. Gifted Procedural Safeguards are provided to parents at EP meetings and signatures are obtained on required documents, such as the 1108 Parent Input Form and meeting attendance record.

E.3 Describe the program's services and supports for SWD including supplemental aids and accommodations.

E.3.1 Program

The Paragon ESE program's services and supports for SWD is designed to provide Least Restrictive Environment (LRE). Additionally, the program promotes inclusive practices for varying degrees of disability within the general education classroom. The goal is to provide the necessary supports for students to successfully participate academically, socially, and as independently as possible within the classroom. Services provided are determined by the student's IEP. Related services such as Counseling, Occupational Therapy, and Speech and Language Therapy, are provided based on the student's IEP. All service providers track data on the student's current functioning levels and progress on individual goals. Service providers are required to maintain service logs, complete quarterly progress reports, and maintain data to support the student's progress towards annual goals. Triennial reevaluation plans are conducted by all ESE service providers to assess the current functioning levels of students and the continued need for services based on formal evaluations.

E.3.2 Instruction

Many students receive remediation for academics within the ESE classroom by a certified ESE teacher. The ESE teacher provides instruction in a small group setting, where students are able to receive assistance in reading, language arts, and math. Within the ESE classroom the students work on their individual IEP goals, receive assistance on class work when needed, with the primary goal being the remediation of deficient academic skills. The ESE teacher follows the student's IEP by providing the required hours/minutes needed in the ESE classroom, collects data regarding the student's progress, logs service hours, and completes quarterly progress reports. When the students are receiving instruction in the general education classroom, teachers provide the necessary supplemental aids and accommodations to assist the students in successful participation and academic success. These supplemental aids and accommodations are determined by the ESE team based on each student's particular needs. Accommodations are provided in four areas: Presentation—how students receive information, Responding—how students show what they know, Setting—how the environment is made accessible for instruction and assessment, and Scheduling—how time demands, and schedules may be adjusted. Examples of supplemental aids include but are not limited to the provision of extended time on assignments and assessments, breaking lessons into smaller segments, providing copies of directions or assignments, small group testing, and reduced assignments. Classroom teachers refer to each student's IEP at a Glance, provided by the ESE Specialist, to provide the appropriate supplemental aids and accommodations needed for the individual student. These supplemental aids and accommodations are documented within weekly lesson plans. The students not only receive these supplemental aids and accommodations in the classroom, but on statewide assessments as well.

E.4 Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?

Paragon currently has one student who receives gifted services at this time. Based on the student's EP, the student receives enrichment in the core content areas of language arts and

reading within the general education classroom. This enrichment consists of curriculum compacting, advanced independent assignments, and consultative services with the gifted teacher weekly for monitoring the completion of projects/goals. The gifted program at the school is still in the developmental stage, as the majority of students have more complex learning needs. Ideally, gifted students would receive instruction in a high achieving classroom for all core content areas. At this time, student assessment data is continually reviewed to identify high performing students to determine if screening for the gifted program is warranted. Students are administered the KBIT-2 by the ESE Specialist, and based on the results of the screening, a consent for formal evaluation is provided to the parent.

E.5 Describe the testing plan and progress monitoring plan for SWDs.

E.5 1 Testing

Currently, all students with disabilities are administered a Diagnostic Assessment of Reading (DAR) and a TOMA 3 at the beginning of each school year. This is to pinpoint their current level of performance and students are then reassessed prior to the creation of the annual IEP to provide the most current data. Additionally, all students with disabilities are required to participate in the iReady baseline assessment. Once their current levels are assessed, the ESE teacher assigns the student to specific groups based on skill and grade level and begins to work with the students on their IEP goals. In addition, all SWD are assessed with the iReady Diagnostic Assessments in the areas of reading and math three times per year. This allows the general education teachers and ESE teacher to monitor skill acquisition and drives instruction based on identified skill deficits. All classroom teachers continually provide assessments appropriate to the scope and sequence of lessons within the curriculum to determine progress and acquisition of skills. All students with disabilities at Paragon are required to participate in statewide assessments, as no students receive instruction on access points, or take alternative assessments (FSAA) at this time. Students are prepared for the Florida Standards Assessment (FSA) by instruction geared towards the acquisition of necessary skills needed to master grade level curriculum. Although the majority of SWD will find the demands of the grade level curriculum challenging, differentiated instruction and the supplemental aids and accommodations provided in the classroom, allow all students to demonstrate growth and often mastery of their individual learning goals.

E.5.2 Progress Monitoring

The ESE teacher and related service providers are responsible for monitoring progress in the following areas: academic, social emotional, independent functioning, and communication. For example, the ESE teacher would be responsible for monitoring the progress of a student with a learning disability in the area of mathematical word problems. Whereas, the SLP collects data on the communication needs of students in the areas of speech and language. Data is collected and submitted for approval to the ESE Specialist quarterly. The data collected on individual IEP goals is also used to determine whether the current IEP goals need revision, at which time an Interim IEP meeting would be held to adjust goals and services if needed. Quarterly progress reports are completed by the ESE teacher and SLP to report on progress of individual IEP goals. Interim reports and quarterly report cards are completed by classroom teachers to report on progress in the general education classroom.

