

APPLICATION COVER SHEET

Provide the name of the person who will serve as **the primary contact** for this Application. **One person** should serve as the contact or follow-up, interviews and notice regarding this Application.

NAME OF CHARTER SCHOOL: Kathleen C. Wright Leadership Academy

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
Kathleen C. Wright Schools, Inc.

Has the Corporation applied for 501-C3 non-profit status? Yes (X) No ()

NAME OF CONTACT PERSON: Anthony D. Wright

TITLE/RELATIONSHIP TO NONPROFIT: Founder

MAILING ADDRESS: 2421 E. Aragon Boulevard, Unit 6, Sunrise, FL 33313

TELEPHONE (day): (X) 954-742-6812 **CELL PHONE:** (X) 754-234-6272

EMAIL ADDRESS: adwomega5@bellsouth.net

NAME OF EDUCATION SERVICES PROVIDER (if any): N/A

NAME OF PARTNER ORGANIZATION (if any): N/A

The proposed school will open in the fall of school year: 2011 – 2012

Term of Charter Request: Five Year

School Year	Grade Levels	Total Student Enrollment
First Year	K – 6	348
Second Year	K – 7	392
Third Year	K – 8	436
Fourth Year	K – 8	436
Fifth Year	K – 8	436

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

Anthony D. Wright
Signature

7-30-2010
Date

Anthony D. Wright

Printed Name

Table of Contents

Executive Summary	4
I. Education Plan	6
1. Mission, Guiding Principles	6
2. Target Population and Student Body	19
3. Educational Program Design	20
4. Curriculum Plan	29
5. Student Performance, Assessment and Evaluation	64
6. Exceptional Student Education	80
7. English Language Learners	89
8. School Climate and Discipline	93
II. Organizational Plan	98
9. Governance	98
10. Management.....	107
11. Education Service Providers.....	115
12. Employment.....	116
13. Parent and Community Support and Partnerships	120
14. Student Recruitment and Enrollment	122
III. Business Plan	127
15. Facilities	127
16. Transportation.....	129
17. Food Service	130
18. Budget	131
19. Financial Management and Oversight	132
20. Action Plan	136
IV. Statement of Assurances	142
V. Appendices	143
A. School Daily Schedules	144
B. Core Knowledge Course Sequence.....	145
C. Progress Monitoring Plan.....	146
D. 501C-3 Notice.....	147
E. Articles of Incorporation and Bylaws.....	148
F. Code of Ethics.....	149
G. Resumes.....	150
H. Job Descriptions.....	151
I. Student Application	152
J. Facility Acquisition Plan and Site Checklist.....	153
K. Budget Information.....	154
1. Five Year Revenue & Expenditure Projections.....	155
2. Start-up Budget	156
3. Kathleen C. Wright Foundation Letter.....	157

4. Year-1 Operating Budget..... 158
5. FTE Worksheet..... 159
6. Start-up Cash Flow 160
7. Year-1 Cash Flow 161
8. Year-2 Cash Flow 162
9. Year-3 Cash Flow 163
10. Year-4 Cash Flow 164
11. Year-5 Cash Flow 165

L. References..... 166
M. Training – Certificate of Participation 167

EXECUTIVE SUMMARY

The Kathleen C. Wright Leadership Academy (KCWLA) is being developed in honor and in memory of Dr. Kathleen C. Wright. Dr. Wright was born, raised, and lived her entire life in the 33311 zip code of Fort Lauderdale, Florida. Dr. Wright was the valedictorian of Dillard High School's Class of 1953. After receiving her Bachelor's Degree from Florida A&M University, she taught for 16 years at Dillard High School. While teaching, she earned her Master's Degree from Florida A&M University and a Doctorate Degree from Florida Atlantic University. In 1974, she became the first black elected to serve on the School Board of Broward County and also the first black to serve on any school board in the state of Florida. As a board member, Dr. Wright served two, four-year terms (1974 – 1982) and was a strong advocate of school integration and affirmative action. She was dedicated to providing a quality education to all of Broward County's children. Both The Broward County School Board Administration Building and its street location are named in her honor.

The KCWLA will be located in central Broward County, which includes the 33311 zip code, and will serve students in grades kindergarten through eighth. This community is composed of a population of approximately 33,233 where: 7% are White, 89% are Black or African American, and 9% Hispanic. Approximately ninety percent (90%) of the children living within this zip code are economically disadvantaged and qualify for the federal free or reduced priced lunch program. Broward County's dropout rate is 69.7%, with no more than 60 percent of the students who start as freshmen complete high school in their senior year.

The mission of the Kathleen C. Wright Leadership Academy is to provide a rigorous educational program enhanced by character education & leadership training that promotes high academic achievement, while preparing students to attend college and to become productive citizens in a global community.

KCWLA believes and will demonstrate that all children can learn successfully and go to college, regardless of their background—if they are given an education based on high expectations, practices that have been proven to work for children in other low-income communities as well as for privileged and gifted children, and the proper environment and support. We also believe children should have this rigorous education and intensive support from the very beginning of their schooling.

