

# 2019-2020 Charter Renewal Program Review

**Charter Renewal Application #000447**

**Avant Garde Academy K-8 Broward**

**Location Code: 5015**

**Submitted To:**

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

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**Submitted By:**

Samantha Walker  
2025 McKinley Street Hollywood, Florida 33025

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# GENERAL

## A. School Information

School Type: **Elementary / Middle**  
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**  
 School District:  
 Neighborhood / Community:  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **2025 Mckinley St Hollywood, Florida 33020-3139**  
 Phone: **(754) 816-6153**  
 Fax: **754-800-2715**  
 Web Site: **AGABroward.org**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **(EMO)**

## B. Primary Contact Person

Name: **Samantha Walker**  
 Mailing Address: **2025 McKinley Street Hollywood, Florida 33025**  
 Mobile Phone: **954 668-5151**  
 Alternate Phone: **7548166153**  
 Email: **swalker@agabroward.org**  
 Current Employer: **Avant Garde Academy**

## C. Attendance Projections

Grade Level	2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		2019-20 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	146	180	145	180	146	180	146	180	146	180
1	146	180	145	178	146	180	146	180	146	180
2	125	160	143	178	126	160	126	160	126	160
3	139	174	123	158	146	180	126	160	126	160
4	152	188	137	172	126	160	146	180	126	160
5	124	160	149	184	136	170	126	160	146	180
6										
7										
8										
<b>Total</b>	<b>832</b>	<b>1042</b>	<b>842</b>	<b>1050</b>	<b>826</b>	<b>1030</b>	<b>816</b>	<b>1020</b>	<b>816</b>	<b>1020</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Cruz, Antonio	Board Treasurer	P: M: 3059041682 E: teecee411@aol.com	
Del Ponte, Samantha	Emergency Contact	P: 7548166153 M: 9546685151 E: swalker@agabroward.org	
Fernandez Perez, Erika	Board Member	P: M: 3052136192 E: erikaf93@gmail.com	
Lopez, Augustin	Board Member	P: M: 4077914948 E: alopezaga@gmail.com	
Valiant, Julia	Board Chairperson	P: M: 9545587438 E: jvalentaga@gmail.com	
Walker, Samantha	Emergency Contact	P: 754-816-6158 M: 954-668-5151 E: swalker@agabroward.org	Avant Garde Academy

# CHARTER SCHOOL RENEWAL INSTRUCTIONS

## 1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

### Section Evaluation

No Action Required Rhonda Stephanik, 11/21/19

### Final Rating

No Action Required

### Attachments

#### Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

# CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

## 1. COVER SHEET

Section Evaluation	
<div style="display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; margin-right: 5px;">Complete</div> <span>Rhonda Stephanik, 11/21/19</span> </div>	<div style="background-color: #333333; color: white; padding: 5px; display: inline-block;">Final Rating</div> <div style="background-color: #333333; color: white; padding: 5px; display: inline-block; margin-top: 10px;">Complete</div>

**NAME OF CHARTER SCHOOL SEEKING RENEWAL:** Avant Grade Academy K-8 Broward

**CHARTER SCHOOL LOCATION NUMBER:** 5015                      **GRADES SERVED:** K-5

**DATE:** 10/29/19

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

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

**NAME OF NON-PROFIT:** Avant Grade Academy, 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:** Samantha Walker

**TITLE/RELATIONSHIP TO NON-PROFIT:** Operations Director

**MAILING ADDRESS:** 2025 McKinley Street, Hollywood, FL 33020

**PRIMARY TELEPHONE:** ( 754 ) 816-6153  
668-5151

**ALTERNATE TELEPHONE:** ( 954 )

**E-MAIL ADDRESS:** swalker@agabroward.org

**NAME OF EDUCATION SERVICE PROVIDER (if any):** LBS Services

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.

Samantha Walker

Operations Director

*Printed Name*

*Position/Title*

S Walker

10/29/19

*Signature*

*Date*

## **Attachments**

### **Section 1: COVER SHEET**

– No Attachments –



# SECTION BREAKDOWN

## 1. SECTION BREAKDOWN

### Section Evaluation

– *Not Rated* –

– *No Final Rating* –

### Attachments

#### Section 1: SECTION BREAKDOWN

– No Attachments –

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

### Final Rating

**Complete**

Complete Adrienne Reynolds, 11/6/19

Complete Allisyn Axelrod, 11/14/19

Complete Reynaldo Tunnermann, 11/14/19

Complete Donna Haynes, 11/18/19

Complete Sean Brown, 11/19/19

Complete Cassandra Vallianos, 11/19/19

Complete Lourdes Panizo, 11/19/19

Complete Terri Coyle, 11/19/19

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 Tanya Hutkowski, 11/21/19

Complete Celina Chavez, 11/21/19

Complete Sarah Decotis, 11/22/19

Complete Celia Jimenez, 11/22/19

Complete Debbie-Ann Scott, 11/25/19

Complete David Shelley, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Louise Ball, 11/25/19

Complete Marilyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Matt Schroeder, 12/3/19

The educational philosophy of Avant Garde Academy Broward (AGA) is rooted in the development of the whole child through experiential learning opportunities. The school has provided a challenging curriculum and set high expectations for students, while meeting their individual needs and supporting their goals. AGA has implemented a rigorous curriculum, effective research-based teaching strategies, and mechanisms for monitoring and evaluating the effectiveness of its programs and instruction. A penchant for continuous improvement has characterized AGA's growth and development, throughout the charter's five-year term. The educational model and experience is based upon a full integration of STEAM which has proven to be largely desirable in the community and successful in the school as demonstrated by our students' successes in Robotics and Performing Arts. In addition to our core program, our students have the opportunity for enrichment through a variety of integrated electives courses including: 2D Art, Music, PE, Robotics, STEAM, and Leadership. As our student membership continues to grow, so has our instructional pedagogy to meet the needs of our student population. To ensure student success, we have continued to develop our staff and to provide targeted professional development and to secure highly skilled teachers in the areas of our core curriculum, robotics, leadership, music and arts.

AGA's teachers are at the forefront of the school's teaching and learning environment. A detailed and comprehensive professional development program anchors teachers' ability to enhance instructional excellence and maximize the learning potential of their students. This allows teachers and administrators to effectively lead the school and address the needs of all stakeholders.

AGA currently serves students in grades Kindergarten through 5th grade and has served students K-8 previously. The school's student population is currently comprised of 1026 students, including 55% FRL, 7% ESE and 43% ELL including students that are LF and have exited the program within the last 2 years. AGA's staffing and resource allocation, as well as its instructional planning is strategically focused to best meet the needs of its students. Student progress is carefully monitored through ongoing assessments. Curriculum is continually evaluated to ensure that the needs of students are met. Instruction has been focused on mastery of the NGSSS and Florida Standards as well as on college and career readiness, throughout the term of the charter.

In addition to having high academic expectations, AGA is committed to the development of future leaders. Our school has fully implemented The Leader In Me and is proud of the work of our staff and students in this area. Staff and students are held to a higher standard and they are encouraged to make wise choices, to serve others, and to respect themselves and one another. A uniquely designed Lighthouse Team has been executed to strengthen our staff and student leaders. Our commitment to this program has shaped our climate and continues to help us build a community of educators and learners committed to excellence.

Avant Garde Academy is fully accredited by AdvancEd (Cognia) and continues to use the accreditation process and final report as a tool for continued improvement that promotes an environment of academic rigor and high standards of student achievement. Expecting academic excellence is the norm for all those affiliated with the school and student achievement is the primary goal. Leadership is committed to ensuring that the educational program is standards based, and offers students a fully integrated STEAM educational environment according to the mission of the School. The school employs a laser focus on data analysis to drive instructional

decisions that have already shown positive change in student data as evidenced on formative assessments.

The academic goals and needs of the school have been successfully anchored by a conscientious financial strategy that has allowed the school to annually increase its number of students, while providing students and teachers with all of the tools necessary for academic success. AGA has gradually developed a solid and highly functional organizational support structure that best fits the needs of its stakeholders. It reinforces the position of the school principal as the school's instructional leader and honors the role of the teacher in the front lines of instructional teaching and student learning.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PERFORMANCE

## 1. FEDERAL AND STATE ACCOUNTABILITY

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

In narrative format:

### A. Explain the charter school’s current School Improvement Status.

- How has the school met the standards required for federal and state accountability? The School is not required to submit a School Improvement Plan to the State.
- If the charter school has not met these standards, what measures will be implemented for improvement?

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

Although this section is no longer applicable, we have included data from our inaugural year in 2015-2016. We are committed to closing the achievement gaps in our subgroups of students in all tested areas.

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

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

In 2019, sixty-one (61%) percent of students demonstrated proficiency on the FSA English Language Arts (ELA) test. This was a four (4%) percent increase in proficiency as compared to 2018 yet a three (3%) percent increase from 2017. The 2019 scores demonstrate an overall increase of four (4%) percent as compared to 2016.

In 2019, fifty-six (56%) percent of the students demonstrated proficiency on the FSA Math test. This was a (2%) percent increase in proficiency as compared to 2018, yet an eleven (11%) percent increase in proficiency from 2017. The 2019 scores demonstrate an overall increase in proficiency of eight (8%) percent compared to 2016.

Writing proficiency was included in the FSA ELA score during the 2016-2019 school years.

In 2019, forty-eight (48%) percent of fifth grade students scored proficient on the FCAT 2.0 Science test. This was a six (6%) percent decrease in proficiency as compared to 2018, yet a four (4%) percent increase from 2017. The 2019 scores demonstrate an overall decrease in proficiency of six (6%) percent compared to 2016.

In 2019, only 12% of 8th grade students scored proficient on the FCAT 2.0. In 2018 43% of students were proficient and in 2017 48% of students scored proficient. The School has made a number of changes in the middle school program to ensure progress towards proficiency.

Writing proficiency was included in the FSA ELA score during the 2015-2018 school years.

**Florida Standards Assessment (FSA) / Florida Comprehensive Assessment Test**

**If the school is not using state assessments such as FSA or EOC, what assessments are administered?**

**This is not applicable**

**How often is student progress monitored**

Student progress is measured at a minimum of four times per year utilizing a variety of assessments such as: i-Ready diagnostic assessments (AP1, AP2, AP3), BAS, (AP1, AP2, AP3), and progress monitoring assessments, formative assessments, and end of year state mandated assessments. Students who are struggling and identified as at risk may be assessed as often as every 6 weeks using various ongoing progress monitoring tools including; i-Ready, Coach Digital, and BAS.

**E. Explain if the students are making one year’s worth of growth annually in mathematics and reading.**

Our students are making learning gains that can be demonstrated in the gains overall in our end of year State assessments as well as our other progress monitoring assessments including i-Ready. Each year, as new students enroll into our program, we calculate learning gains for those students in addition to our returning cohort students. To increase the percentage of students making learning gains, we have added before and after school tutoring, Saturday School, as well as additional supplemental curriculum materials in Reading, Math, Writing, and Science to scaffold our at-risk students. Avant Garde Academy has added additional paraprofessionals for our ELL students, purchased a language and literacy software program, and offers free after school tutoring for our economically disadvantaged students, ELL, and struggling learners. Below is a snapshot over the overall proficiency and gains which have increased each year. Detailed i-Ready reports are included in the attachments.

Learning and math proficiency:

Avant Garde Academy 5015								
Year	ELA Proficiency	ELA Learning Gains	ELA Learning Gains L25%	Math Proficiency	Math Learning Gains	Math Learning Gains L25%	Science Achievement	Grade Awarded
2019	61	61	51	56	55	48	48	B
2018	57	58	50	54	53	47	54	B
2017	58	57	49	45	42	46	44	C
2016	57	49	35	48	27	20	54	C

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

N/A

**F. Of the students in the lowest 25%, explain if 50% of those students are making one year’s worth of growth annually in mathematics and reading.**

Fifty-one percent (51%) of our students in the lowest quartile in Reading made learning gains in 2019 and (50%) made learning gains in 2018. ( 49%) of students in the L25Q made learning gains compares in 2017 compared to (35%) of students in 2016. Although we have not seen 50% of

students in lowest quartile in Math make gains yet, we have continued to increase our gains year-over-year. (48%) of our students in the lowest quartile in Math made gains in 2019 and 47% of students made gains in 2018. (46%) of students in 2017 in the LQ made gains compared to (20%) in 2016.