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

Programmatic Review and/or Desktop Review will be conducted.

F.1 What is the school's plan for identifying, placing and scheduling ELLs?

Paragon utilizes the Sponsor's *State-Approved ELL Plan** as a guide for identifying, placing, and scheduling ESOL students. It is important to recognize the sections of the Sponsor's plan that have become the standards at Paragon:

*Parents of students who answer "yes" to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district's ESOL Program. The student is then referred to a trained language proficiency assessor at the school. If the assistance of a language proficiency assessor from the Bilingual/ESOL Department is needed, these services are requested... **

Paragon's registration form (on file) is presented in the parent's native language and includes the required HLS questions. Copies of required correspondence are sent home and retained in the child's folder.

*If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency in English, within 20 days of registration. If the student is not assessed within the 20 days, this period is extended an additional 20 days as long as parents are notified in writing in their native language... **

Paragon complies with this policy. An on-site review will verify this statement.

*For students in grades K-12 with inconsistent test data, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. **

In this situation, Paragon's ELL committee convenes to discuss possible language complications. The student is interviewed to determine the level of non-English spoken in the home. Parents are contacted to discuss the committee's concerns. A decision is reached regarding placement in the ESOL program.

*ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book. **

Paragon instructors and administrators agree with and utilize this strategy.

F.2 Describe how the school has and will continue to comply with the state-approved district ELL Plan?

As stated above, Paragon uses the Sponsor's plan as a guide for working with ELL parents and students. The records will show that all ELL students are administered the appropriate

assessments according to the testing schedule. Scores from the FSA, EOC, NGSSS, and WIDA, are reviewed and analyzed. Results from these assessments guide instruction. Charts A-K show the achievement levels and learning gains of ELL students.

F.3 Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

English Language Learners are enrolled in programming appropriate for his or her level of English proficiency and academic potential. English Language Learners have equal access to appropriate programs which include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services are documented in the form of an English Language Learner Student Plan.

Basic ESOL programs include instruction to develop sufficient skills in speaking, listening, reading, and writing English to enable the student to be English proficient. (b) English Language Learners are classified according to their levels of English language proficiency, academic achievement, and special needs, and are placed in appropriate instructional services for these levels. Basic ESOL instruction is provided in heterogeneous classroom settings.

An English Language Learner is provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. The plans specify that each student receives, at minimum, the amount of basic ESOL instruction which includes special or alternative language arts necessary to attain parity of participation with English proficient students in language arts. The English Language Learner does not receive less than the total amount of instruction received by an English proficient student at the same grade level.

ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmark and course description. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. Evidence can be observed during classroom visits, through lesson plans, through the use of materials, audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book. *

*Verification can be obtained through a review of the TERMS panels as well as onsite visits.

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used. [\[2\]](#)

Progress Monitoring

Progress monitoring of interventions is the "heart and soul" of Rtl. It is the means by which student progress in response to interventions is documented, and it is the mechanism that creates

the data for data-based decision making. Without effective progress monitoring, Rtl fails to achieve its intended purpose of assisting students to make gains in the acquisition of needed academic and/or behavioral skills and competencies. The student's performance in an identified area (e.g. reading fluency, as measured by words read correctly per minute) is compared to several important reference points: (1) his/her performance prior to the start of intervention (baseline), (2) expectation (a benchmark or grade-level standard), and (3) performance of the peer group on the same skill. In this way, vital information about the student's rate of progress is documented and the CPS team can make effective decisions about the interventions being implemented.

Assessments

As stated throughout this application, the following assessments are used to determine student academic growth: FSA; NGSSS; EOC; iReady; The Rigby PM Ultra diagnostic assessment; The Burns/Roe; Informal Reading Inventory; The Diagnostic Assessment of Reading (DAR); Data from screenings; unit tests, and teacher generated assessments.

G.1 Describe the charter school's collaborative problem-solving team (CPST).

CORE TEAM

- Administrator (Principal or Vice Principal)
- Teacher(s)
- School counselor
- School social worker (if necessary)
- Behavior Specialist
- ESE Specialist
- Parents (may be invited; may still proceed with CPS if they decline to participate)

Problem solving for general education students is conducted under the auspices of the Collaborative Problem Solving (CPS) team. The CPS team is the central repository for academic and/or behavioral concerns about general education students and it is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated—that is, the CPS team is the School-Based Leadership Team mentioned in all FLDOE MTSS/Rtl documents and the means by which Rtl is carried out.

A CPS model is employed to ensure that the decisions made about what a group of students or an individual student needs, academically or behaviorally, draw on a number of sources. The CPS team uses assessment data to determine how a student or students are progressing and what type of interventions might be needed. CPS teams include administrators, a school psychologist, school counselor, school social worker, parents, and teachers. Additional teachers, other specialists, and the student (when developmentally appropriate) may be added to the team as needed.