The KCWLA instructional program is characterized by challenging academic standards, character development and leadership training that promotes exceptional student achievement. KCWLA will support the acquisition of fundamental skills by implementing the Core Knowledge Sequence curriculum, aligned with the Next Generations Sunshine State Standards, and other supplemental instructional programs. We will complement the framework with the Cambridge International Primary (ages 5-11) and Secondary I (ages 11-14) programs. The Positive Action program will be used to help our students create a positive self-concept and reinforce the actions that make achievement more meaningful

The KCWLA Leadership Team is comprised of a Principal, Assistant Principal, and Business Manager. The Academy intends to maintain a teacher/student ratio of 1:18 in grades K-3 and 1:22 in grades 4-8.

KCWLA will open in fall 2011 beginning with 348 students in grades K-6. We plan to grow to 436 students in grades K-8 by year 5. At full capacity, the Academy's approximately 35,000 square foot building will accommodate over 500 students.

KCWLA's projected revenues are expected to increase from \$2,626,446 in Year 1 to \$3,595,805 in Year 5. Correspondingly, projected expenses will increase from \$2,534,198 in Year 1 to \$3,339,871 in Year 5.

I. EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

- *Provide the mission statement for the proposed charter school.*
- *The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.*

The mission of the Kathleen C. Wright Leadership Academy is to provide a rigorous educational program enhanced by character education & leadership training that promotes high academic achievement, while preparing students to attend college and to become productive citizens in a global community.

- *Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.*

KCWLA will be organized and operated in accordance with the Guiding Principles set forth in HB55A: An Act Relating to Charter Schools, Florida Statutes, Section 1002.33(2)(a). The Board of Directors accepts these Guiding Principles and will establish a school of inclusion both in the instructional programs for all students, coupled with student and school accountability to foster such standards. The Guiding Principles above will be woven into the School's programs as follows:

- Maintain the inclusive nature of the public school system by enrolling all eligible students who submit an application;
 - Provide an innovative and rigorous standards-based curriculum aligned with the Next Generation Sunshine State Standards (NGSSS) and the *No Child Left Behind Act* (NCLB) to fully develop each student's learning potential;
 - Ensure appropriate placement of students as documented through the child study team process and as designed on the Individual Education Plan (IEP);
 - Comprehensive instruction will be provided for ELL students through bilingual assistance, the use of ELL strategies, and the use of supplementary materials.
 - Offer a curriculum that affords students the opportunity to be successful throughout high school as well as life experiences;
 - Cultivate the benefits of a compatible, cohesive, diverse community;
 - Develop a financial manual to assure fiscal accountability;
 - Conduct parent meetings and workshops, and provide the necessary documents and information to track achievement levels and progress of each child on an annual basis.
- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system*

The KCWLA instructional program is characterized by challenging academic standards that lead to exceptional student achievement and higher-level thinking. KCWLA will support the acquisition of fundamental skills by implementing standards-based curricula and instructional programs. Next Generation Sunshine State Standards will serve as benchmarks for curriculum alignment. We will supplement the framework for the core curriculum with the Cambridge International Primary and Lower Secondary Programs. Our supplementation will make the curriculum more integrated and differentiated to support a challenging, internationally-relevant learning environment.

Cambridge International is an advanced, internationally-relevant curriculum framework that will be used to supplement the core learning program. Cambridge programs were developed specifically for education internationally, which makes them an ideal choice to prepare students to compete on a global level. Cambridge International has widespread international credibility as an educational qualification based on its reputation as a rigorous program that encourages high academic standards, and its acceptance by universities and colleges around the world as a reliable record of students' attainment that can count towards entrance requirements. Cambridge International programs provide a foundation for higher level programs, such as the International Baccalaureate Diploma, the Advance International certificate of Education (AICE) Diploma and the North American Advanced Placement program.

KCWLA will use the constructivist approach to teaching. This approach emphasizes students working hands-on with real things and rich instructional practices (e.g., teaching for understanding, student self-direction, frequent student interaction) in addition to more traditional teaching. Consistent with the theories of Montessori, Piaget, and Dewey, we believe that we learn by doing, actively scaffolding new knowledge and experiences onto old. KCWLA students will work with real things (models, manipulatives, animals, gardens, etc.) as much as possible. Often utilized for gifted children, these practices have also been found to be the most effective approach for teaching low-income children and accelerating their learning.

Before students enroll in the School, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the school. This information is delivered through a variety of ways: open houses, published information, brochures, and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress of the Next Generation Sunshine State Standards through progress updates and parent conferences. Parents have significant information provided to them to schedule conferences, ask questions, or just be aware of their child's academic achievement. They can use this information along with their contractual agreement to participate in school programs and events. KCWLA is a school of choice therefore parents have the flexibility to choose among the diverse educational opportunities within the state's public school system throughout the school year.

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

The School will provide a rigorous academic program in a facility that is comparable to a district school KCWLA will utilize an efficient model that is responsible and accountable for financial efficiency by providing an educational setting through the use of regularly allotted FTE dollars. The School's Governing Board has local control over the budget and approval of expenditures, and it is ultimately responsible for the results produced in the school, based upon its charter. The Governing Board will delegate certain day-to-day responsibilities to the School's Principal who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board's directives; thus ensuring that accountability and responsibility continues to be monitored in this chain of command. The School will have a clear budget and a Business Manager to monitor financial expenditures at the School, consistent with the budget. The Business Manager will report to the KCWLA Governing Board Treasurer, who will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with the goals of the District's citizens and the charter.

- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

In the content area of reading, each student receives an overall grade that measures and evaluates decoding/word work (elementary phonics and phonemic awareness components for remediation), fluency (guided oral reading and independent silent reading), comprehension (vocabulary and text comprehension) and literature (chapter books, novels, introduction to classical works, etc...). Student baseline assessments are conducted at the beginning of each school year to determine a student's reading level and whether or not they are reading on grade-level. Baseline assessments provide all stakeholders with the information needed to identify students' strengths and weaknesses and effectively targets instructional needs. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Tests, Florida Assessments for Instruction in Reading (FAIR) and the District's Benchmark Tests. Assessments, such as FAIR, the district's Benchmark Tests, and Cambridge International progression tests are administered throughout the school year.

Parents will receive progress reports midway through each quarter, and ongoing assessments will be sent home and available to view through a secure Student Information System or web-based gradebook. Parents can access and support classroom instruction by monitoring assignments, attendance, benchmark results and by using weekly communication folders sent home. Cambridge International analysis software will also be used to monitor student progress over time and provide structured reporting to parents. Report Cards will be standards-based and notification of the on-going success of the school will be available on the School's website for parent review.

Additionally, the School will analyze students' FCAT scores (for grades 3-8) and results from diagnostic assessments (for grades K-2) to determine whether or not a child gains a year's worth of learning. Students demonstrate a year's worth of learning on the FCAT in one of three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5;
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

In the content area of Reading, each student receives an overall grade that measures and evaluates the five Just Read, Florida! components; phonemic awareness and phonics (defined as word work in the 3rd through 5th grade), fluency, vocabulary, and comprehension. Baseline assessments, which include but are not limited to the Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), the Districts Benchmark Tests, DAR and/or other diagnostic assessments approved by the State of Florida Department of Education, are conducted at the beginning of each school year determine a student's reading level and whether or not they are reading on grade-level. The School will align the reading instruction consistent with s.1003.456, F.S., the purpose of which is to provide added focus and rigor to academics in the middle grades, defined as grades six through eight. Using Reading as the foundation, all middle grades students should receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers in schools with outstanding leadership to ensure that eighth grade students are prepared to successfully transition to high school.

If a student is not reading on grade level, a plan for progress monitoring is created in accordance with the guidelines of No Child Left Behind. Parents of students who have been identified with reading skill gaps will be notified in writing. The notification will include a description of current and proposed supplemental remedial services.

- *Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.*

The School will be organized and operated in accordance with the Prescribed Purpose of a Charter School as set forth in HB55A: An Act Relating to Charter Schools, Florida Statutes, Section 1002.33(2)(b).

The Board of Directors will review the Prescribed Purpose for Charter Schools to assure that the School:

- Increase student achievement by providing an advanced curriculum that spirals throughout the grade levels;
- Improves student learning and raises student achievement through data-driven decision making;
- Increases learning opportunities for all students with special emphasis on students working below grade level;
- Creates innovative, educational opportunities for all students, with special emphasis on research-based learning programs;
- Encourages the use of innovative learning methods;
- Assesses students annually and reports data to the District and State;

- Meets Adequate Yearly Progress and ensures all students perform on or above grade level;
- Reports the measurement of learning outcomes.

The Board of Directors accepts these Prescribed Purposes and will establish instructional programs for *all* students, and professional development for teachers and staff. The Prescribed purposes above will be woven into the School's program as follows:

- Implement a student information system to track student achievement. The selected system will be a cross-platform management system with web based access to student information supporting student achievement. The basic premise for utilizing this system will be the ability to provide a single integrated solution with a consistent interface and common database. Because all components will share a single data repository, you only need to enter information once and it becomes immediately available to everyone with appropriate permissions and security access. This system's integrated solution will enable you to access current and historical data without leaving the system or impacting other users. This system can easily customize fields, screens, and reports to support office and school functions.
 - Design a program to enhance learning for students who have not previously, or are not currently making learning gains;
 - Design an academic-based program for students before and after school;
 - Provide staff development for teachers and staff that focuses on student achievement;
 - Develop an incentive program for teachers encouraging them to research innovative learning methods and model effective strategies for other teachers.
- *Improve student learning and academic achievement*

The purpose of the KCWLA is to produce high academic achievement, develop strong character, and develop future global leaders. The goal of No Child Left Behind is to have 100 percent of students proficient in reading and mathematics by 2013-2014. The School will strive to meet the rigorous goals of No Child Left Behind. High academic achievement will be attained through a curriculum rooted in *constructivist* approach to teaching and learning that is aligned to the Next Generation Sunshine State Standards, supplemented with the Cambridge International Program and Positive Action character education program.