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

Avant Garde Academy has implemented a number of “priority” action steps to support the learning of at-risk learners and has improved the MTSS process using BASIS to document and track student growth and progress. We have increased the number of support positions to help identify and address the early warning signs in at-risk students and to support our general education classroom teachers for the lowest performing students. More students have access to small group interventions and supports and we have increased the instructional efficacy of the classroom teachers. Intensive afterschool groups have been set up and students are invited to attend all sessions. Additional resources have been secured to help support these students including materials such as IReady, Reading Street Leveled Readers, easyCBM.com assessments which serve to supplement the core materials. We have added paraprofessionals who speak Russian and Spanish to support our ELL learners and we have also added new materials for our ELL learners in the classroom. Intensives for Reading and Math have been added to our master schedule to ensure that students at-risk are receiving enough instructional time to support and scaffold learning. Currently we have 22 students awaiting full evals for ESE services, 59 students in Tier 2, 22 students in Tier 3 and 28 students on a progress monitoring watch list.

**G. Verify that the school is appropriately administering applicable state standardized tests to its students. The School is appropriately administering all required state assessments including the FSA and FCAT.**

2019: 100%

2018: 99%

2017: 99%

2016: 99%

The School has opted into the Broward County Comprehensive Reading Plan, and therefore, students are tested each year using approved diagnostics and ongoing progress monitoring tools in order to properly place students in the appropriate reading classes. All testing is in compliance related to administration, implementation and reporting including accommodations and modifications for students on an IEP or a 504 or in the ELL program.

**If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?**

This is not applicable.

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

Avant Garde Academy Broward is meeting or exceeding the performance of most other elementary, middle and combination school programs that serve a similar population of students. Avant Garde Academy of Broward is identified as a Title 1 school and we also serve a large population of ELL students in all grade levels. The chart below demonstrates our performance compared to local schools with similar populations. Although our school grade remained a B last

year, we feel confident that we can grow into an A in the future with laser-focus on our lowest quartile of students to make greater gains this year.

School Name	Grades Served	enrollment 2019-20	enrollment 2018-19	enrollment 2017-18	2019	2018	2017
Avant Garde Academy K8 Broward	K-5	1056	1182	1388	B	B	C
HAAS Elementary	K-5	1113	1104	1047	A	A	A
Beachside Montessori Village	K-8	787	778	782	A	A	A
Hollywood Hills Elementary	K-5	738	729	822	B	A	B
Orange Brook Elementary School	K-5	692	696	674	C	C	C
Colbert Elementary	K-5	645	679	709	C	C	C
Stirling Elementary School	K-5	539	600	479	B	C	C
Sheridan Hills Elementary School	K-5	537	516	513	A	B	B
Ben Gamla Charter School	K-8	513	534	541	A	A	C
Oakridge Elementary School	K-5	508	539	449	C	D	C
Hollywood Central Elementary	K-5	406	412	442	C	C	C
Mary M Bethune Elementary School	K-5	398	432	502	C	D	C
Sunshine Elementary Charter School	K-5	334	332	316	C	A	C
Avant Garde Academy of Broward	9th-12th	299	534	121	C	C	B
South Broward High School	9th-12th	2,358	2,332	2325	C	C	C
McArthur High School	9th-12th	2,002	2,055		B	C	C
Hollywood Hills High School	9th-12th	1951	1978	2025	C	C	C
Ben Gamla Preparatory Academy	9th-12th	431	533	266	B	B	C

**I. Identify the charter school’s school grade.**

Avant Garde Academy of Broward earned a B school grade in 2018-2019.

We expect our grade to increase at a minimum to a high B in 2019-2020, but we have an A grade as our target that we believe we can reach. Avant Garde Academy had a unique position related to testing and performance as the School served K-8 students in previous years but served only K-6th grade students last year within a K8 grading structure. At this time, AGA Broward (5015) serves Kindergarten -5th grade students. We have been closely monitoring our learning gains and achievement gaps and have implemented a strong MTSS plan to support our at-risk population which continues to increase and our ELL students which represent a large portion of our student population. We have added instructional support in the form of coaches to support the teachers and paraprofessionals to add additional support for language learners.

**J through N - N/A**

**Attachments**

**Section 1: FEDERAL AND STATE ACCOUNTABILITY**

– No Attachments –

**2. MISSION-SPECIFIC ACCOUNTABILITY**

**Section Evaluation**

**Final Rating**

Meets the Standard Rhonda Stephanik, 12/1/19



## **A. What is the School's Mission**

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

As a basic principle, our school will give students an opportunity to develop moral and democratic values on an intellectual level during their daily activities. We believe that a deeply rooted education in the content areas facilitates a firm foundation for the skill set needed to compete in the global market. We require that each student make a determined effort to take every opportunity toward their own fulfillment as an individual and as a member of the community via the established structures and support systems provided by the School. All stakeholders are expected to model the 7 Habits through the Leader in Me program, and demonstrate multiple forms of leadership and service to others within our community and in the surrounding and larger communities.

## **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.**

Avant Garde Academy is making significant progress towards achieving the school/mission specific goals whereby our students are challenged intellectually, artistically, and personally. Our students are indeed becoming 21st Century learners who have demonstrated success in academics and they are impacting their community. As a fully integrated STEAM based model, our students have access to technology, robotics and performing arts courses in addition to the core educational program and they have become actively engaged and deeply committed to their supplemental opportunities. Our students compete in local, state, and national level arenas and participate in a variety of extra-curricular enrichments and clubs. We have continued to build our STEAM electives offerings and integration of this mission through all core subjects and classes. Teachers are encouraged and expected to provide hands-on activities for student engagement and learning every day and daily classroom walk throughs are implemented to measure fidelity to the program expectations. Model classrooms are utilized to help support new teachers in observing mentors who model a full integration of the STEAM mission in their daily instruction. Technology is integrated into the classroom in a variety of ways to help engage enrich and support all students wherever they are on the learning continuum. In addition to the core curriculum, students are encouraged to participate in service-learning activities and to connect in the community. Our club activities include Lighthouse Team, Drama club, National Elementary Honors Society, SWAG (technology) club, Safety Patrol, Drone club, Robotics team, Soccer, Flag Football, Kickball, and Art club. All middle school students have the opportunity to participate in a wide variety of competitive sports. As a Leader In Me (LIM) School, students and staff are encouraged to be "leaders" responsible for their actions and understanding of how their actions impact others. The Leader In Me offers students a deeply embedded means of developing their own moral and democratic values in a thoughtful and purposeful way. Students are explicitly taught how their actions impact their own performance and the actions and feelings of those around them. Our staff, who have been through numerous intensive trainings on LIM and our clubs, athletics programs, serve as role models for appropriate and expected behaviors in leadership and service. Avant Garde Academy students are always encouraged to participate in after school activities, enrichment, and athletics in order to give back to their school, community, and in order to take ownership of their school community, as our students are the center point of

building the culture at the School. Through these opportunities, Avant Garde Academy students have the opportunity to take on leadership roles, design and implement school wide activities, and be an integral part of building the school culture.

## Attachments

### Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

## 3. EDUCATIONAL PROGRAM IMPLEMENTATION

### Section Evaluation

	Final Rating
Meets the Standard Donna Haynes, 11/18/19	<b>Partially Meets the Standard</b>
Meets the Standard Terri Coyle, 11/19/19	
Meets the Standard Allisyn Axelrod, 11/21/19	
Meets the Standard Kim Punzi-Elabiary, 11/21/19	
Meets the Standard Laurie Steinberg, 11/21/19	
Meets the Standard Tanya Hutkowski, 11/21/19	
Meets the Standard Sarah Decotis, 11/22/19	
Meets the Standard Celia Jimenez, 11/22/19	
Does Not Meet the Standard David Shelley, 11/25/19	
Meets the Standard Celina Chavez, 11/25/19	
Does Not Meet the Standard Merylyn Johnson, 11/26/19	
Partially Meets the Standard Hanne Rega, 11/26/19	
Does Not Meet the Standard Detra Adams, 11/26/19	
Does Not Meet the Standard Matt Schroeder, 12/3/19	

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

The School is committed to providing an environment of academic rigor that continually meets

high standards of student achievement. At the forefront of this environment is our leadership in administrators and teachers. Our administrators take the lead and address the needs of all stakeholders. Our teachers are highly qualified to deliver instruction founded in research and best practices. Teachers are provided relevant and meaningful professional development throughout their careers at the School and guided by the principles of collaboration, reflection, and ongoing professional development. Through implementation of the strategies fully addressed in this application, the School will meet and exceed requirements by:

- Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Sunshine State Standards with scientifically based reading initiatives that encourage success for every student;
- Implementing mechanisms to continuously monitor, evaluate, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement year to year; and
- Providing opportunities for active and genuine involvement of students, families, and community partners in the School development process in an effort to create a richer, more nurturing educational experience for all.
- Increase opportunities for struggling learners through our after school and Saturday School tutoring camps and parent supports demonstrated through our Title 1 nights, parent conferences and other family activities to help at-risk students.

Core curriculum studies are enhanced by both curricular and extra-curricular programs that infuse the arts, culture, technology, and enrichment opportunities. This complements the vigorous educational program and dynamic school environment at the School. Instructional coaches are working together to support professional development and vertical alignment that lends itself to improved student learning outcomes. Through its website, weekly newsletters, call-outs and social media campaigns, the School maintains a consistent system for informing both parents and the community of the educational opportunities available to students. The School is accountable to students, parents, and community members, who are encouraged to participate in all aspects of the educational process.

Of note, the School has obtained a full, 5 -year accreditation through AdvancEd. The accreditation process is rigorous and provided an additional method of examination of successful implementation of the program and a continuous improvement model for the school program as a whole. The Accreditation reports have been included in improvement planning and serve as the basis for collective efforts to meet the STEAM mission and to provide a contiguous, rigorous and appropriate educational program for all students in all grades. The diagnostics and surveys compiled through the accreditation process have helped Avant Garde identify our strengths and weaknesses and develop a cohesive and purposeful professional development plan aligned to our STEAM programming and over-arching need to improve our targeted instruction and differentiation in the classrooms to meet the needs of our students.

The educational philosophy of the School is rooted in the learning and development of the whole child through academic opportunity. The School provides a challenging curriculum and sets high expectations for students, all the while meeting their needs and supporting their dreams and goals. To this end, the School is dedicated to the following:

- Instruction focused on mastery of the Florida Standards and NGSSS
- Daily instruction that includes student-centered activities to meet the needs of all learners and address different modalities

- Quarterly or semesterly events that showcase student project work and celebrate the School's STEAM mission. These events encourage and increase parent participation and community awareness
- Learning Plans developed and carried out for students performing below grade level
- Progress monitored through ongoing assessments and MTSS data collection/reporting
- Differentiated instruction tailored to students' needs as determined by data analysis and implemented in small groups and student center activities
- Curriculum continually evaluated against student data and modified as needed to ensure effectiveness

The School encourages and challenges its teachers to use innovative learning methods by providing a work friendly environment where teachers feel comfortable sharing and implementing the latest research-based practices. Professional development is provided on an ongoing basis to make certain that teachers are equipped with the most current information to successfully support student learning. All instruction at the school is founded on the most innovative research-based practices to provide the best possible education for our students. Highlighted below are just a few examples of innovative techniques that will ascend the School's students to new heights of success. "Pedagogy of Confidence": Students are provided instruction that builds upon their sense of personal identity, abilities, and self-worth (Jackson, 2005). The instructional tools utilized by this method of instruction has been proven highly effective in improving the achievement levels of students in urban settings. Students learn to enhance their strengths rather than focus on weaknesses and develop a sense of self that allows them to overcome obstacles to learning.