G.2 How does the charter school encourage and document parent participation during the Rtl process?

Active parent participation is an integral part of the problem-solving process. Parents are important sources of historical and environmental information about students. Parents are invited

to participate and are informed at all decision-making points. Parent participation is documented. Students, being served through interventions, have a clear understanding of what is expected of them and, whenever possible, they play an active role in self-monitoring their behavior.

G.3 Describe the charter school's data analysis process for all tiered interventions.

Tier 1 Students

1. FSA, NGSSS, and EOC data (if available) are reviewed at the start of the school year or as the student arrives.
2. If the student arrives from out of State, assessment data is reviewed (if available) or requested from the prior school.
3. Data in reading/ELA and mathematics is reviewed a minimum of three times a year using iReady diagnostic software.
4. Students' scores on tests and quizzes are reviewed as completed to assess understanding of concepts presented during lessons.

Tier 2 Students

1. FSA, NGSSS, and EOC data (if available) are reviewed at the start of the school year or as the student arrives. Students identified as below level are flagged and instructed using Tier 2 intervention strategies. In reading, these strategies are listed in the comprehensive reading plan on file.
2. Tier 2 students are carefully tracked using iReady diagnostic software. Tier 2 students are tested each month to determine student progress on deficient skills. Charts and graphs are generated and reviewed.
3. Teachers use observation notes to record early warning indicators such as attendance, behavior, and parent cooperation as part of the analysis of student achievement results.
4. Most Tier 2 students will work with the reading resource teacher (RRT). The RRT will determine if additional diagnostic tests are required. If so, the RRT will usually administer the assessment.
5. Many ELL students are placed in Tier 2-type interventions if English language acquisition is not progressing. iReady instructional and diagnostic software tracks student progress.

Tier 3 Students

1. If it has been determined that Tier 2 interventions are not helping, more in depth diagnostic assessments are started. Paragon utilizes the DAR for this purpose. A more intense, basic skills level intervention series is used to help students find success. The CRRP on file outlines the materials being used.
2. Monthly assessments track student progress. The iReady diagnostic software as-well-as textbook-based assessments are used to determine if Tier 3 interventions are being successful.

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

Paragon's first step in its EWS is a review of prior year FSA scores. As required, any student with a score of 1 or 2 in ELA is immediately flagged. If this is a recurring situation, the student is most likely in the Rtl process. Beginning of the year diagnostic assessments in reading and math are given to all students using iReady diagnostic software. Students falling significantly below level in

reading or math are flagged for additional interventions. Students in these academic categories are provided academic interventions as discussed in depth above. This includes frequent progress monitoring.

Paragon has also started using the *Early Warning System Data* form (Table 1) for the teachers to record behaviors (suspensions included) and attendance as well as assessment results and report card grades. Information gathered on this form helps the CPST to make decisions concerning intervention strategies. Each student has a folder where information and data help teachers to provide the appropriate instruction.

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

In addition to the academic interventions mentioned below, teachers use the Early Warning Form, (see Table 1), to track attendance and behavior. Students exhibiting attendance or behavioral issues are referred to the school's LCSW who conducts an interview. The LCSW works with the Dean and the ESE specialist to determine the best course of action which could include referral to community resources for additional assistance. The LCSW will contact the parent to discuss counseling needs for the students and for the family if needed.

Below Level Interventions including FSA 1 and 2 in Reading

ELA/Intensive Reading

Students diagnosed as below level are placed in the appropriate reading series as outlined in the *2019-2020 CRRP* (See Appendix). Students below grade level are also provided extra reading instruction through pull-out groups and mandatory tutoring sessions. A review of the data (Charts A-F) has shown that these instructional strategies are working; reading and ELA achievement has improved over the years, especially with students who remain in the program for three or four years.

As mentioned above, all middle school students attending Paragon are scheduled to take a reading course one period each day. The classroom infrastructure (class size, materials, etc.) is adequate to implement the content area reading intervention courses as necessary. Intervention courses include, on a daily basis:

1. Whole group explicit instruction
2. Small group differentiated instruction
3. Independent reading practice
4. Integration of Florida Standards specific to the subject area (biology, world history, etc.)
5. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts
6. Students are scheduled to utilize the computer-based *iReady Instruction in Reading*
7. Students identified as having intervention needs in the areas of decoding and/or text reading efficiency (using the diagnostic assessments outlined above) and are two or more years below grade level, will have a double block of reading to accelerate foundational reading skills. Extended reading is accomplished by scheduling students to interventional reading during their scheduled Peer Counseling course.

Reading Intervention

Varying Levels of Complexity

The goal of the Paragon's Comprehensive Reading Plan is to ensure that students are reading at or above grade level. This plan includes high-level thinking opportunities for students to grapple with and construct meaning from complex texts.

Teachers incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. Many of these texts are included with the programs selected for the curriculum. In addition, teachers have students select, with guidance, books in their area of interest to engage in and practice independent reading and writing.