The KCWLA core curriculum is a standards-based Core Knowledge curriculum, based on the research by E.D. Hirsch. The Core Knowledge curriculum identifies content to be taught at each grade level in language arts, literature, math, science, history, geography, music and visual arts, and is flexible enough to be aligned with Next Generation Sunshine State Standards. Core Knowledge is challenging, engaging, content-rich, and builds and grows from year to year. It supports the constructivist theory, that learners construct new ideas or concepts based upon existing knowledge, and provides a curriculum that spirals throughout learning levels. The curriculum introduces concepts at early levels, revisits basic ideas over and over, and builds upon them, and elaborates to the level of full understanding and mastery.

The Cambridge International Programs offer schools all over the world an advanced academic framework to develop Mathematics, English and Science proficiency and knowledge in young children. Cambridge provides learning objectives at each grade level as well as measurement tools that allow teachers and parents to measure progress. The English and Mathematics Curriculum Frameworks comprise a series of progressive objectives that describe development of essential literacy and numeracy skills, but allow for use of local and national content and cross-subject activities. The Science Curriculum Framework provides a structure for developing scientific inquiry, i.e. teaching students to think like scientists, as well as suggested topics for content-based learning. The Cambridge ITC (Information and Communications Technology) program is designed to introduce students to key applications they need to acquire technological literacy and to understand the impact of technology on our daily lives. The Cambridge learning goals will be aligned with Next Generation Sunshine Standards to ensure state learning objectives are met.

The Cambridge International Primary and Secondary 1 Programs are also excellent preparation for the next phase in a student's education. The programs progress students seamlessly into high school years curricula, such as Cambridge Secondary 2 (formerly IGCSE) for ages 14-16, and AICE (Advanced International Certificate of Education) for ages 16-19.

The Positive Action character education program is designed to transform schools by reinforcing positive actions through a sequenced, systematic approach. Schools using *Positive Action* have verifiable improvement in standardized test scores for all subject areas, including reading, math, social studies, science, writing, and combined, as well as reductions in violence, disciplinary referrals, drug, alcohol, and tobacco use, and other problem behaviors.

KCWLA will be a data-driven school with the latitude to alter curricula and instructional practices, support services/systems, and family engagement approaches to achieve our learning objectives for students. Teachers and administration will continually assess and monitor academic growth and learning gains individually to empower students and provide timely feedback concerning academic progress. Teachers and administrators will work in teams to analyze whole group data, address overall trends and review the instructional focus. Teachers will coordinate to disaggregate data, determine the direction that needs to be taken with instruction using their curriculum maps as a guide, and inform parents as to academic progress.

We will utilize expert consultation, staff development, and evaluation to further refine and modify our strategies as we gain evidence of student outcomes on weekly, monthly, and annual bases via standardized testing and other authentic assessment strategies.

School staff will flexibly employ the following instructional strategies, according to students' needs and learning preferences:

- Differentiated instruction according to learning styles, interests, abilities
- Teaching for understanding, student autonomy, and self-direction
- Project-based learning and students working “hands-on” with real things (models, manipulatives, animals, plants) as much as possible

- Small group work on various projects, using the jigsaw approach, where each student contributes an important piece of the work
- Independent study for students who would like to investigate a specific topic
- Problem-based learning, addressing real life problems with a variety of variables
- Academic tutoring and mentoring by staff and members of the community
- Visual and performing arts instruction – opening neural pathways and providing additional arenas for students to excel and develop efficacy
- Leadership and youth development classes that promote student voice, leadership, and participation in the civic life of the school and community

In line with our mission and philosophy, our general goals are that KCWLA graduates will 1) Meet or exceed grade-level standards in core skill areas; 2) Become self-motivated, competent, lifelong learners; and 3) Have a strong foundation for going to and succeeding in college, with the skills and basic knowledge needed to become truly educated and have many choices open to them in future university education, work, community involvement, and leisure.

We are committed to utilizing effective school practices and to forming partnerships with parents and community in support of a quality education.

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

Our constructivist approach emphasizes students working hands-on with real things and rich instructional practices (e.g., teaching for understanding, student self-direction, frequent student interaction) in addition to more traditional teaching methods. Often utilized for gifted children, these practices have also been found to be the most effective approach for teaching low-income children and accelerating their learning. We will defy conventional wisdom and put the lessons of research into practice by giving KCWLA students the kind of education more typically offered to gifted and privileged children.

Philosophical principles from the *Accelerated Schools* model developed by Levin and colleagues at Stanford that underlie our program include: 1) We should want the same schools for children at-risk as for more privileged children; 2) Powerful learning experiences are provided for all children through the integration of curriculum, instruction, and organization; 3) The school creates a community that shares a set of values, beliefs, and attitudes. These include unity of purpose, empowerment of various stakeholders coupled with responsibility, and building on the strengths of all community members.

Additionally, we've embraced principles from the *School Development Program* developed by Comer, et al. at Yale include: 1) Due to lack of resources in their homes and communities, many children enter school with developmental gaps and experience deficits that undermine learning; 2) Nonetheless, we expect all students to meet high standards; we do not accept the academic deficit theory that leads to tracking and lower expectations; 3) Academic learning rests on developmental opportunities along six pathways: physical, psychological, language, social, ethical, cognitive; 4) Schools need to mobilize other adult stakeholders to meet students' developmental needs.