Project Based Learning [PBL]: In maintaining student readiness for the world, the School believes in building connections between content area learning and real-world situations. Using PBL through thematic units of instruction, students participate in lessons with an open-ended challenge. Through inquiry, students develop critical thinking, collaboration, communication and problem-solving abilities through Google Expeditions, Hands-On Science Labs, Virtual Classroom

A primary goal of the School is to continue to respond to the needs of all of its students. As such, the instructional staff utilizes all means at their disposal to understand what is needed for their students to succeed. The implementation of norm based and criterion-based measurement tools is encouraged as a collaborative process designed to meet a specific need. This process is incorporated into the implementation of professional learning communities. Teachers collaborate with each other, administrators, and other school personnel to design and implement new measurement tools that give educators a clearer picture of student learning. The use of professional learning communities to accomplish this goal ensures accountability for quality and effectiveness, as well as the sharing of new creations and cohesiveness within the educational program. Additionally, school climate surveys from parents, students, and teachers are used to evaluate the teaching and learning environment. Learning processes and data gathered from the above are utilized to improve the school environment on a consistent basis.

Innovative new approaches to learning make education meaningful for students, especially in our hands-on environment and the myriad of technology infused courses that emphasize all components of a STEAM education. Electives teachers work with core content teachers and plan projects and activities aligned with grade level state standards. A hands-on approach to learning that includes daily student centers and differentiation is required of all teachers and supports all learners to meet their needs and learning modalities. This provides students with a quality choice education for a school that serves a very diverse population of students and parents.

After successfully implementing various educational programs, the School welcomes the opportunity to share best practices and innovations with others. Administrators and instructional staff have participated in many local and community events including district meetings, Chamber events/meetings and Leadership Hollywood and continue to develop relationships whenever possible with others. The School is intentionally willing to partner with other interested schools to stimulate continual improvement with the Sponsor, throughout the state of Florida, and beyond.

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

The School follows (and mirrors) the annual district school calendar established by the Sponsor, which requires a minimum of at least 180 actual instructional days per school year. As per Florida Statute, the School provides 180 days of instruction to students consisting of six and a half instructional hours each day. All students have

The following schedule is for all grade levels:

The educational focus of the School is the utilization of scientifically researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. Research based, state adopted curriculum materials and the latest technologies are used towards achievement of this goal. Mastery of the Florida State Standards and Next Generation Sunshine State Standards through Project-Based Learning and the use of technology have been and will continue to be the highlight of instruction. This coupling allows students to not only learn, but more importantly apply, the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead of them for middle school, high school, and then college, technical education, or a career. In addition to the rigorous core and elective curriculum to be described further in Sections 4, we believe it is critical to mission achievement to include our integrated electives offerings that provide an educational experience for children that is engaging and rewarding and provides a holistic approach to teaching and learning that is good for all our children. The electives, clubs, and sports offer students a multitude of opportunities to learn to grow and to connect with their peers and the community at-large.

**The following is a summary of the core curriculum provided for all students in grades K-5 at this time:**

**Reading/Language Arts**

The School will continue to implement with fidelity the guidelines set forth by the Florida Standards and Next Generation Sunshine State Standards (NGSSS) in correlation with the Sponsor's K-12 Comprehensive Research-Based Reading Plan as established by the Florida Department of Education. Systematic and explicit reading instruction is the vehicle for student mastery of these rigorous standards.

**Materials:**

**Reading/ELA:**

Whole Group (Core):

- Reading Street K-5
- Supplemental Resource: Performance Coach Grades 3-5 ELA and Math

DI:

- iReady digital lessons
- Ready Book Instructional Lessons

Writing:

- DBQ 4th and 5th
- Supplemental: Cold Writes

Intervention:

- RTI Tier 3 (My SideWalks) ELA
- Supplemental: Ladders to Success ELA and Math (Coach Digital)

**Mathematics:**

Mathematics instruction at the School centers on the Math Florida Standards (MAFS). Instruction will continue to emphasize both the practical problem solving and the need for abstract thinking in addition to an increase in academic rigor. Students are evaluated using school made Benchmark Exams (every two to three weeks) and end of year State assessments as well as our other progress monitoring assessments including iReady. The quick turnaround of data results is essential in order to make adjustments to the curriculum focus calendar and remediate deficiencies. Remediation takes place through differentiated instruction groups after teacher has completed whole group instruction/discovery. Teachers and the school-based Administration monitor student progress continuously and reassess when necessary.

- (HMH) Go Math!
- Iready
- Coach Digital (Math)

**Science:**

The comprehensive science program at the School is designed for student achievement of the NGSSS for Science. Alignment with the NGSSS is documented in teacher lesson plans. Students learn science through an inquiry-based approach, which provides them with hands-on science investigations that fully utilize the scientific process. A state-adopted, research-based text series is used depending upon the course. These include:

- J&J Bootcamp (Core) 5th Grade
- Fusion: K-4

Assessment: The FCAT Science 2.0 will be assessed at grade 5. All teachers take ownership of providing quality instruction that will lead to student achievement in this area.

**Social Studies:**

- **Studies Weekly (K-5)**

- **Supplemental (DBQ) 4th and 5th Grade**

The goal of social studies instruction is to produce informed, responsible citizens who are capable of making informed decisions within our democratic society. The School bases all social studies instruction firmly in alignment with the state-adopted, research-based text series and the Florida Standards. Furthermore, the School realizes the importance of the Social Studies curriculum as a conduit for literacy benchmarks in the Language Arts Florida Standards (LAFS). The School values social studies instruction as crucial to our democratic future. In addition, the school believes that instruction in social studies paves the way to acceptance of people of all backgrounds and celebrates diversity through the study of contributions of culturally diverse individuals to our collective society.

**Science/Art/Technology/Music:**

- Tech: Codeable/ GoogleCS/ 3D Printing Design
- Art: Student are instructed in Creative Art focusing on the whole child to develop Artistic Behavior
- Music: Recorder Karate To teach Basic Music Theory
- Science/Stem Lab to have a hands-on digital approach to science through technology.

At avant Garde we are future forward thinkers as it relates to our STEAM program. Elective courses in Avant Garde Academy directly support the school's mission as a STEAM school as well as meet the needs of students in need of virtual credit and or strategic reading intervention. Technology courses are taught using Code.org and other technology-rich curriculum. Research and critical thinking projects provide real-life application of the content and are engaging for students.

Our students work in our lab that is a blended learning environment for teaching the next generation of STEAM to our students. In our STEAM lab we are providing a laboratory type environment where students conduct experiments and simulations in a controlled environment. The students conduct hands-on activities, with an array of materials for building and inventing. The curriculum that drives the lessons are engineering designs, scientific processes and technology-based learning. The students are provided with continuous interaction with exciting equipment and software creating a learning environment that is engaging for all students. Our students look forward to coming to STEAM lab to participate in STEAM challenges which allows them to explore, build and create.

The integrated program of core courses and comprehensive elective offerings help meet the mission to:

- Emphasize higher-order thinking skills that challenge them to aim higher and achieve more
- Help students personalize and own their learning
- Encourage self-exploration and the application of learning strategies that work best for them as individuals

A STEAM model in cooperation with Project-Based Learning anchors our educational model and tie the instruction of the core, standards -based curriculum with hands-on learning opportunities. PBL is an elemental paradigm at the School, as appropriated by the School's student-centered approach to learning. We believe that connections between subjects and content areas must be

demonstrated for students, so that they can see the interdependence of subjects and knowledge, and that this will prepare them for their future. We intend to implement professional development obtained from the International Center for Leadership in Education. Their research shows the gains that are possible by teaching using PBL approaches. Using our thematic units of instruction, we believe we can implement much of what PBL facilitates:

- Lessons based on open-ended driving question or challenge
- Essential content and skills
- Inquiry-based learning
- Critical thinking, problem solving, collaboration, and various forms of communication
- Student voice and choice
- Teacher and student feedback
- Publicly presented product or performance

The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers implement differentiated instructional strategies that connect with individual student's learning needs. Teachers manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices include:

- Direct Instruction (lecturing/modeling): this methodology is used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction is based on Florida's Sunshine State Standards. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.
- Scaffolding - Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing their learning, and learning becomes more autonomous
- Cooperative Learning – Teachers guide small- group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some cooperative learning activities include Jigsaw and Group Investigations.
- Inquiry-Based Learning - Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem-solving skills.
- Vertical Alignment (by Departments)- Courses will continue to be correctly aligned and teachers are permitted common planning time by department for teachers to quickly assess what students mastered in the preceding grade and to focus on building skills and knowledge, as opposed to consuming valuable time with unnecessary reviewing and re-teaching.
- Horizontal Alignment (by grade level) – The School utilizes Curriculum Pacing Guides of a common grade level to address specific subject matter following the same time line through common planning schedules. Such alignment is crucial in school systems dealing with state-mandated standards-based assessments.
- Horizontally and Vertically Aligned Instructional Teams – The School provides professional



development throughout the school year to allow for common planning and teaching teams both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working and transform their own thinking and practice.

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

Democracy and Equity - The school demonstrates non-discriminatory and inclusive policies, practices, and pedagogies. It models democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities. (CES) The tone of the school should explicitly and self-consciously stress values of expectation (attitude, parent involvement, collegueship, comradeship, trust and decency, and cooperation) (CES) The School's mission to academically challenge each student as reflected in their everyday lives is evident in the educational program. Every effort is made to provide the highest quality education for our diverse population of students while closing the achievement gap.

Research based practices are emphasized throughout the program to ensure student achievement of the Florida Standards and NGSSS. Additionally, the School has placed a strong emphasis on preparing students for life beyond their high school years through rigorous college preparatory instruction. the School serves students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FSA exam or failing to progress on our ongoing progress monitoring benchmarks) will receive a school-wide PMP in reading, writing and/or mathematics. Similarly, a progress monitoring plan or PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutoring programs; Saturday class; and/or referral to the Collaborative Problem-Solving Team (CPST). Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process as they are monitored according to their IEP or ELL plan.

The Response to Intervention model allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process is ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessments are ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement. Students identified as having learning deficiencies in reading and/or math are invited to before/after school and/or Saturday School in order to receive additional support in those academic areas.

The Rtl model at the school has four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction, and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention. This allows for a common understanding across the entire

process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization. School leadership attends district BASIS trainings in order to properly document behavioral and academic interventions. BASIS is also used to identify and provide the proper interventions regarding early warning signs (EWS). The schools social work and mental health counselor address social/emotional concerns and refer as necessary to third party services, administration and teacher's document and deal appropriately with behavioral and academic concerns and interventions.

Support for Curriculum Delivery - The school implements the following processes to support the delivery of the curriculum and monitor through our MTSS program:

- targeted interventions for struggling readers and students performing below grade level and implementation of the Sponsor's K-12 CRRP with fidelity;

Literacy integration across all disciplines;

- Curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Sponsor's curriculum pacing guides to ensure all Florida Standards (and/or NGSSS standards, as adopted) and course content Material is covered for mastery within specified timeframes);
- Continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective Florida Standards (and/or NGSSS standard, as adopted);
- Ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- Assessment data is utilized to drive instruction, intervention and support for teachers and students including:
  - iReady (3X/yr)
  - Baseline Pearson and Go Math
  - Imagine Learning for ESOL
  - BAS Assessments .
- ongoing relevant professional development workshops to target learner needs;
- before and after school targeted tutoring for remediation and Saturday School for students at-risk for failure, in accordance with students' learning needs;
- integration of long-term thematic projects across the curriculum;
- focus on differentiated instruction for varied learning styles and proficiency status;

- reading and writing across the curriculum; and
- integration of technology across the major disciplines.

The School's curriculum requires students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices: Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. Differentiated and Standards-Based Instruction –The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers use differentiated instructional strategies that connect with individual student's learning needs and meet the students where they are along this continuum.

Students who have not demonstrated mastery on end of year assessments will be placed into remedial or intensive instructional courses such as intensive reading levels A through C, intensive math, developmental LA ESOL reading for ELL students.