Paragon has developed a CRRP consistent with effective teaching strategies and grounded in scientifically based reading research (On File). The plan does the following:

- Provides a clear and coherent framework for teaching and learning;
- Aligns with the School's mission, educational philosophy and instructional approach;
- Enables students to attain Florida Standards and gain a year's worth of learning for each year enrolled; and
- Serves the academic needs of all students in middle school.

Additionally, the Schools' Comprehensive CRRP includes the following components:

- Effective instructional leadership;
- Data analysis to determine placement, small group instruction, appropriate curriculum materials, and needs-based instruction;
- Utilization of research-based instructional materials and strategies to address specific students' needs;
- After school intensive reading instruction as needed;
- Systemic professional development targeted at individual teacher needs as *determined by analysis of student performance data*; and
- *Appropriate, research-based instructional materials and strategies to address specific student needs.*

From the OSPR checklist:

Has the school implemented an Early Warning System to identify vulnerable students for additional interventions?

Yes, answered above.

Has the school provided evidence of Early Warning System data and a narrative describing support services provided to students?

Yes, in this application.

Has the school implemented a process to track and monitor student retentions (current year retainees and students retained two or more times)?

Yes, kept in administrative files and monitored by the Principal.

Has the school provided evidence of a Course Recovery process?

Please refer to the documents Image 3-B for a review of the recovery process. A review of

Paragon's TERMS screen showing courses assigned for verification.

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

Academic data for the school's EWS is obtained from FSA, NGSSS, iReady, and other diagnostic instruments as needed. Academic data is updated at least twice a marking period (interim and report card dates); during benchmark assessment periods (fall, winter, spring); and as needed.

Attendance and behavioral data are obtained from TERMS (DWH) reports. DWH reports are pulled twice a marking period and as needed.

[1] **Quantitative** data can be counted, measured, and expressed using numbers. **Qualitative** data is descriptive and conceptual. **Qualitative** data can be categorized based on traits and characteristics.

[2] Refer to the school's *CPS Rtl Manual*

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard	Reynaldo Tunnermann, 11/18/19	Partially Meets the Standard
Partially Meets the Standard	Lourdes Panizo, 11/21/19	

Section 3: Financial Performance

Financial Management

A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations: Explain how the charter school implements an effective, detailed system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The following answers can be verified by reviewing *the BASIC FINANCIAL STATEMENTS AND SUPPLEMENTAL INFORMATION, Year Ended June 30, 2019* (The Annual Audit), on file. Summary statements from the document follow:

“3. Measurement focus, basis of accounting, and financial statement presentation (continued)

PAT has a revenue spending policy that provides policy for programs with multiple revenue sources. The board of directors will use resources in the following hierarchy: debt proceeds, federal funds, state funds, local no-city funds, city funds and funds passed through the District. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Board of Directors has the authority to deviate from this policy if it is in the best interest of PAT.

4. Budgetary basis of accounting

PAT's annual budgets are adopted for the entire operations for PAT and may be amended by the Board of Directors (the 'Board'). Since the budgetary basis differs from generally accepted accounting principles ("GAAP"), budget and actual amounts in the accompanying required supplementary information are presented on the budgetary basis.

A reconciliation of revenues over expenditures presented in conformity with GAAP is set forth in the adjustments to the required supplementary information."

The information above, reported in the Annual Audit, verifies that the school has an effective system of control over revenues and expenses. In addition, *Table 7: Audited Capital Assets Reconciled to The General Ledger for Paragon Academy of Technology*, clearly describes how well the school manages capital assets. This report is reviewed yearly by administration, the Governing Board (or Board of Directors) and accountants to maintain control over the assets of the school.

B. Adherence to Generally Accepted Accounting Principles: Explain how the charter school adheres to generally accepted accounting principles.

The following answers can be verified by reviewing *the BASIC FINANCIAL STATEMENTS AND SUPPLEMENTAL INFORMATION, Year Ended June 30, 2019* (The Annual Audit), on file. Summary statements from the document follow:

"An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. Accordingly, we express no such opinion."

"Compliance and Other Matters

As part of obtaining reasonable assurance about whether PAT's financial statements are free of material misstatement, we performed tests of compliance with certain provisions of the laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct effect on the determination of financial statement amounts. --- The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards."

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

The record shows that all financial reporting requirements are strictly adhered to. Federal, State,

and local financial reporting have been consistently completed on time and in compliance with reporting guidelines.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

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

Financial Viability

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

Paragon administrators and Governing Board work closely with several entities that help the school maintain a balanced budget and positive cash flow. They are:

1. School Financial Services, 54 South, Martin Street, Bonifay, FL 32425. Services provided include accounting, bookkeeping, budgeting, reporting, purchasing, accounts payables, accounts receivable, auditing, cash flow analysis, board financial reports, contract reviews, banking, 1099s, and fixed asset management.
2. ACH of America, 777 E. Altamonte Dr., Altamonte Springs, FL 32701. Services include insurance, payroll and tax administration, benefits and claims administration, workers' compensation, risk management and loss control, 401(k) and qualified retirement program administration.
3. Infante & Company, 1930 Harrison St # 308, Hollywood, FL 33020. Certified Public Accountants and Business Consultants.