Constructivist schools provide academically rich, rigorous environments that foster achievement, especially in underachieving students, and enable children to build a solid foundation for success as adults. The Eight Year Study (Aikin and Wilford, 1942) of graduates of 1930s-era progressive schools, and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with the habits of mind needed to create healthy, stable, self-directed, productive lives.

Reflecting the above philosophy and whole school reform models, KCWLA's curriculum and instruction will be based on the following principles:

- Focusing on individual students in order to address their needs and capabilities
- Creating a holistic environment addressing students' academic, social, and emotional needs
- Engaging students via cognitive, social, and emotional strengths
- Identifying and nurturing students' talents
- Setting high expectations for students to develop the knowledge and skills required for entry to college
- Integrating staff, family, and community resources to create an academically challenging, yet supportive environment

These principles will be manifested through an innovative educational model, which will best support our target population to achieve the high standards to which we are committed. The model includes the following components:

- An individualized learning plan for each student, based on comprehensive assessment, to nurture and build on students' strengths and talents
- Small classes (22 students maximum per class)
- A holistic environment addressing students' academic, social, ethical, and emotional needs, and providing exercise and highly nutritious meals and snacks
- A school culture that sets high expectations, shared by staff, students, and parents, for students to develop the knowledge and skills needed to go to college
- Curriculum consistent with KCWLA's standards-based curriculum and Next Generation Sunshine State Standards
- Infusion of character education throughout the core curriculum
- Designing learning experiences via psychological, language, physical, social, ethical, and cognitive development opportunities.
- Engaging students via cognitive, social, and emotional strengths, not remediation.
- Emphasis on project-based, hands-on learning, and rich instructional practices (e.g., teaching for understanding, student self-direction, and student interaction)
- Integrating staff, family, and community resources to create an academically challenging, yet supportive environment
- Student-led student-parent-teacher conferences three times a year
- Matching students with mentors who serve as role models and advocates to provide academic help and broader guidance and support

- Psychosocial service support (such as case management) for children and families

Early intervention and proper assessment of learning disabilities are keys to developing successful readers and addressing the needs of low-performing students. The first step in providing increased learning opportunities and interventions to low-performing students is an assessment of student skill gaps. KCWLA will utilize a variety of assessments to identify student learning levels. Low performing students can aspire to high expectations, as long as their unique needs are being met inside and outside the classroom.

Beyond our commitment to quickly identifying and developing IEPs for students with special needs, KCWLA is committed to using a variety of techniques necessary to engage students who are challenged by traditional instruction, discussions, reading, and writing. For example, regular classroom instruction will engage students' musical, visual, kinesthetic, and social intelligences, with the understanding that all of these pathways can serve to instill vital information. We will also offer district-approved supplemental learning resources and extended learning times. Outside of the classroom, KCWLA will offer tutoring and counseling for those in need.

Students identified as low-performing and those with gaps in reading will receive supplemental reading intervention with research-based instructional methods and learning resources. The following curricular tools may be utilized for reading intervention instruction:

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs:

- Elements of Reading, Vocabulary (K-5)
- QuickReads-1-8
- Rigby Newcomer Kits (3-5 for ELL- Levels I, II, III)
- Soar to Success (3-8)
- Guided Leveled Readers K-5
- Word Wisdom by Zaner-Bloser (3-8)

Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. The school may use the following:

- Voyager Passport- K-5
- Jamestown Reading Series (6-8)
- Wilson Foundations (ESE)
- Measuring Up- 3-8

- FCAT Coach- 3-8
- Triumphs K-2

- *Encourage the use of innovative learning methods.*

The KCWLA curriculum will utilize a hands-on learning approach consistent with the constructivist theory of learning. With this approach, the learner interacts with his or her environment and gains an understanding of its features and characteristics. Students will find their own solutions to problems, mastering autonomy and independence. According to constructivism, learning is the result of individual mental construction, where the learner learns by matching new information against given information and establishing meaningful connections, rather than through memorization and repetition.

In the constructivist classroom, students can take part in manipulating materials to construct knowledge. With our learning methods, students develop skills needed to become effective problem solvers, to identify and evaluate problems, as well as how to decipher ways in which to transfer their learning to these problems.

In addition to the constructivist approach, KCWLA will utilize research-based instructional strategies that help students reinforce and practice the knowledge acquired in the classroom. According to Marzano (2003) there are many research-based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. Effective teachers who utilize multiple instructional strategies are providing their students with an educational environment that focuses on innovative learning methods for application of what they have learned. The instructional strategies can be used throughout content areas and across grade levels. Through teacher support and professional development, KCWLA will be able to successfully implement the following strategies:

- *Differentiated Instruction* –The School’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.
- *Scaffolding* - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. Scaffolding involves modeling desired learning strategies or tasks, then gradually shifting responsibility to students. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- *Cooperative Learning* –Teachers will 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 will include Jigsaw II, STAD-Student Teams, or Group Investigation.

- *Inquiry-Based Learning* - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- *Information Processing Strategies* - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include KWL, reciprocal teaching, graphic organizing, or webbing.