Webb's Depth of Knowledge: To further enhance the high level of rigor and relevance in the classroom, instruction will be centered on Webb's Depth of Knowledge (DOK). Webb's Depth of Knowledge measures the levels of knowledge that are extracted from students on any assessment item to determine what students are expected to know and do. Webb's DOK is descriptive, has varying levels of complexity, and measures the complexity (not the difficulty) of the task.

Instructional leaders will continue to provide professional development to teachers in order to empower them with the tools necessary to successfully integrate Webb's DOK across the curriculum. Proper follow up occurs with classroom walkthroughs, lesson plan review, teacher feedback, and formative assessment monitoring from the school's instructional leaders and administration. Teacher lesson plans incorporate higher-order items from Webb's (DOK). Lessons at the School include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs. Teachers are encouraged to scaffold students using their questioning skills and provide appropriate "wait-time" during the questioning process to ensure deep thinking from the students.

**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.**

Each summer, the administration and instructional support team conduct an analysis of all year-end assessment data prior to the start of the school year. This summative report, combined with rigorous pre-assessments aligned with specific content areas (reading, math, science, social studies) at the onset of instruction, determines students' strengths and weaknesses and is used to place students into the appropriate course level and to differentiate and drive instruction in the classroom.

- Every six weeks, the School conducts formative assessments to measure mastery of grade level standards. This systematic series of ongoing assessments includes a rich item bank to

evaluate student progress and identify areas in need of improvement. Staff utilizes these data to measure students' understanding of concepts and adjust instruction to move students to skill mastery in a timely manner, as each assessment is built around an instructional pacing guide. Data is analyzed after each assessment onsite and remotely to generate reports that provide evidence of student mastery and non-mastery of the Florida Standards and the Next Generation Sunshine State Standards.

- Teachers administer a variety of formative and summative assessments to measure mastery and progress including; iReady, BAS, Imagine Learning and core curriculum unit tests.
- Online lesson planning software is used to capture daily instructional data. All instructional data is captured and saved to a database, providing lesson plans that will become resources for future use. The lesson planning system allows administrators to view the blueprints to classroom instruction through the computer or other assistive technology. Teachers are able to quickly organize instructional material and search for gaps, loose ends, or incomplete content. The Florida Standards and NGSSS standards are embedded into the lesson planning software, allowing teachers to use integrated search technology to connect assessment data with instructional data (lesson plans).

Additionally, online lesson plans are helpful for evaluation, teacher self-evaluation, assessment of student learning, and evaluation of the curriculum. Lesson plans provide an added means of communication that helps teaching teams provide cohesiveness throughout their instructional program. This is especially important when implementing an interdisciplinary thematic unit.

Data generated from the formative and common assessment system is analyzed and compared to instructional data on an ongoing basis. This accountability cycle keeps our pacing guides aligned to students' needs while ensuring students make progress towards mastery of their grade level State Standards. Our instructional coaches review student data, and teacher effectiveness to create support structures that include intervention materials and plans, as well as professional development to support small group instruction and student center activities in the classroom to meet the needs of all learners.

Classrooms proudly display data walls that encourage and reward student progress and gains. Students are aware of their current levels of performance and encouraged to set goals and rewarded for meeting goals; both intrinsically and extrinsically. Rubrics from project-based assessments and other classroom assessments are used as teaching tools in the classroom, helping students to learn the value and process of self-evaluation. Individual meetings and conferences are held to review student performance and assessment data as a part of a holistic approach to using student performance and assessment data to improve instruction and learning.

The instructional calendar is created before the opening of the School year and identifies dates when testing and reporting will occur. Teachers conduct conferences with parents and students throughout the year to celebrate skill mastery, map a plan to move to the next level of skill proficiency and create a learning plan to remediate remaining deficiencies when needed. Parents will also be invited to take part in creating learning plans for their children. This collaborative effort among teachers, students and parents empowers students to take ownership for their growth and development and create a positive and practical format for parents to have a voice in their children's education.

Results of all internal and external assessments and measurements informs stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it guides students in understanding full mastery of each respective standard and it keeps parents

informed about student progress to specific learning objectives. Expectations are that students' progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and that all learners have at least a year's worth of learning in a year's time. Summary reports of I-Ready data have been included as attachments to demonstrate learning gains by students and cohorts.

Finally, the School utilizes a Response to Intervention model that integrates assessment and intervention within a multi-tiered system of support (MTSS) system to maximize student achievement and to reduce behavior problems. The school identifies students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RTI implementation at the school contributes to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school and assist with the identification of learning difficulties and problems.

Bi Weekly/Quarterly data chats are being conducted to review curricular resources and identify areas of weaknesses in students, teachers or materials. These meetings have driven the purchase of additional or new supplemental materials for student access including and they have also driven specific areas of professional development to support teachers in their instructional capacity when trend data identifies the need. Students who fail to make progress are moved through additional tiers of instruction as defined on our MTSS plan below.

As indicated in the learning gains, lowest quartile learning gains and supplemental reports from intervention materials and benchmarking OPM, Avant Garde Academy is successfully supporting all learners and using data to drive instructional decision making in the best interest of students and the school and is committed to increase gains and improve proficiency each year for all students.

**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 may be conducted.**

The School agrees to adopt and implement the Sponsor's policies and procedures with respect to the Exceptional Student Education (ESE), as amended from time to time. It is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. Each year, our School has created an action plan to improve any deficiencies identified in the OSPR. Copies of previous OSPR and corrective action plans are included for comparison. The School has made significant improvements each year and the OSPR in 2019 was our most successful review. The School is committed to continuous efforts to ensure compliance in all aspects of our charter agreement as they relate to the Reading program as well as meeting the needs of all students; ESE, Gifted, ELL and At-Risk. We believe the most recent OSPR report is demonstrative of our efforts in this vein.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School assumes responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with

provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

**Least Restrictive Environment:** Students with disabilities are educated in the least restrictive environment and are supported with the use of supplementary aids and services. Similarly, gifted students will be educated in an environment that promotes acceleration.

The school utilizes the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students are provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code.

Additionally, the School will follow guidelines and procedures detailed in the Sponsor's Special Programs and Procedures for Exceptional Students. The educational program for exceptional students includes and adheres to the principles of the law as follows:

- Free appropriate public education (FAPE)- provides to every exceptional student enrolled in the School. That is, Free (no cost to parents); Appropriate suited to individual needs of the child; Public – provided by and paid for the public education system; Education including extracurricular activities.
- Appropriate evaluation – evaluations occur within appropriate timeframes and in accordance with published guidelines. Individual Education Plans (IEP)- and Educational Plans (EP) for gifted are developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.
- Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, and helping the School understand their child.
- Procedural Due Process – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

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

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

1. For students who present speech disorders, a teacher recommends to the Speech Language Pathologist (SLP) that an observation be conducted. If the SLP hears sound errors and speech is observed to have decreased intelligibility, then a formal assessment will be conducted.
2. For students who present language disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
3. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student
4. The parents of the child receiving general education interventions requested, prior to the completion of the interventions that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

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

Developing Individualized Education Plans: Students are guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized education plan for each student includes measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Behavior of Assessment (FBA) and the development of a Positive Behavior Intervention Plan (PBIP).

Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, Standard diploma, standard curriculum, and assessment may also be addressed therein. Supplementary aids within the classrooms as well as on the State assessments and possible related services will also be identified and clearly delineated in this written plan. The School ensures that the appropriate personnel will be trained in using EdPlan formerly known as Easy/IEP (Special Education-Electronic Management System) that are currently being used by the Sponsor.

504 Plan Procedures: A general education student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SST. The SST will follow all established Student support team (SST) procedures and determine if appropriate to refer for possible 504 Plan services. The eligibility/ineligibility is based on a variety of sources. 504 initial eligibility sources may include teacher observations, information from parents, and information from medical providers, a Broward County school psychologist, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section

504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School completes 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 School works with the sponsor and seek advice and guidance with regards to the appropriate placement of each student with a disability. In addition, the school accepts and agrees to implement the Sponsor's policies regarding Exceptional Student Education. Decisions related to students with disabilities are made with full regard to Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and a Free Appropriate Public Education (FAPE).

Exceptional students who are below grade level require a structured strategy to assure engagement in the curriculum by providing support for the student within standard classes and/or by the provision of subject remediation in support classes. To achieve engagement requires effective teaching with content and instruction, which encourages the students' active and willing participation. Characteristics include: balanced student-centered and teacher-centered instruction, drawing upon students' prior knowledge, allowing students to choose some of their activities, high standards and expectations, but also the individualizing of instructional opportunities. The curriculum must be age, stage and context relevant and presented in an innovative and relevant way. Effective learning must be guaranteed with differentiated instruction, innovative teaching strategies, and challenging, but achievable goals.

Students should be engaged both affectively and cognitively whilst assuring that there are planned and sustained follow-up teaching and learning strategies. Engaging with students at an emotional level only works if planned and sustained follow-up teaching and learning strategies are in place.

Assessment strategies are of key importance. In order to assure that the student is benefitting from the curriculum, constant feedback is essential along with the use of formative assessment, assessment for learning, and response to intervention (Rtl)

For Rtl implementation to work well, the following essential components must be rigorously implemented:

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the Rtl process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

#### **GIFTED:**

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



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

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

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

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

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

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

ELL Committee the School's ELL Committee may be comprised of an ESOL contact, ESOL

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

Program Placement the ELL Committee strives to ensure proper and immediate placement of all students qualifying for ESOL services. The program of instruction is effective in meeting the needs of the students it serves. English instruction includes the development of four language skills, listening, speaking, reading, and writing, as quickly as possible. ESOL instruction is provided in English. Students engage and learn through social and emotional learning throughout the implementation of social culture projects. Students are given the opportunity to bring their culture into their learning environment. Conversational language is typically mastered initially, with complex academic language requiring additional time and study to fully develop; therefore, ESOL services and assistance are provided to support ELL students in all academic subject areas as outlined by the District's ELL Plan.

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

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

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

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

- Length of time in the ESOL program
- Educational background
- Length of time in the country
- Academic progress during school year
- Cultural adjustment
- Home language support
- Age appropriateness
- Progress with Language Arts standards
- Progress with English language proficiency

- Mobility (migrant)
- Assessment data in the native language (if available)

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

ELL Data Collection/Folder the School's front office staff collects and reports student demographic data. Student residence is verified with two proofs of residence, and health records are reviewed to determine appropriate immunization history. A registration packet is handed to each parent/guardian. School forms are provided in the native language of the student when feasible.

When the information has been collected, the school front office staff enters all information onto the student information database. Home language information for students and parents is included. A folder is maintained in the student's cumulative file containing information regarding the student's ESOL status: HLS form, assessment information, ELL Student Plan, Placement Data, Exit Data, ELL Committee Meeting notes, other applicable information.

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

The English Language Learners are administered the state required assessment Access for ELLs 2.0 Assessment during the months of January through March of the school year. This instrument is designed to measure the students English language proficiency skills in each of the four domains: listening, speaking, writing, and reading. Once the Access and the FSA scores are received, the school uses the results to inform instructional best practices to increase academic achievement of the ELL students. Students that received at least a 4.0, greater in all reading and FSA score of a 3, or higher are automatically exited from the ESOL program.

Exiting through an ELL Committee:

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

ACCESS for ELL 2.0 scores are valid until 10/1/2018. Scheduled ELL Committee Meetings (must have at least 4 members in attendance. Send home a parent invitation to the meeting in the home language, if available, and in English. Convene ELL Committee Meeting to discuss all current data available. The decision must be supported by at least two (2) of the criteria established. Two of the state approved criteria must be substantiated in the Student Meeting in ELLevation and documents to support recommendation must be included. Finalize and print Student Meeting

Report from ELLevation. Attain signatures and file original in the blue ELL folder. Provide the parent/guardian with a copy.