A review of the school's five-year budget (Table 9) and revenue Estimate Sheet (Table 10) outline a positive cash-flow situation. The chart shows *no change* in enrollment over the course of the next five years as is consistent with historical enrollment figures. It is expected that the financial situation will change as the school expands and adds additional students. However, at this time there are no plans for expansion.

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

Florida Statute 218.503Determination of financial emergency.—

(1) Local governmental entities, charter schools, charter technical career centers, and district school boards shall be subject to review and oversight by the Governor, the charter school sponsor, the charter technical career center sponsor, or the Commissioner of Education, as appropriate, when any one of the following conditions occurs:

(a) Failure within the same fiscal year in which due to pay short-term loans or failure to make bond debt service or other long-term debt payments when due, as a result of a lack of funds.

(b) Failure to pay uncontested claims from creditors within 90 days after the claim is presented, as a result of a lack of funds.

(c) Failure to transfer at the appropriate time, due to lack of funds:

1. Taxes withheld on the income of employees; or

2. Employer and employee contributions for:

a. Federal social security; or

b. Any pension, retirement, or benefit plan of an employee.

(d) Failure for one pay period to pay, due to lack of funds:

1. Wages and salaries owed to employees; or

2. Retirement benefits owed to former employees.

From the June 30, 2019 Audit:

C. Long-Term Financial Planning: Provide a detailed explanation of the sound and sustainable long-term financial plan for the charter school.

On May 1, 2019, Paragon Academy of Technology, Inc. entered into a long-term financial agreement with Sunshine Elementary Charter School, Inc. for the purchase of the property they were leasing at 502 N. 28th Ave., Hollywood, FL 33020. The schools were loaned \$7,860,000 in the form of *Educational Facilities Revenue Bonds, Series 2019 A & B*, to secure the purchase. Moving from a leasing situation to partnership for the purchase of the property will save the schools tens of thousands of dollars in rent over the term of the loan. The potential savings and the security of a permanent location were discussed and agreed to by the school's financial advisors and Governing Board. The finalization of the purchase lends significant proof of the school's positive financial situation.

Tables 9 & 10 outline Paragon's five-year financial plan. The plan includes payments according to the new mortgage schedule and rental agreement with Sunshine Charter.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/21/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

Section 4: Organizational Performance: Student Enrollment and Conduct

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

Table 4, *Historical & Current Enrollment*, demonstrates that Paragon’s enrollment has been very consistent with projections over the past eight years. The school will grow when new facilities are constructed. At this time, there are no plans for facility development.

B. Racial/Ethnic Composition of the Student Body: Provide the demographics of the community the charter school serves.

Paragon draws students from many different communities. *TABLE 5, Community Demographics*, outlines the major communities of the students enrolled. Paragon’s diverse student population is reflective of the many areas served. Table 6 reflects Paragon’s Racial & Ethnic Demographics compared to the community served (From, *Image 2: L03*).

C. Enrollment Procedures: Describe the charter school’s current enrollment procedures as defined in the charter school’s contract and in compliance with applicable law.

As stated in our Admission’s Policy:

- Paragon Academy will admit students of any race, color, national and ethnic origin, religion or gender. It is the intention of Paragon Academy of Technology to reflect the community it serves. Paragon’s enrollment statistics verify compliance with this section of the agreement.

- Paragon also follows the “lottery method” when applications exceed seat space. Paragon’s lottery procedures are on file with the Sponsor.

Paragon’s Admissions Policy complies with the law. A review of the demographics and subgroup enrollment data will also help to verify compliance with State law.

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

From Paragon’s *Mission Statement*, “*The mission of Paragon Academy of Technology is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers.*” Paragon will ensure that the students learn in a safe and secure environment by continuing established programs and policies including:

- Paragon will also continue to maintain a full time Dean of Students. The Dean provides the students and families access to onsite assistance in many social and emotional aspects of community and school, as well as, other obstacles to learning including problems with bullying, family issues, and peer relationships.
- Paragon will maintain a full-time armed guard as required by law.
- Paragon will continue its zero-tolerance policy.
- Teachers and staff will utilize the approved behavior management plan for all students.
- Teachers and support personnel will continue to discuss behavior concerns during CPS meetings.
- Paragon will continue to upgrade facilities security including upgraded and additional cameras, electronic gates are being investigated, and face recognition software is being reviewed. Safe Schools funds will help support these initiatives. Projects already completed include:
 - Building Identification signs were installed on all buildings
 - Privacy screening for the perimeter fence was installed
 - Cameras are being updated
 - Visitor identification software is being reviewed.