The research-based instructional strategies listed above can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the above strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

- *Require the measurement of learning outcomes.*

Measurement of learning outcomes is an important step in determining student achievement and fulfillment of the school's mission. Student learning outcomes will be measured using multiple assessments throughout the school year. In accordance with s. 1003.43., the School will participate in all state-wide assessment programs. The school will use standardized assessment scores from state and school-based assessments to measure student progress toward mastery of the Next Generation Sunshine State Standards in all grade levels. In addition to state assessments, KCWLA will utilize weekly standards assessments, personalized learning plans, quarterly progress summaries and Cambridge International evaluations.

Cambridge International provides internal and external assessments and benchmarks that facilitate the identification of strengths and weaknesses of individuals and groups. Cambridge assessments also provide detailed, structural reporting to parents. Progression tests measure student progress throughout the year in core subject areas, while achievement tests measure skill attainment at the end of the school year. Analysis software enables teachers to easily track progress over time and facilitates the communication of this information to parents. Cambridge Checkpoint is an innovative diagnostic tool for middle grade students that covers all major areas of learning required in the first years of an international secondary education, and gives feedback in key curriculum areas.

- *Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. In accordance with the law, charter schools may fulfill the following purposes:*

- *Create innovative measurement tools.*

KCWLA will utilize the innovative measurement tools provided by University of Cambridge International Examinations (CIE). Cambridge International offers progression as well as

achievement tests in core subject areas. Progression tests can be used at any point during the school year and are culturally sensitive without being culture-free. This makes them ideal for use in the international context. Analysis software is available for use with the progression tests, which enables teachers to track student progress and to produce diagnostic feedback, enabling comparison between individuals and between groups of learners, and facilitating the identification of the strengths and weaknesses of individuals and groups.

Cambridge Checkpoint tests are for use at the end of Cambridge Secondary 1 (Grades 6 -8). They are marked by University of Cambridge International Examinations and provide schools with an external international benchmark for student performance. Cambridge Checkpoint enables feedback to be provided on a student's strengths and weaknesses in key curriculum areas. Feedback of this kind is an invaluable source of information. Schools and colleges will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Checkpoint. Learners at international schools will have a transferable indication of their academic progress.

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

The Cambridge International Programs offer professional development opportunities for teachers and trainers. The Cambridge International Diploma and Cambridge International Certificate for Teachers and Trainers are practice-based qualifications for continuing professional development, relevant to all teaching and learning contexts. Candidates can be teaching in CIE Programs, e.g. the Cambridge Primary Program or IGCSE, or in other international, national or local programs.

The Certificate encourages candidates to refresh their approach to teaching and learning. It is ideal for anyone in a teaching or training role that needs to innovate and to update their skills. As it is a short program, the Certificate can quickly help improve thinking and practice. The Diploma enables candidates to develop and demonstrate their all-round competence as reflective practitioners. Cambridge has based the Diploma on a range of relevant professional activities, to match the particular needs of candidates and context. As it is an extended modular program, the Diploma provides many opportunities for candidates to apply new ideas and approaches and achieve a sustained improvement in their professional thinking and practice.

To achieve the Certificate, candidates must complete one practice-based assignment, consisting of evidence of three activities in their teaching. The assignment is externally assessed by CIE and feedback is provided to the centre and to the candidate.

The assignment is organized around three activities:

1. Developing a new teaching approach
2. Facilitating active learning
3. Reflecting on practice

The Certificate involves approximately 90 hours of preparation, including formal professional development activities, individual and group study and preparation of the assignment.

The Diploma is awarded to candidates who successfully complete four assignments in which they demonstrate and reflect on their skills and knowledge in their own teaching and training practice.

The Diploma assignments are organized around four modules:

1. Design: Planning and Preparation
2. Practice: Teaching and Learning in Action
3. Assessment: Assessing Progress and Achievement
4. Evaluation: Improving Teaching and Learning.

The Diploma involves approximately 180 hours of preparation, including formal professional development activities, individual and group study and preparation of the assignment.

Additionally, Cambridge International offers a professional development program that prepares teachers for instruction in an international context. More and more schools around the world are becoming internationally-minded. These international schools have students who are culturally diverse. The students are also likely to be speakers of several languages. International school curricula are designed to help students develop skills, knowledge and qualities which will assist them in leading active, fulfilling and productive lives as citizens of a rapidly-changing world, in which intercultural skills are vital.

The role of the teacher, working in this context, is of crucial importance. The ECIS International Teacher Certificate (ITC) is an integrated, standards-based professional development program. The ITC

- Promotes excellence in teaching students in a multi-cultural and multi-lingual environment
- Supports international learning communities focused on global awareness
- Enriches the teaching repertoire through collaborative professional development
- Enhances teachers' competence through continuous reflection
- Connects a growing network of ITC teachers and schools worldwide
- Contributes to career development by attracting the interest of international school recruiters who regard the ITC as proof of professional excellence
- Leads to master's credit at US and Australian universities
- Maintains a high standard of rigor and credibility because it is externally assessed by CIE.

The ITC is a 14-month program that features:

- ITC Institute - three days of intensive workshops hosted by ITC partner schools worldwide
- Support from an ITC mentor (approved by ECIS)
- Individual research and school-based practice supported by the ITC Virtual Learning Environment (VLE)

- The VLE hosts: an orientation course supervised by the ITC course leader; professional learning resources; and an online discussion forum offering peer learning and professional exchange through the network of ITC teachers worldwide

The ITC is assessed through a portfolio of practice-based evidence.