### Monitoring LF Students

The ESOL Contact obtains exited students' data (ELL status and EXIT date) from the IMT/IMS and ELLevation in order to provides teachers with a list of exited students (LF) to be monitored for 2 years from the exit date. Exited students' academic performance is monitored on an ongoing basis by gathering information from classroom teachers such class performance, grades, and/or test results and documented via a post-exit Monitoring Meeting in ELLevation. File current report card along with a signed and dated Student Meeting Report.

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As per Section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

Teachers who are bilingual and trained in the use of ESOL strategies should deliver instruction in English and provide assistance in the student's native language as needed.

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

Working in small groups, Translating information, Interpreting test questions and homework assignments as appropriate, Helping students comprehend textbooks and other written materials.

Schools with large populations of ELLs should also provide home language assistance through other bilingual school personnel, including registrars, clerks, guidance counselors, ESOL Program staff, and other school support staff.

Consideration of ELLs educational background (literate vs. pre-literate) for program placement

WIDA's English Language Development (ELD) Standards link English language learning with academic content standards and social contexts associated with language acquisition. Each of the ELD standards encompasses the four language domains (listening, speaking, reading, and writing) that define how language is processed, understood, produced, and used by ELLs.

The following are some of the approaches used to ensure that comprehensible instruction is provided for the ELLs: • teacher/paraprofessional-student interaction is in both languages when possible; • the curriculum is structured so that prior knowledge is considered; • methods and materials used in the program reflect second language acquisition strategies and needs; • all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL; bilingual dictionaries are used to support instruction.

“WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments,

research, and professional learning for educators.” WIDA Can Do Philosophy is based on researched guided principles for English language development. One of the components of this framework is the Can Do Descriptors. The descriptors are an instructional resource for teachers and can be applied to all the ELD standards. They highlight and identify what a student Can Do at each proficiency level in each of the four language domains. Teachers are able to craft and build their instruction scaffolding from one language proficiency level to the next.

ELL Grading Best Practices Grading ELLs can take some adjustment because teachers must separate the students’ content area knowledge from their knowledge of English. Therefore, teachers should assess what students know and can do rather than their ability to express themselves in English. When grading and reporting the progress of ELLs, teachers must consider the student’s English language proficiency level, which might affect his or her ability to communicate content knowledge. Also, the student’s previous educational background, including native language literacy level may impact current performance.

### **G. Explain the school’s current process for MTSS/Rtl.**

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

The Rtl model at the school has four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system.

Regardless of the number interventions the school implements, each will be classified under one of the three levels of prevention. This allows for a common understanding across the entire process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization. School leadership attends district BASIS trainings in order to properly document behavioral and academic interventions. BASIS is also used to identify and provide the proper interventions regarding early warning signs (EWS). The schools social work and mental health counselor address social/emotional concerns and refer as necessary to third party services, administration and teacher’s document and deal appropriately with behavioral and academic concerns and interventions.

#### **a. What is the school’s plan for MTSS/Rtl to ensure that the process is appropriately implemented during the next charter agreement term?**

The School is using BASIS to document MTSS protocol and has created specific calendars of student services attached for review. The CPST will meet every Wednesday (more often if necessary) throughout the school year to track student progress. All stakeholders (administrators, support staff, teachers, and parents) are invited to the CPST meetings. All district provided templates for documenting support services and implementing the Early Warning System has

been recently updated and implemented. School leadership will conduct fidelity checks and monitor data chats and BASIS data to ensure that students are appropriately supported and serviced and moved through the tiers based upon progress measured by data points. The LEA rep will attend all CPST and IEP meetings to ensure that present levels of performance and performance data points are included in the meeting presentations to ensure student success and progression. Data points may include academics, behavioral referrals and attendance. Attachments included demonstrate the current status of student tracking, identify the members of the MTSS teams, Meeting Agendas and Calendars of the MTSS team and additional curriculum/intervention materials used to support the process and education of those students who require ongoing progress monitoring as well as the professional development of the teachers responsible for providing all tiers of instruction to our students.

**(will attach MTSS reading/math plan and CPS team document)**

**H. Provide the charter school’s Early Warning System (EWS) data and explain how the school plans to support vulnerable student populations as identified by the EWS.**

The School uses an Early Warning System matrix to identify students who should be monitored and placed in an appropriate tier for MTSS. This matrix includes data points related to attendance, tardies, behavioral referrals and course (one or more) failure. Students who have been flagged in 2 or more of these components will be discussed during Collaborative Problem Solving Team meetings and maybe placed into the MTSS program and placed on appropriate plans. Parents will be notified of EWS data and the appropriate supports will be put into place dependent upon areas of concern.

## **Attachments**

### **Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION**

– No Attachments –

# FINANCIAL PERFORMANCE

## 1. FINANCIAL MANAGEMENT

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

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

Avant Garde Academy of Broward takes its fiduciary responsibilities seriously. As such, the School has partnered with an outside firm to serve as our financial accountant to ensure revenues and expenses are recorded accurately, payments to vendors are both timely and controlled by a segregation of duties, and adequate level of internal controls exist for the financials at large. All expenditures are processed through Building Hope. When an invoice comes into the school our business manager scans the invoices and uploads them to Building Hope’s portal. The transaction then awaits approvals. All transactions must be approved by the Principal. Any transaction over \$1,000 must also be approved by at least one officer from the management team. Transactions over \$5,000 requires two officers from the management company to also review and approve the document. Once the transaction has all of the necessary approvals, Building Hope adds the details to QuickBooks and creates an image to print onto check paper and sends it back to the office manager. Only these images are allowed to be printed on the school’s checks, and checks may not be manually written. The office manager then sends the check out to the vendor. Building Hope manages all reconciliations and creates the financial reports to the Governing Board and to the district.

The school primarily uses a third party vendor (EZ pay) so as to minimize cash collection at the school level. All payments to be opened on EZ pay must first be approved by the Principal, and in turn the business manager then opens the account for a limited time window. Receipts are given for any cash collections by the receiving party, who is the sponsor for the reason why the cash transaction occurs (i.e. field trip), a copy of the receipt is submitted to business manager to be filed, and the cash is deposited after the business manager provides a second count of the cash. A spreadsheet of the accounts receivable including all deposits are then sent to Building Hope to be included in the general ledger and incorporated into the school’s financial reports. In the event the school acquires fixed assets (items totaling value over \$1000, or groupings of related items totaling at or above \$1000) will be capitalized according to GAAP, including “ancillary charges necessary to place the asset into its intended location and condition for use.” Capital assets will be inventoried and tagged. Inventories of capitalized assets will be maintained in the general ledger and occur according to the following:

The data in the accounting records are compared with actual capital assets by physical identification by asset tag.

A disposal or exception report will be generated if a capitalized item no longer exists in inventory.

exception/disposal report will be used to make any necessary adjustments to the accounting records.

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

Building Hope enters all accounting information into QuickBooks in the appropriate RedBook Accounting format in conjunction with Broward County’s recommended financial reporting format, as well as using generally-accepted accounting principles. The School Principal, Management Company and Governing Board a minimum on a monthly basis review accounts payable and receivable logs, payroll reports, bank account deposits and withdrawals, and the overall the financial reports. All school leaders have access to QuickBooks to query against all transactions to ensure each transaction is both recorded and discharged correctly. Monthly financial statements include a comparison of actual results as compared to the approved budget. In addition, all required monthly, quarterly and annual financial reports are submitted to the Broward County School District in compliance with the timelines set forth by the district.

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

The school’s contracted financial accounting firm Building Hope generates financial reports to be distributed to the Governing Board, as well as the mandatory financial reporting for the district. These reports are created prior to the 25th of the following month to be uploaded to Charter Tools. This amount of time gives the school’s financial accounting firm time to complete all transactions, allows outstanding checks to clear, and perform internal quality control checks to verify that the financial statements are as accurate as possible. The school regularly checks and responds to questions, comments and requests for more information from school district personnel when notified that an item has been called into question. The school facilitates annual financial audits from an independent certified public accounting firm at the end of each fiscal year. The audit is submitted to the Broward County School District and the Auditor General of Florida. The school also prepares monthly and quarterly financial reports and uploads them on a timely basis.

**Attachments**

**Section 1: FINANCIAL MANAGEMENT**

– No Attachments –

**2. FINANCIAL VIABILITY**

**Section Evaluation**

	Final Rating
Meets the Standard Cassandra Vallianos, 11/19/19	Meets the Standard

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



Avant Garde Academy of Broward has maintained a positive cash flow while paying costs and debt associated with opening a charter school, building a comprehensive program, and encumbering five years' worth of general operating expenses. Our school opened with 938 students in its inaugural year and through a few iterations of the charter contract and enrollment pattern, we remain stable with a fully enrolled program that serves approximately 1025 students. Given the newly established feeder pattern with the co-located school, the total budget for this school year approaches twelve million dollars in revenue between both schools. In addition to an established feeder with the co-located school, the School in its fifth year of operation now also shares the same physical location with Avant Garde Academy 6-12 Broward, a charter held by the same charter-holder, as well as requisite common expenditures. The budgets for both schools are first built simultaneously on an aggregate basis, then broken apart by program and revenue allocation so that appropriate common expenses may be shared. These expenditures are in turn allocated between the schools based on actual student enrollment, or other appropriate measurement to determine equitable pro rata share.

Expenditures that are subject to allocation include, but are not limited to the following functional categories:

Instruction Administration

Facilities Acquisition and Construction (Rent) Operation of Plant

The process of the allocation of common expenses takes place when the expenses are recorded based on a methodical and non-discriminatory basis. In the event there is a temporary cash flow issue with funds in the Operating Account to pay normal expenses, the school works in conjunction with Avant Garde Academy of Broward and the school's management company to address budgeted yet unreceived revenue, and yet unpaid operating expenses. Short term cash advances are available if needed from the management company. Accounts payable are aged by priority and payment term by Building Hope who actively pays invoices by the due date (except for management fees in the event that there is a cash shortfall) so that the school meets all its budgetary obligations in a timely fashion. In the event management company-related expenses are aging at the close of the fiscal year, those expenses have been historically forgiven so that the school owes no long-term debt to the management company.

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

The school's independent financial accountant Building Hope has verified that the school's financial obligations are in good standing, and, all aging payables are paid within 30 days. All long-term obligations and requisite debt service payments are current as of the submission of this renewal.

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

The school in its opening year set a record for first year charter schools with well in excess of 900 students reported in FTE in year one. Enrollment trends have continued as it began, with the school maximizing enrollment for all five years of its charter. As a result, at the end of year four of the charter according to the financial audit, the school has both a positive net position and fund balance of over four hundred thousand and two hundred thousand dollars respectively. Avant Garde Academy will continue to strengthen its financial performance for the upcoming term of the charter agreement by maintaining enrollment thoughtfully and strategically and adhering to prescribed budgeted expenditures as approved by the Governing Board. The Projected Five-Year Budget for 2021-2026 is a conservative projection of CPI(Consumer Price Index)-driven per pupil revenues while expenditures are based on historical trends and account for the following: inflation

also driven by CPI, and historical expense actuals by category. Additionally, the school has anticipated future capital needs by placing an annual debt service expense per year in order to account for furniture, fixtures, curriculum and technology (FFETC) needs as the school continues to grow.

Long term debt placement for FFETC from fiscal years 2015-2019 have already begun to sunset beginning in fiscal year 2019 and at the end of the next five-year period, the school anticipates only the facility lease as its sole long-term liability. The budget beginning in fiscal year 2021 and beyond also includes a replenishment schedule for any and all replacement of aging furniture, technology and curriculum. A contingency fund, maintenance reserve as well as a fund to cover estimated accruing Paid Time Off (PTO) long term liability further ensures that the school is planning to meet any reasonable future capital and other financial needs for the next several years of operation.