Student Discipline

Chart M reports the number of discipline events in the years 2017-2019 (only data available).The results are as follows, of 102 incidents:Attendance Incidents, 1; Rule Violation, Disruptive Incidents, 90; Substance/Drugs, 4; Acts Against Persons, 7; Other Criminal Incidents, 0; Property Incidents, 0; Other Criminal Acts, 0.

This data indicates that 88% of the incidents reported were minor - disrespect, out of seat, rude behavior, defiance, etc.Ten percent (10%) of the incidents reported over the three-year period were somewhat more serious including minor fights and bringing unauthorized substances to school.Further, in 2019, only ten (10) incidents were reported - three (3) “more serious” (fight, unauthorized substances).This very low number of behavior incidents indicates the success of the school’s zero tolerance policy and a high level of student counseling and parental support.

Paragon will continue to employ a Dean of Students who will work with parents and students to prevent disruptive behaviors and help as needed.Paragon will continue its policy of zero tolerance.Disruptive behaviors in the classroom will not be tolerated.Parents will continue to work with the school to prevent disruptive behaviors.Counseling resources at school and through community partnerships will continue to be a major component of Paragon’s student and family support system.

This policy is also part of the schools Multi-Tiered System of Support. The school is confident that these low numbers of discipline events will continue through its next contract term.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

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

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

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

A review of the past five years of the following documents (on file) will verify that Paragon is compliant with all applicable health and safety laws and codes:

- Emergency Evacuation Plans
- Valid Certificates of Occupancy
- Health, Safety and Fire Reports
- Fire and Health Inspections
- Fire Drill Reports and Tornado Drills
- Code Red Drills

Table 6: District Immunization Compliance Report, is an example of Paragon’s compliance with health laws. Currently, Ninety-six percent (96%) of Paragon’s seventh grade students are fully immunized. It is expected that this number will be 99% when all forms are submitted.

Paragon is also in compliance with the following safety laws and polices:

- Active Assailant Response Plan
- Behavioral Threat Assessment Teams
- Florida Safe Schools Assessment
- Mental Health Assistance Allocation Plan

All plans and documents are on file for review.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

	Final Rating
Partially Meets the Standard Khandia Pinkney, 11/6/19	Partially Meets the Standard
Meets the Standard Maria Yen, 11/13/19	
Meets the Standard Aneatra King, 11/22/19	
Meets the Standard Debbie-Ann Scott, 11/25/19	
Meets the Standard Brenda Santiago, 12/2/19	

A. Governance Structure: Explain how the governing board/charter school implements the governance structure as defined in the school’s contract.

The following statements are from Paragon’s current contract. Responses to compliance and implementation follow each of these statements. Verification can be found by reviewing all documents on file with the Sponsor.

ARTICLE 9: GOVERNANCE

Section 9.A **Public or Private Employer:** Paragon operates as a private employer according to State law.

Section 9.B: **Governing Board Responsibilities:**

Documents on file will verify that Paragon’s Governing Board:

Section 9.B.1: annually adopts and maintains an operating budget and submits the approved budget to the Sponsor by July 1 of each year along with a copy of the minutes of the meeting showing approval of the budget by the Governing Board;

Section 9.B.2: retains the services of a certified public accountant/auditor for the annual financial audit, who submits the report to the Governing Board;

Section 9.B.3: reviews and approves the audit report, including audit findings and recommendations for the financial recovery plan, if any;

Section 9.B.4: monitors a financial recovery plan in order to ensure compliance, if applicable;

Section 9.B.5: establishes, defines, refines and oversees the School's educational philosophy, operational policies and procedures, academic accountability procedures, and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;

Section 9.B.6: exercises continuing oversight of the School's operations;

Section 9.B.7: reports its progress annually to the Sponsor, which shall forward the report to the Commissioner of Education at the same time as other school accountability reports, in accordance with Section 1002.33(9)(k), Florida Statutes;

Section 9.B.8: participates in governance training approved by the Department of Education that includes government in the sunshine, conflicts of interest, ethics, and financial responsibility;

Section 9.B.9: makes full disclosure of the identity of all relatives employed by the School, if any, in accordance with Section 1002.33(7)(a)(18), Florida Statutes;

Section 9.B.10: adopts policies establishing standards of ethical conduct for instructional personnel and School administrators in accordance with Section 1002.33(12)(g)(3), Florida Statutes;

Section 9.B.12: complies with the standards of conduct set out in Sections 112.313(2), (3), (7), and (12), and 112.3143(3), Florida Statutes;

Section 9.B.13: avoids all conflict of interest, including, but not limited to, being employed by, owning, or serving on the board of directors of any entity which contracts with the School;

Section 9.B.14: demonstrates financial competence and adequate professional experience;

Section 9.B.15: will recommend student expulsions to the Sponsor;

Section 9.B.16: determines in conformance with law and the terms of this Charter the rules, and regulations needed for the effective operation and general improvement of the School;

Section 9.B.17: is accountable to the School's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in Florida's charter school laws;

Section 9.B.18: is responsible for the over-all policy decision making of the School, in consultations with the School's staff, including the approval of the curriculum and the annual budget;

Section 9.B.19: serves as the fiscal agent for the School and is involved from the School's inception in all policy matters pursuant to the provisions of the corporation's bylaws; and

Section 9.B.20: complies with State Board Rule 6A-6.0784, Florida Administrative Code, relating to Governance Training and fulfill all applicable Governance Training requirements.