The professional development opportunities promote ownership of learning at the school site because teachers develop strategies and best practices for the population of students they serve. The training promotes the application of new ideas and approaches that will improve student achievement.

2. Target Population and Student Body

➤ *Describe the anticipated target population to be served:*

The School will serve a maximum of 546 students ages 5 (by September 1st) – 14 in grades K through 8. In accordance with Federal and State anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

The School's population shall consist of the following:

- Pursuant to F.S. 1002.33(10)(a), the school shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act all students regardless of disability will have equal access to the School. In accordance with state law, where all necessary accommodations that do not impose an “undue hardship” will be made by the school to include students with disabilities
- Pursuant to F.S. 1002.33(10)(b), the school will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level, or building at which time a lottery shall be conducted.
- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33(10)(g), students may withdraw from the school at any time and enroll in another public school in accordance with district policy.

The School will give enrollment preference to the following student populations according to F.S. 1002.33(10)(d):

- Students who are siblings of a student enrolled in the charter school
- Students who are the children of an employee of KCWLA
- Students who are the children of members of the KCWLA Governing Board

➤ **Proposed Enrollment Plan:**

School Year	Grade Level	Number of Students/Classes	Approx. # of students per grade	Total Each year
Year 1	K-6	K-3 (18:1) 4 (22:1) 5 (22:1) 6 (22:1)	216 44 44 44	348
Year 2	K-7	K-3 (18:1) 4 (22:1) 5 (22:1) 6 (22:1) 7 (22:1)	216 44 44 44 44	392
Year 3	K-8	K-3 (18:1) 4 (22:1) 5 (22:1) 6 (22:1) 7 (22:1) 8 (22:1)	216 44 44 44 44 44	436
Year 4	K-8	K-3 (18:1) 4 (22:1) 5 (22:1) 6 (22:1) 7 (22:1) 8 (22:1)	216 44 44 44 44 44	436
Year 5	K-8	K-3 (18:1) 4 (22:1) 5 (22:1) 6 (22:1) 7 (22:1) 8 (22:1)	216 44 44 44 44 44	436

3. Educational Program Design

- *Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.*

The School will follow the District's annual calendar, including the number of days. The School's course offerings will reflect Florida Department of Education (FLDOE) course coding and the School's instructional day will accommodate a minimum of 300 minutes. See Appendix A for sample school schedule.

- *Describe the proposed charter school's educational program and/or curriculum approach, emphasizing the innovative instructional methods or approaches to be used.*

The KCWLA instructional program is characterized by challenging academic standards, character development and leadership training that promotes exceptional student achievement. KCWLA will support the acquisition of fundamental skills by implementing the Core Knowledge standards-based curricula and supplemental instructional programs. Next Generation Sunshine State Standards will serve as benchmarks for curriculum alignment. We will supplement the framework for the core curriculum with the Cambridge International Primary (ages 5-11) and Secondary I (ages 11-14) programs. Supplementing the curriculum with the Cambridge International framework will create a more challenging learning environment that will prepare our students to compete on a global level. KCWLA also recognizes the inseparable link between academic achievement and moral character. The Positive Action program helps students create a positive self-concept and reinforces the actions that make achievement more meaningful.

Core Knowledge Curriculum

KCWLA will use the Core Knowledge sequence as its standards-based, research-based, core curriculum. The curriculum, developed by scholar and educator, E.D. Hirsch, Jr., is challenging, engaging, content-rich, and is flexible enough to meet Next Generation Sunshine State Standards. Core Knowledge offers lesson plans and guidelines for aligning content with state standards

The carefully designed, content-rich Core Knowledge Sequence provides curricular guidelines for all subjects, recommending the topics to be taught in each grade from Kindergarten through eighth grade. Whenever appropriate, the same subject is covered in literature, history, science and the arts, allowing students to create connections and see the rich and varied perspectives of each discipline. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. This body of background knowledge is critical to strengthening literacy and boosting test scores. Research consistently shows that strong readers have a substantial store of background knowledge that helps them make connections as they read, and make correct inferences about the things they don't know. The more you know, the easier it is for you to understand what you read, and to learn new things.

A coherent, cumulative, and content-specific, grade by grade, outline of topics helps ensure academic excellence, greater equity, and increased literacy. Children enter each new grade ready to learn—with a strong foundation of relevant background knowledge. The intentional sequencing of topics also helps prevent repetitions and gaps that so often characterize current education.