As the aggregate capacity of the current facility is approximately 2100 students (K-12), much of the anticipated enrollment increase in the 6-12 program that this charter does not cover comes as either a direct transfer of students by grade level as the co-located school absorbed the middle school program at large, and from matriculation directly to the co-located school which operates only grades 6-12 on a go forward basis. This presents both a conservative position as well as a potential financial advantage for the school as indirect education costs will remain both a function of and percentage of the school enrollment as a portion of the larger aggregate K-12. Direct education expenses will increase correlated to enrollment increases also at the K-12 level, both of which financially insulate the K-8 program which is already at peak enrollment. In the event enrollment targets are not fully met, the school will be able to operate in a financially sound position if direct education expenses track according to enrollment actuals, and indirect education costs are pro-rata per co-located school based on enrollment. At current, the school utilizes approximately 60% of the total capacity of the program, and in turn services the same amount of expenses on a pro rata basis. That percent is expected to shift toward an even 50/50 split between the two co-located programs as the matriculation patterns as well as new kindergarten starts will ostensibly add net enrollment as well as balance for the total program at large.

## **Attachments**

### **Section 2: FINANCIAL VIABILITY**

– No Attachments –

# ORGANIZATIONAL PERFORMANCE

## 1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/20/19	Partially Meets the Standard
Partially Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

### A. Explain if the charter school’s actual enrollment has been consistent with its projections

Avant Garde Academy enrollment has been strong since our inaugural year. In its first year, Avant Garde Academy opened with close to 940 students in grades K-8. In 2016 Avant Garde Academy 6-12 moved into our facility and the two schools were co-located permanently. The prior years’ enrollment was intentionally designed asThis changed our intentional enrollment patterns to put into place enrollment that is programmatically good for students. AGA K8 #5015's charter was amended on June 11, 2019 in conjunction with the renewal of AGA 6-12 #5791 to reflect enrollment trends and accommodate the combined enrollment of the two co-located charters. AGA K8's enrollment was decreased from 1,374 to 1,050 students, while AGA 6-12's was increased from 750 to 1074, for a combined K12 enrollment not to exceed 2,124. Demand in our program has remained very strong and we are close to our capacity enrollment each year. These changes support the enrollment fluctuations below. We expect our enrollment to remain stable and steady over the next 5 years.

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	160	165	180	180	180	180	180
1	160	155	180	178	180	180	180
2	160	174	160	178	160	160	160
3	140	188	174	158	180	160	160

4	144	168	188	172	160	180	160
5	144	181	160	184	174	160	180
6	168	0	0	0	0	0	0
7	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0
5015	1076	1031	1042	1050	1034	1020	1020

- **If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Our enrollment pattern has been reflective of the governing board’s intentional plan for matriculating students and serving them in the most appropriate means through two co-located programs. The School has been developing a positive school culture with a feeder pattern from its elementary enrollment into its middle and high school program. At this time, our school is close to its maximum capacity for enrollment and has built a healthy wait list to ensure that the school meets its enrollment targets which directly impact the financial model for the school. This intentional controlled enrollment by grade level has allowed the school to operate efficiently and grow into its capacity within a shared, permanent facility. There has always been and thus far remains a strong demand for the educational program.

**B. Provide the demographics of the community the charter school serves. Avant Garde Academy Broward currently serves students in grades K-5. The following represents enrollment for 2019-2020.**

**Student Demographics**

**Current enrollment: Total: 1026**

ESOL

LA 37

LF 124

LY (active) – 276

TOTAL: 437

ESE

F (speech impaired) - 16

G (language impaired) - 6

H (deaf/hard of hearing) - 1

K (Specific learning disability) - 13 L (gifted) - 29

P (autism spectrum disorder) - 2 V (other health impaired) - 3 TOTAL: 70

Free/Reduced Lunch

TOTAL: 593

**Student Demographics:**

White - 771

Black - 194

Indian- 1

Asian - 17

Multi - 45

Hispanic - 474

**C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.**

Avant Garde Academy complies with all statutes related to enrollment procedures. Parents have the option/opportunity to apply online and with paper/pencil on campus and at our off-site informational sessions. Once they have applied, Avant Garde Academy uses a software program to run a blind lottery. If more students apply than seats are available, then the lottery will determine who receives a seat and who will have a position on the waitlist. If there are not more applicants than seats available, then all students will be accepted. The recruiting and enrollment policy can be captured below:

**Recruitment**

Avant Garde Academy conducts periodic information meetings at the school and various locations to inform area residents and other interested persons about the charter school opportunity. The promotional plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The school will implement a community awareness plan that will target area elementary schools, area communities and homeowner associations.

Presentations will include information about charter schools in general and specifically about the

School's curriculum focus and the application procedure. Flyers will be developed in multiple languages (including Spanish, Russian and English) for distribution at area businesses, community centers, churches, and child care facilities. The School's staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. These events will continue to take place on campus and at various sites as approved by our business and community partnerships, which include; Art in the Park and community events at the local YMCA. Special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. All marketing materials and the School's website will include the following statement: "Tuition-free public charter school". Information brochures and applications printed in multiple languages (including Spanish, Russian, English and if required, Haitian Creole) will be distributed to these agencies to facilitate the school's desire to inform these groups about the school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the school.

Students are considered for admission without regard to ethnicity, national origin, gender, or achievement level. Although students will most likely come from the neighboring communities, the promotional plan to be followed in publicizing the school will be designed to reach the entire community and accordingly, all racial/ethnic groups within it. Avant Garde Academy will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. Avant Garde Academy has adopted a nondiscrimination policy and will include this statement in its advertisements and enrollment marketing communications:

*"Avant Garde Academy, Inc. {AGA} is an Equal Opportunity Employer and a non-discriminatory educational provider. It is the policy of Avant Garde Academy of Broward to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. Avant Garde Academy will not discriminate on the basis of race, creed, gender, national origin, sexual orientation or age in administration of its educational policies, admissions policies, athletic, and other school programs."*

## **Enrollment Policies**

Avant Garde Academy of Broward is open to all eligible students residing in Broward County as well as adjacent counties with special recruiting efforts focused on those residents living within a six-mile radius of the school site. Avant Garde Academy of Broward will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

Avant Garde Academy of Broward is nonsectarian in its programs, admission policies, employment practices, and operations. Avant Garde Academy of Broward will not charge tuition or fees except for those fees normally charged by other public schools. To ensure that the school is available to serve the residents of the school's neighborhood, the school may elect to focus some of its enrollment efforts to target students residing within the community. Avant Garde Academy of Broward will use the reasonable distance definition as provided under FS.1002.33(10)(4)(e). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

As provided for in the Florida's Charter School Legislation, Avant Garde Academy of Broward may also give enrollment priority to the following student populations:

- Student articulating from one charter school to another pursuant to an articulation agreement

between the charter schools which has been approved by the Sponsor;

- Siblings of students enrolled in the charter school; Children of employees of the charter school; and Children of Board Members of the school
- Students residing within a “reasonable distance” of the charter school where “reasonable distance” is defined roughly as a four-mile radius around the school.

This year’s application and enrollment window will proceed as follows:

- November 15 New application window opens November/December/January Pre-lottery tours and info sessions
- December 1 Letters of intent to return are sent home to families
- January 31 - Admission application closes for those who wish to be included in the lottery
- January 31 Letters of intent to return are due to help determine the number of seats that will be available to new applicants
- Feb 19 - Admission lottery held if a lottery is required
- Feb 21 - Families are notified of acceptance
- March 4 - ONLY admitted students tour
- March 11 - due date to accept offered lottery seats AND complete registration packet
- March 25 - purge all non-responses and roll to declined
- March 27 - make 2nd round of offers if needed
- April 4 - due date to accept 2nd round offered seats AND complete registration packet
- April 11 - purge all non-responses and roll to declined Determine need for ongoing applications and acceptance

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

Avant Garde Academy has committed to providing a safe and secure environment. In effort to provide a secure campus, Avant Garde Academy of Broward added a full campus perimeter fence with locked and limited gate access. The School has created a safety plan as required through the FSSAT and included as an attachment. This plan was developed in partnership with law enforcement and the school has been recognized on TV and radio for its staff and student crisis/active shooter trainings and presentations. Additionally, Avant Garde Academy has secured a full time, fully trained and approved Guardian as per the requirements in Statute. Avant Garde Academy provided an active shooter workshop for all staff over the course of 3 days to build staff knowledge and practice lessons. The School leadership also received a safety/crisis/communications training to expedite and secure internal communications as needed to address daily safety and incident management across many stakeholders on campus. As it relates to student services and supports, the school has brought onto its staff a number of student support positions to provide guidance academically, socially, and emotionally as well as crisis intervention. Avant Garde Academy has added to its staff an academic advisor, a social worker, and a full-time mental health counselor for crisis intervention, prevention and immediate response as needed. Our staff and family handbooks have been updated to include appropriate policies related to our technology acceptable usage policies, social media, ride sharing, and campus expectations from volunteers. We have also added hourly law enforcement to our evening extra-curricular activities and community events.

**Guardian program outline:**

SHERIFF shall provide the following:

- Verification that the applicant possesses a valid concealed weapons permit pursuant to Section 790.06, Fla. Stat.
- One Hundred Forty Four (144) total hours of comprehensive firearm safety and proficiency training to include:

1. Twelve (12) hours of Diversity training.
  2. Twelve (12) hours of instruction in legal issues; and,
  3. Eight (8) hours of instruction in defensive tactics;
  4. Eight (8) hours of instruction in active shooter or assailant scenarios;
  5. Eight (8) hours of discretionary shooting instruction using simulator exercises;
  6. Sixteen (16) hours of instruction in precision pistol;
  7. Eighty (80) hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model. Program Participants must achieve an eighty-five percent (85%) pass rate on the firearms qualification;
- Upon request of CHARTER, and satisfactory completion of all statutory requirements to be a guardian, the Sheriff shall issue a school guardian certificate to those individuals who meet the requirements.
  - SHERIFF will provide any required annual ongoing training, weapon inspection, and firearm qualifications

The handbooks uploaded to charter tools include our commitment to follow the Broward County Code of Conduct especially as it relates to reportable offenses and student safety. The School has worked cooperatively with the Charter office and the District discipline matrix related to all disciplinary and attendance infractions, and complies with the appropriate reporting procedures. A copy of discipline reports is included in the attachments.

We believe in a common intellectual focus of high academic standards and behavioral expectations for all. Teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.

Academic Excellence and Character Development are at the heart of the School's educational philosophy. The School recognizes and values the importance of social and emotional learning. Accordingly, the school's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and Code of Student Conduct. Student conduct and overarching behavior expectations are predicated upon the School's partnership and participation in a full implementation of the Leader In Me. This year, Avant Garde is seeking a specialized recognition for The Leader in Me through a process similar to accreditation that ultimately names the School as a Lighthouse School. It would be a prestigious recognition of outstanding work in the Leadership model demonstrated throughout the School. The 7 Habits of Highly Effective Children: The School will enhance its character education program with principles from the book, The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide. This resource provides a framework for teenagers to build effective life skills and habits into every day interactions. Without directly calling itself an anti-bullying or anti-drug program, it incorporates strategies that teenage students can practice that will ultimately lead them down ethical and healthy pathways in life. The seven habits are:

1. Be Proactive: Students learn to consider the impact of choices they make today on their future. They develop the value of positive thinking and saying "can" over "can't."



2. **Begin with the End in Mind:** Teenagers are encouraged to map the paths to their goals. Students consider their goals for the future and make choices in the present that will lead to the achievement of those goals.
1. **Put First Things First:** Students learn the value of prioritizing. They develop strategies to effectively organize their time to create balance in their lives.
2. **Think Win-Win:** Students consider the feelings of both people in a relationship, themselves and the other person. Settling differences requires students to consider which solutions will allow both people to be winners.
1. **Seek First to Understand, Then to Be Understood:** Students learn different styles of listening and how to be good listeners in order to be good communicators.
2. **Synergize:** Teenagers learn the value of teamwork and develop skills for working alongside others to accomplish more.
3. **Sharpen the Saw:** Students learn how to take care of their bodies, hearts, minds, and souls. Specific strategies are developed to maintain balance and overall health.