Section 9.B.21: appointed a representative (liaison) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

Section 9.D: **Reasonable Access to Records by Sponsor:** Paragon's Governing Board agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor.

Section 9.F: **Reasonable Notice to Sponsor of Governing Board Meetings:** The Governing Board provides the Sponsor with reasonable notice of the date, time, and place of its meetings and notice to the Sponsor of any changes or cancellation of scheduled meetings, to the extent practical.

Section 9.H: **Changes in Governing Board:** The names of the Governing Board Members and the School's Chief Administrator/Principal are held current at all times and the Sponsor is notified immediately of any changes. The procedures for the replacement of Governing Board Members are set forth in the Governing Board's By-Laws which are on file for review. (See Bylaws)

Section 9.I: **Background Screening of Governing Board Members and Chief Administrator:** Members of the Governing Board of the School and its Chief Administrator are fingerprinted within ten (10) days of their appointment and meet level 2 screening requirements as described in Section 1012.32, Florida Statutes.

Section 9.J: **Non-Profit Organization:** As required by Section 1002.33(12)(i), Florida Statutes, the School has been organized as a Florida non-profit organization and maintains status as a Section 501(c)3 status under the Internal Revenue Code. (See Image 11)

Section 9.K: **Compliance with Applicable Ethical Requirements:** To the extent applicable, the officers and directors of the School comply with Part III, Section 112, Florida Statutes (the Code of Ethics for Public Officers and Employees).

Section 9.M: **School's Chief Administrator/Principal:** The duties of the Principal are set forth as described in the School's approved Application. The teachers, support, and contractual staff of the School are directly supervised by the Principal or other on-site administrator. (Bylaws)

- How does the governing board maintain compliance with training and fingerprinting requirements?

Records on file show that all Governing Board members are trained and fingerprinted as required. The Board Secretary keeps records of trainings and certificates to ensure timely compliance. See Image 8 for copies of training certificates.

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

Section 9.E of the Agreement: **The Sunshine Law**

The Governing Board provides reasonable public notice of the date, time, and place of its

meetings and maintains detailed minutes of its meetings, which are regularly scheduled. Annual Sponsor reviews of the school's website provided evidence that the school is following this rule. See Images 5 and 6 for verification.

Section 9.C of the Agreement: **Public Records**

Paragon complies with Section 1002.33(16)(b)(2), Florida Statutes, relating to public records. All requests for public records are reviewed and answered, if allowable.

A.Instructional Staff: Employment/Staffing

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

Certification Self Audit

Paragon complies with the requirement to complete a self-audit related to the current status of teacher certification. (See Table 8 – Certification Audit) A review of this audit will show that all instructional and instructional support personnel are certified or in the process of becoming certified in their assigned position. The Principal monitors the progress of any employee working to complete certification requirements.

Recruitment

Paragon utilizes **Indeed** recruitment services to advertise for qualified candidates:

“Indeed is the #1 job site in the world with over 250 million unique visitors every month. Indeed strives to put job seekers first, giving them free access to search for jobs, post resumes, and research companies. Every day, we connect millions of people to new opportunities.”

Image 7 shows Paragon's *Indeed* summary of advertised positions for the past four months.

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

Paragon utilizes the Florida Consortium of Public Charter Schools Instructional and Administrator State approved evaluation plans. All documents are on file for review.

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

Paragon's current pay for performance plan with supporting documents and salary schedules are on file with the Sponsor. Paragon has been in compliance with this law since it was adopted. Paragon will continue to maintain up to date evaluation and salary plans as required by law.

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

Image 9 shows an example of the school's newsletter requesting parent involvement in school activities. Image 10 is a sample (one class) of parent participation in an open house meeting.

Paragon teachers and school administration are constantly in touch with parents concerning upcoming events including the Title I Annual Parent Open House, Governing Board meetings, field trips, social events and more. In addition, parents have a direct connection with parents

through the GradeBook Wizard student report portal; Class DoJo; email; and phone calls. The school will gladly provide examples of these communications if requested.

Paragon has also offered parents opportunities to attend workshops on school and community services. In fact, one Paragon Board member facilitated a workshop titled, *English for Spanish Speaking Adults*. The school is planning an even more extensive workshop schedule in the future.

A review of the documents located on the Title I's "Good Compliance" portal will also provide evidence of parent participation. Parent involvement is, and will be, encouraged at Paragon.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

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

"All attachments are to be included in the attachment section. DO NOT UPLOAD THE REQUESTED DOCUMENTS AFTER EACH SECTION." All attachments are in this section. I am ignoring where it states on the "Submit Page," attachments are "required" and "none" were uploaded.