**Leadership Training Opportunities:** Preparation for each student’s future is of paramount importance. The School believes that its students are the country’s leaders of tomorrow. The School will provide an enhanced emphasis on character education through developing leadership traits in its students. The School will seek out leadership opportunities and programs for its students that will advance this goal and prepare students to face issues such as bullying, cyber bullying, domestic violence, pressure to use drugs and alcohol, peer pressure, and identity. Each year the School will hold assemblies and events that demonstrate inclusiveness of all our students and ensure that there is always equity in access to services and resources for all students.

## Attachments

### Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

## 2. FACILITIES

### Section Evaluation

Meets the Standard Victoria Stanford, 11/26/19

#### Final Rating

Meets the Standard

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

The school’s two-story structure was completed in two separate phases: with phase 1 completed in July of 2015 and phase two the following summer. Both phases were zoned and permitted

according to all relevant and applicable code suitable for charter school construction and educational use/occupancy. The school facility and requisite program has been and continues to be in full compliance with all fire, ADA and other life-safety codes related to the safe and legal operation of a Broward County charter school. Evacuation plans and Comprehensive Emergency Plans are posted within each classroom, office and in the cafeteria. Pursuant to s. 1002.33(18)(b), F.S., the school's facility is in full compliance with the Fire Prevention Code (s. 633.025, F.S.), the Americans with Disabilities Act (ADA) as well as all other applicable federal, state, and local laws. The facility is regularly inspected for issues related to fire and safety. If applicable, any items noted in the inspection report are promptly repaired or otherwise addressed in a timely manner and in anticipation of passing future inspections. Related to the campus site and the process by which students and parents enter and exit the school facility, the school has a specifically designated area for school buses to load and unload students in a safe and orderly manner. Non-school vehicles are not allowed to use this bus lane. The school has a comprehensive arrival and dismissal procedure which includes a carline on the west and south entrances of the school for parents to queue up and load and unload students once they reach the building itself. Faculty and staff are supervising carlines both before and after school to ensure students' safety on a daily basis. This plan was submitted and approved as part of the original traffic plan so has been fully vetted by local authorities. Students and staff are also required to wear IDs at all times. The school has the ability to generate IDs utilizing an in-house JLA screening and criminal background check system so that all appropriate student and outside visitors are able to present their credentials on campus at any time.

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

The school undergoes regular inspections related to food and environmental health as well as general fire and safety inspections. The operating permit and certificate of occupancy are displayed in the front office as well as secondary copies placed in the office of the K-5 Principal. The sanitation certificate is displayed prominently in the kitchen. Annual Safety and Fire Inspection and Health Inspection reports are housed in the K-5 Principal office and a secondary copy is in the maintenance office. The School has created safety plans, crisis plans and routinely conducts trainings for staff and students for emergency procedures that are practiced and documented accordingly. Evacuation plans and Comprehensive Emergency Plans are posted within each classroom, office, and in the cafeteria. Pursuant to s. 1002.33(18)(b), F.S., the school's facility is fully in compliance with Fire Prevention Code (s. 633.025, F.S.). Fire Evacuation drills are conducted for students and school staff minimally ten times per year and on average of once per month. Other drills for inclement weather and safety are practiced minimally twice per year. This includes but is not limited to tornado drills, code yellow lockdown drills and code red lockdown drills. Every classroom has a posted evacuation route in the front of the classroom. Each teacher has an emergency protocol binder with class rosters, evacuation and lockdown procedure manuals, and protocol for each emergency scenarios procedure. At no time does the assembly of students and/or staff exceed the number of occupants allowed per the Certificate of Occupancy. As it relates to daily operations toward providing a safe and secure campus, AGA will continue to maintain a fully gated and locked campus with a single point of ingress/egress that requires identification and external permission for entry. The school utilizes a camera system as well as the RAPTOR program for Level 1 JLA screening for non-credentialed visitors on campus. Credentialed staff/teachers enter through the east and west entrances of the school using a keypad, which is updated regularly. Vendors or other similar personnel must first ring into the main office and identify themselves via badge utilizing the school closed circuit camera system, and then once the main entrance is opened they must physically present their badge with proper clearance to the front office staff for inspection. The school complies with the provisions of Florida Statute s. 1002.33 and ensures students have completed entry health examinations and immunizations requirements prior to attending. The school has on record those students who qualify for exemption based on religious or other grounds and maintains and regularly updates student health information on the district database. Related to the safety of employees, the school

provides annual training on the school safety plan, procedures related to drills as well as emergency response procedures, particularly when response requires universal precautions. The school fully complies with the provisions of Title 29, CFR and Part 1903.2(a)(1) and places all the requisite Occupational Safety and Health Administration (OSHA) posters and related information in conspicuous areas.

## Attachments

### Section 2: FACILITIES

– No Attachments –

## 3. GOVERNANCE, STAFF AND PARENTS

### Section Evaluation

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

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

Avant Garde Academy of Broward has a stable and experienced board of directors that provide guidance and rule-making to fulfill the School's vision, mission and guiding principles. Two of the three founding board members still serve on the Board and provide valuable experience and historical perspective. Board President, Julia Valent, provides decisive leadership and compliance with the execution of the school's vision and mission. Board Treasurer, Dr. Antonio Cruz oversees the integrity of the school's finances, with an eye on the efficient use of resources to safeguard the public funds that are entrusted to the School. The other board members provide valuable direction and insight based on their diverse background and experience.

The Board of the School serves as the ultimate decision maker on all school policies and specifically those that dictate action related to management and oversight of the school. The Board has and will continue to provide clear policies and actionable items from democratic votes taken at advertised meetings, as well as informal advice and direction to the School's Principal, management company and administrative staff on an ongoing, continuous basis and when requested by the school leadership. This strong level of involvement continually revolves around oversight of school operations to ensure the execution of the school's mission and goals with complete fidelity. The Board will continue to follow all applicable laws and policies related to charter schools established by Broward County Public Schools and the State, as well as

established rules and procedures customary to charter school governing boards in Florida. The Board oversees the performance of the principal and contracted professionals and holds them accountable to the school's mission, purpose and guiding principles.

The Board oversees and manages the interaction and relationships between the principal, management company and the authorizing district to ensure compliance with all applicable laws and the successful completion of the school's mission. The principal and management company provide and present the Board with a full report on school operations, finance, initiatives and challenges at all Board meetings. The board delegates the day to day management of the school to the principal with the support of the management company. The management company supports the principal by providing financial, operational and human resources support. This support frees up the principal's time to effectively conduct his instructional and leadership duties as the instructional leader of the school. The Board delegates this authority with care and strict oversight, following established best practices and without relinquishing its authority and

responsibility as the school's governing entity. During Board meetings, the board will provide the necessary clarification or direction to the principal and management company in accordance with the school's mission and governing policies and procedures. Governing policies and procedures will be revised and updated following the principal's recommendations and in accordance with established best practices.

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

All board meetings are publicly noticed in accordance with Sunshine Laws. The School follows all laws regarding public records. The Board and the School are supported by the Board's attorney, who is experienced in charter school law, for legal clarification or advice. The board is fully aware of their responsibility to comply with the Sunshine Laws and public record law. Meeting notices are posted on the website, in the building and in newsletters. All minutes are posted for public record and available on the website and submitted when required to the district. The Board also provides effective and proper management of the school and are good stewards of the public funds allocated to the school.

The members of the Board of the school shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration of any kind whatsoever while serving on the board. Board members comply with certification requirements and participate in updates and trainings on Sunshine Laws as required by Florida Statute. Some of the key functions of the Board are as follows:

- The board meets quarterly, or as often as it is required, with the majority of directors in attendance, to address matters of policy, strategic direction, organizational performance and community impact.
- The board receives financial and other important information sufficiently in advance of the board meeting.
- Board candidates are formally selected with an emphasis on the skills needed to advance the collective work of the organization.
- New directors receive comprehensive orientation and training after election to the board. Ongoing training is provided regularly to the board to ensure effective service by its directors.
- The board maintains active involvement through rotation of duties and/or term limits. Meetings deal primarily with policy formulation, and the review and evaluation of the work of the organization.
- The committee structure reflects the organization and strategic priority and changes when

necessary to advance the mission.

- The board recognizes and understands its legal obligations.
- The board president will review the school's progress and needs with the school principal on a monthly basis or as needed.

The board has instituted a procedure to ensure that laws governing public records are followed, while ensuring student records are protected (FERPA and HIPAA). Public record requests are logged and in consultation with the board attorney handled in an efficient manner.

### **C. Employment/Staffing**

Explain how the charter school employs instructional staff that meets state and federal qualifications. All faculty and staff members are hired through a comprehensive recruitment and selection process. The school posts job openings on our Website, various recruitment websites as well as in local newspapers, social media and other local publications. The hiring process includes, supervisor and peer interviews, teaching demonstrations (for teachers), and review of credentials, background checks and reference checks. The School will continue to hire and recruit Highly Qualified Teachers. All teachers must possess, at a minimum, the following qualifications: a Bachelor's Degree; having the requisite State credentials or certificate; and demonstrating core academic subject matter competency.

Some of the qualifications the School looks for in its teachers are, as follows:

- Appropriate certification - Bachelor's degree in Education or area of specialization in the grade(s) to be taught; advanced degrees appreciated
- Exemplary personal presentation and interpersonal skills

-Literate in computer skills

- Committed to high student achievement
- Strong referrals and recommendations
- Mentoring characteristics & attitude
- Communication skills with parents, students, resource personnel and other stakeholders
- Participation in prior professional development and willingness to attend required professional development and PLCs in the school

The School does not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. The School requires all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by

§1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. The School does not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices. The purpose of the School's personnel policies and procedures is to provide guidelines for the varied range of personnel related employment, evaluation, discipline, dismissal, benefits and code of conduct issues. The policies are clearly set forth and communicated in accordance with principles of fairness and due process and in full compliance with all applicable laws and regulations.

Explain the system that the charter school uses for teacher and administrator evaluations. The school sets very high standards and expectations for the performance of the faculty. Each year the governing board reviews and approves the evaluation program. At this time, AGA has implemented the approved plan provided by the Florida Consortium. New staff are observed more often than experienced staff. Faculty and staff are evaluated on a regular basis throughout the school year and all new educators are evaluated within the first thirty days using the Florida Consortium for Charter School's tools and evaluation plans. Leadership conducts informal daily walk-throughs. Staff are informed each week what administration is "looking for" which may include; classroom environment, integrated technology, small group instruction, or differentiated instruction. The School has contracted with "Observe For Success" to allow administrators to conduct classroom walk throughs and observations and upload them into a database that can be shared and creates reports on demand. Observe For Success allows administration to conduct walkthroughs and formal observations using the programs automated evaluation tool to provide relevant feedback to teachers. The observation tools uploaded into the program includes look-fors, and evidence boxes with each look-for, and the rubric to ensure the indicators are more student-centered and address students' individual needs. Just in time feedback is provided to teachers in order to address immediate observations and concerns. If a teacher is struggling in any of the areas, the administrator provides feedback to the teacher and an instructional coach. Thus, the coaching cycle begins with face to face meetings, modeling of lessons, and coaching practices designed to help scaffold and improve teaching. Administrators are evaluated using the same process. The Observe for Success program houses the administrator evaluation tool approved by the Consortium and administered twice yearly for all leadership. A mid-year observation helps identify areas of success, and challenges or goals to strive for. Administration is supported through the Charter Support Team, and given opportunities to attend leadership workshops and district trainings as appropriate. Professional development at the school level is designed using a combination of the results from formal observations and walkthroughs throughout the school year as well as student performance data in order to positively impact teaching and learning.

Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated. Attached

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

Parent Involvement: Research suggests that when both school and home share the responsibility for students' educational success, social and economic stressors are less apparent. Parental involvement is crucial for student Parental involvement in a child's education process is vital to ensuring that the students are not only being encouraged at school to be successful but that they are also being encouraged at home as well (Bowen, 1999). The School will provide parents with information in a timely manner and will provide resources to encourage parents to participate in their child's education.

The School continually promotes parental awareness of academic goals, successes and struggles. Parents will receive ongoing communication regarding the student's progress through the following methods: mid-quarter progress reports; quarterly report cards, parent conferences, parental involvement workshops, as well as other appropriate forms of written and oral communication, such as email and personal notes. Parents will be involved in all stages of documenting and updating Individual Education Plans (IEPs) and English Language Learner Plans as applicable. Initiating and strengthening collaboration between school, home, and communities, provides basis for support and reinforcement of student learning. Involving parents and students, and engaging them in a collaborative manner are critical to successful school program. Parent participation in the operations of the school and support for the mission of the school are integral for our growth and success. school climate surveys from parents, students,

and teachers will be used to evaluate teaching and learning processes, and data gathered from these will be utilized to improve the school environment on a consistent basis. Weekly newsletters are distributed via email, robo-call, and posted on our website. These include events, activities, important information and reminders. An active Facebook page and Twitter engage families through social media.

Parental Involvement enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental "investment" in a student's education is crucial to student success as well as to the advancement of the School's mission and vision. As our school is a Title 1 school, we host Title 1 evenings to help inform and educate our parents about the additional instructional opportunities afforded to our at-risk students and provide them support in helping students at home. We also offer additional parent meetings that include Breakfast with Admin as an informal means of meeting and building parent relations as well as targeted celebrations that shares student work in STEAM including ARTS showcases, STEAM Fest and much more. Parental involvement is encouraged by asking parents to contribute volunteer hours to ensure their active participation in their child's education. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints and teachers and administration will reach out to the parent community to invite them to support the school in academics, sports, performing arts, competitions and much more.

Parental involvement will also be encouraged through our PALS program. PALS is Parents As Leaders which is the parental form of our Leader In Me program. Our PALS program is very strong, and led by a core group of families committed to helping Avant Garde Academy meet our mission to provide a STEAM education in a diverse community. PALS in collaboration with the Principals, Athletics and Activities Directors and club sponsors provide various volunteer opportunities, student experiences, and fundraising opportunities in order to support every effort to provide our students with leadership experiences and opportunities. Our parents are our partners, our cheerleaders and a sounding board for student success and enrichment. We are very thankful for the family engagement that has been cultivated through our PALS program.

Finally, we have recently begun to build our Booster Club for parents to help support our growing competitive sports programming. Parents can take lead on fundraising efforts to provide assistance to student athletes and help build student engagement and School Pride through our more comprehensive sports offerings.

## **Attachments**

### **Section 3: GOVERNANCE, STAFF AND PARENTS**

– No Attachments –

# ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

## 1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
– Not Rated –	Final Rating <b>Attachments Added</b>

### Attachments

#### Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<a href="#">Rtl/MTSS Plan</a>	Walker, Samantha, 10/30/19 4:59 PM	PDF / 294.802 KB
1.2	<a href="#">Mission Statement</a>	Walker, Samantha, 10/30/19 4:59 PM	PDF / 26.971 KB
1.3	<a href="#">ELA Curriculum</a>	Walker, Samantha, 10/30/19 4:58 PM	PDF / 107.434 KB
1.4	<a href="#">Math Curriculum</a>	Walker, Samantha, 10/30/19 4:58 PM	PDF / 175.519 KB
1.5	<a href="#">Competitive Analysis of area schools</a>	Walker, Samantha, 10/30/19 4:58 PM	PDF / 107.653 KB
1.6	<a href="#">Y. Pay for Performance Plan and Salary Schedule Documentation</a>	Walker, Samantha, 10/30/19 4:45 PM	PDF / 192.759 KB
1.7	<a href="#">X. Administrator Evaluation Tool</a>	Walker, Samantha, 10/30/19 4:44 PM	PDF / 3.766 MB
1.8	<a href="#">X. Teacher Evaluation Tool</a>	Walker, Samantha, 10/30/19 4:43 PM	PDF / 7.159 MB
1.9	<a href="#">W. A sample of School Newsletter Requesting Parental Involvement</a>	Walker, Samantha, 10/30/19 4:42 PM	PDF / 5.666 MB
1.10	<a href="#">V. Certification Self Audit</a>	Walker, Samantha, 10/30/19 4:42 PM	XLSX / 72.949 KB
1.11	<a href="#">Staffing Reports</a>	Walker, Samantha, 10/30/19 4:42 PM	PDF / 38.553 KB
1.12	<a href="#">U. Governing Board Training Certificate Cruz Part 8</a>	Walker, Samantha, 10/30/19 4:41 PM	PDF / 17.08 KB
1.13	<a href="#">U. Governing Board Fingerprints Cruz Part 7</a>	Walker, Samantha, 10/30/19 4:41 PM	PDF / 260.17 KB
1.14	<a href="#">U. Governing Boarding Fingerprints Hernandez Part 6</a>	Walker, Samantha, 10/30/19 4:41 PM	DOCX / 100.083 KB
1.15	<a href="#">U. Governing Board Training Certificate Hernandez Part 5</a>	Walker, Samantha, 10/30/19 4:40 PM	PDF / 17.085 KB



1.16	<a href="#">U. Governing Board Training Certificate Lopez Part 4</a>	Walker, Samantha, 10/30/19 4:40 PM	PDF / 17.089 KB
1.17	<a href="#">U. Governing Board Fingerprints Lopez Part 3</a>	Walker, Samantha, 10/30/19 4:40 PM	PDF / 290.301 KB
1.18	<a href="#">U. Governing Board Training Certificate Valent Part 2</a>	Walker, Samantha, 10/30/19 4:39 PM	PDF / 17.08 KB
1.19	<a href="#">U. Governing Board Fingerprints Valent Part 1</a>	Walker, Samantha, 10/30/19 4:39 PM	PDF / 257.335 KB
1.20	<a href="#">T. Discipline Reporting</a>	Walker, Samantha, 10/30/19 4:36 PM	PDF / 47.244 KB
1.21	<a href="#">S. Student Enrollment Reports 19-20 L03 Part 6</a>	Walker, Samantha, 10/30/19 4:36 PM	PDF / 30.033 KB
1.22	<a href="#">S. Student Enrollment Reports 19-20 Part 5</a>	Walker, Samantha, 10/30/19 4:35 PM	PDF / 30.386 KB
1.23	<a href="#">S. Student Enrollment Reports 18-19 Part 4</a>	Walker, Samantha, 10/30/19 4:35 PM	PDF / 30.438 KB
1.24	<a href="#">S. Student Enrollment Reports 17-18 Part 3</a>	Walker, Samantha, 10/30/19 4:35 PM	PDF / 30.439 KB
1.25	<a href="#">S. Student Enrollment Reports 16-17 Part 2</a>	Walker, Samantha, 10/30/19 4:34 PM	PDF / 30.444 KB
1.26	<a href="#">S. Student Enrollment Reports 15-16 Part 1</a>	Walker, Samantha, 10/30/19 4:34 PM	PDF / 30.443 KB
1.27	<a href="#">O. Financial Corrective Action Plan 2018</a>	Walker, Samantha, 10/30/19 4:33 PM	PDF / 129.327 KB
1.28	<a href="#">Q. Projected Five Year Budget for 2021-2025</a>	Walker, Samantha, 10/30/19 4:15 PM	PDF / 149.66 KB
1.29	<a href="#">R. Revenue Estimate Worksheet 2020-2021</a>	Walker, Samantha, 10/30/19 4:14 PM	PDF / 237.175 KB
1.30	<a href="#">N. Fixed Assets Report Reconciled with General Ledger</a>	Walker, Samantha, 10/30/19 4:13 PM	PDF / 66.756 KB
1.31	<a href="#">L. Standardized Test Results iReady Reading AP3 2017</a>	Walker, Samantha, 10/30/19 4:04 PM	PDF / 90.86 KB
1.32	<a href="#">L. Standardized Test Results IReady Math AP3 2017</a>	Walker, Samantha, 10/30/19 4:03 PM	PDF / 90.426 KB
1.33	<a href="#">L. Standardized Test Results iReady Reading AP3 2018</a>	Walker, Samantha, 10/30/19 4:03 PM	PDF / 90.72 KB
1.34	<a href="#">L. Standardized Test Results iReady Math AP3 2018</a>	Walker, Samantha, 10/30/19 4:02 PM	PDF / 89.684 KB
1.35	<a href="#">L. Standardized Test Results DRA 2019</a>	Walker, Samantha, 10/30/19 3:57 PM	PDF / 132.817 KB
1.36	<a href="#">L. Standardized Test Results FLKRS 2019</a>	Walker, Samantha, 10/30/19 3:56 PM	PDF / 325.533 KB
	<a href="#">L. Standardized Test</a>		

1.37	<a href="#">Results_iReady_Math AP3_2019</a>	Walker, Samantha, 10/30/19 3:56 PM	PDF / 86.826 KB
1.38	<a href="#">L. Standardized Tests Results_iReady_Reading AP3_2019</a>	Walker, Samantha, 10/30/19 3:55 PM	PDF / 87.336 KB
1.39	<a href="#">L. Standardized Test Results_iReady_Reading AP2_2019</a>	Walker, Samantha, 10/30/19 3:55 PM	PDF / 74.476 KB
1.40	<a href="#">L. Standardized Test Results_iReady_Reading AP1_2019</a>	Walker, Samantha, 10/30/19 3:54 PM	PDF / 74.476 KB
1.41	<a href="#">M. Evidence of Implementation of Specific Contractual Corrective Action</a>	Walker, Samantha, 10/30/19 3:52 PM	PDF / 202.982 KB
1.42	<a href="#">I. Summary of Progress Monitoring Reports_Math Part 2</a>	Walker, Samantha, 10/30/19 3:50 PM	PDF / 336.364 KB
1.43	<a href="#">I. Summary of Progress Monitoring Reports_Reading Part 1</a>	Walker, Samantha, 10/30/19 3:50 PM	PDF / 294.081 KB
1.44	<a href="#">H. Early Warning System Data 4-6 Part 2</a>	Walker, Samantha, 10/30/19 3:48 PM	PDF / 27.292 KB
1.45	<a href="#">H. Early Warning System Data K-3 Part 1</a>	Walker, Samantha, 10/30/19 3:48 PM	PDF / 27.364 KB
1.46	<a href="#">F. FLDOE School Report Card</a>	Walker, Samantha, 10/30/19 3:46 PM	PDF / 290.496 KB
1.47	<a href="#">E. FLDOE School Grades (Prior 5 Years)</a>	Walker, Samantha, 10/30/19 3:45 PM	PDF / 207.103 KB
1.48	<a href="#">C. AMO Science 18-19 Part 6</a>	Walker, Samantha, 10/30/19 3:45 PM	PDF / 62.062 KB
1.49	<a href="#">C. AMO Math 18-19 Part 5</a>	Walker, Samantha, 10/30/19 3:44 PM	PDF / 62.124 KB
1.50	<a href="#">C. AMO ELA 18-19 Part 4</a>	Walker, Samantha, 10/30/19 3:44 PM	PDF / 62.138 KB
1.51	<a href="#">C. AMO Science 17-18 Part 3</a>	Walker, Samantha, 10/30/19 3:44 PM	PDF / 62.674 KB
1.52	<a href="#">C. AMO Math 17-18 Part 2</a>	Walker, Samantha, 10/30/19 3:44 PM	PDF / 62.737 KB
1.53	<a href="#">C. AMO ELA 17-18 Part 1</a>	Walker, Samantha, 10/30/19 3:43 PM	PDF / 62.738 KB
1.54	<a href="#">A-C. FSA EOC FCAT Scores</a>	Walker, Samantha, 10/30/19 3:42 PM	PDF / 259.721 KB

## Recommendation

School Name:	<b>Avant Garde Academy K-8 Broward</b>
Primary Contact:	<b>Samantha Walker</b>
Submission Date:	<b>October 31, 2019</b>
Recommendation Date:	<b>February 3, 2020</b>
Recommended By:	<b>Rhonda Stephanik</b>
Charter Status:	<b>Granted</b>

Based on the review and evaluation of Avant Garde Academy K-8 Broward's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.