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	CPS Rtl Manual	MONTES, STEVEN, 10/21/19 12:39 PM	PDF / 933.559 KB
1.2	Table 10 Budget Template	MONTES, STEVEN, 10/21/19 12:39 PM	PDF / 147.404 KB
1.3	Table 9 Budget Template - Revenue	MONTES, STEVEN, 10/21/19 12:38 PM	PDF / 167.645 KB
1.4	Table 8 Certification Audit	MONTES, STEVEN, 10/21/19 12:38 PM	PDF / 237.725 KB
1.5	Table 7 PAT Audited Capital Assets	MONTES, STEVEN, 10/21/19 12:38 PM	PDF / 49.02 KB
1.6	TABLE 6 Community Demographics DATA	MONTES, STEVEN, 10/21/19 12:37 PM	PDF / 104.431 KB
1.7	TABLE 5 Community Demographics	MONTES, STEVEN, 10/21/19 12:37 PM	PDF / 537.703 KB
1.8	Table 4 HISTORICAL ENROLLMENT	MONTES, STEVEN, 10/21/19 12:37 PM	PDF / 87.486 KB
1.9	Table 3 Approved Curriculum Materials	MONTES, STEVEN, 10/21/19 12:37 PM	PDF / 17.541 KB
1.10	TABLE 2 School Grades19 Comparison	MONTES, STEVEN, 10/21/19 12:36 PM	PDF / 149.061 KB

1.11	TABLE 1 Early Warning	MONTES, STEVEN, 10/21/19 12:36 PM	PDF / 73.189 KB
1.12	M CHART - DISCIPLINE	MONTES, STEVEN, 10/21/19 12:36 PM	PDF / 365.695 KB
1.13	L Chart - ESE & ELL Enrollment	MONTES, STEVEN, 10/21/19 12:35 PM	PDF / 123.712 KB
1.14	K Chart - 5381_LOW30_08-13-19.xls	MONTES, STEVEN, 10/21/19 12:35 PM	PDF / 177.931 KB
1.15	Image 11 SUNBIZ DOCUMENT	MONTES, STEVEN, 10/21/19 12:34 PM	PDF / 59.869 KB
1.16	Image 10 Open House	MONTES, STEVEN, 10/21/19 12:34 PM	PDF / 432.05 KB
1.17	Image 9 Parent Involvement	MONTES, STEVEN, 10/21/19 12:34 PM	PDF / 691.468 KB
1.18	Image 8 Board Certification	MONTES, STEVEN, 10/21/19 12:34 PM	PDF / 237.725 KB
1.19	Image 7 Employment	MONTES, STEVEN, 10/21/19 12:33 PM	PDF / 226.308 KB
1.20	Image 6 Minutes on Web	MONTES, STEVEN, 10/21/19 12:33 PM	PDF / 611.435 KB
1.21	Image 5 Board Schedule	MONTES, STEVEN, 10/21/19 12:33 PM	PDF / 537.703 KB
1.22	Image 4 DISCIPLINE RECORDS	MONTES, STEVEN, 10/21/19 12:32 PM	PDF / 934.462 KB
1.23	Image 3-B Recovery	MONTES, STEVEN, 10/21/19 12:32 PM	PDF / 237.477 KB
1.24	Image 2 TERMS L03	MONTES, STEVEN, 10/21/19 12:32 PM	PDF / 95.39 KB
1.25	Image 1 TERMS L03 ELL	MONTES, STEVEN, 10/21/19 12:31 PM	PDF / 50.289 KB
1.26	H CHARTS - Specific Learning Gains	MONTES, STEVEN, 10/21/19 12:31 PM	PDF / 503.489 KB
1.27	G CHARTS - EOC Civics	MONTES, STEVEN, 10/21/19 12:31 PM	PDF / 995.779 KB
1.28	F CHARTS - EOC Science	MONTES, STEVEN, 10/21/19 12:30 PM	PDF / 983.881 KB
1.29	E CHARTS - iREADY Results	MONTES, STEVEN, 10/21/19 12:30 PM	PDF / 219.092 KB
1.30	D CHART - SCHOOL GRADES	MONTES, STEVEN, 10/21/19 12:30 PM	PDF / 159.511 KB
1.31	C CHARTS - Math 2015-19 Subgroups	MONTES, STEVEN, 10/21/19 12:29 PM	PDF / 2.298 MB
1.32	A CHARTS - Learning Gains & Fed Index	MONTES, STEVEN, 10/21/19 12:27 PM	PDF / 2.061 MB
1.33	B CHARTS - ELA 2015-19 Subgroups	MONTES, STEVEN, 10/21/19 12:27 PM	PDF / 230.461 KB

Recommendation

School Name:	Paragon Academy of Technology
Primary Contact:	STEVEN MONTES
Submission Date:	October 25, 2019
Recommendation Date:	February 4, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Paragon Academy of Technology's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with pending 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.