Cambridge International Program

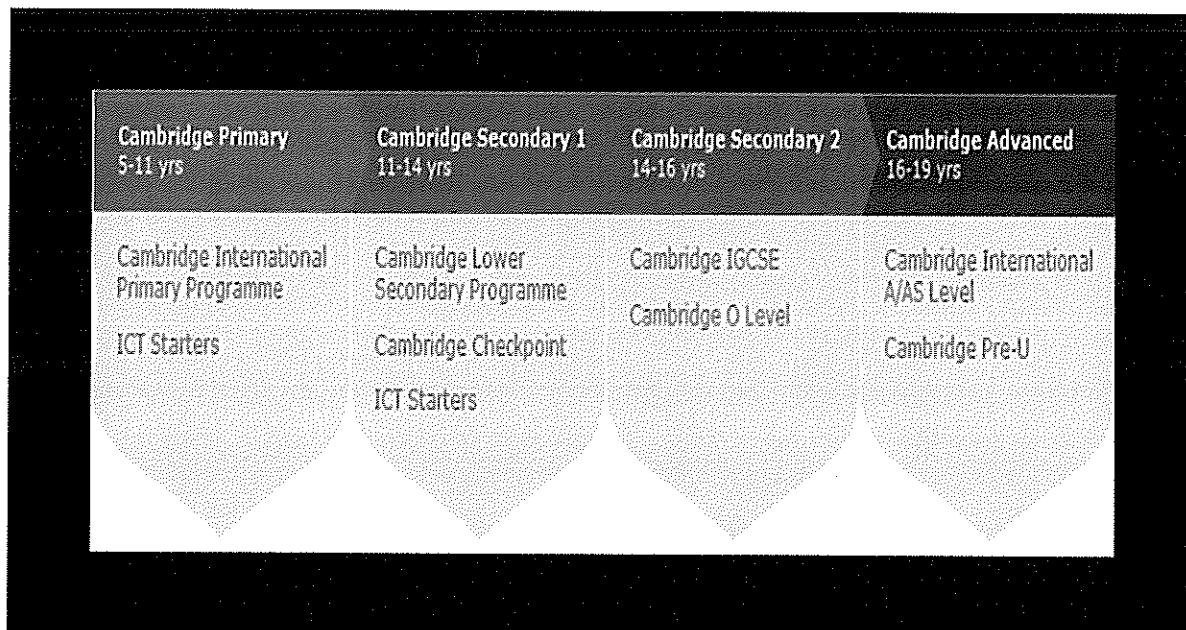
The Cambridge International Programs offer schools all over the world an advanced academic framework to develop Mathematics, English and Science proficiency and knowledge in young children. The programs provide guidance for curriculum development and classroom teaching and learning, and permit teachers to easily measure student's progress over time.

Cambridge International also provides external assessments and benchmarks that facilitate the identification of strengths and weaknesses of individuals and groups, and provide detailed, structural reporting to parents. Providing detailed reporting to parents increases communication about student academic progress and allows for increased parental involvement in their child’s education. The Cambridge Checkpoint is an innovative diagnostic tool for middle grade students that covers all major areas of learning required in the first years of an international secondary education, and gives feedback in key curriculum areas.

The Primary and Secondary Programs are appropriate and relevant internationally and can blend with other curricula. They have been designed to be culturally sensitive and include top quality teaching resources involving appropriate contexts for teaching and learning in local and international schools.

The English and Mathematics Curriculum Frameworks comprise a series of progressive objectives that describe development of essential literacy and numeracy skills, but allow for use of local and national content and cross–subject activities. The Science Curriculum Framework provides a structure for developing scientific inquiry, i.e. teaching students to think like scientists, as well as suggested topics for content–based learning. The Cambridge ITC (Information and Communications Technology) program is designed to introduce students to key applications they need to acquire technological literacy and to understand the impact of technology on our daily lives. The Cambridge learning goals will be aligned with Next Generation Sunshine Standards to ensure state learning objectives are met.

The Cambridge International Primary and Secondary 1 Programs are also excellent preparation for the next phase in a student's education. The programs progress students seamlessly into high school years curricula, such as Cambridge Secondary 2 (formerly IGCSE) for ages 14-16, and AICE (Advanced International Certificate of Education) for ages 16-19.



Instructional Approach

Consistent with the theories of Montessori, Piaget, and Dewey, we believe that we learn by doing, actively scaffolding new knowledge and experience onto old. With this approach, the learner interacts with his or her environment and gains an understanding of its features and characteristics. Students will find their own solutions to problems, mastering autonomy and independence. According to constructivism, learning is the result of individual mental construction, where the learner learns by matching new information against given information and establishing meaningful connections, rather than through memorization and repetition.

In the constructivist classroom, students can take part in manipulating materials to construct knowledge. Our constructivist approach to teaching emphasizes students working hands-on with real things and rich instructional practices (e.g., teaching for understanding, student self-direction, frequent student interaction) in addition to more traditional teaching. KCWLA students will work with real things (models, manipulatives, animals, gardens, etc.) as much as possible. Often utilized for gifted children, these practices have also been found to be the most effective approach for teaching low-income children and accelerating their learning.

The Core Knowledge curriculum supports the constructivist theory, that learners construct new ideas or concepts based upon existing knowledge, and provides a curriculum that spirals throughout learning levels. Concepts are introduced in early grades, basic ideas revisited over and over, and lessons build upon them, elaborating to the level of full understanding and mastery. In addition to the constructivist approach to learning, school staff will flexibly employ the following instructional strategies, according to students' needs and learning preferences:

- Differentiated instruction according to learning styles, interests, abilities
- Teaching for understanding, student autonomy, and self-direction
- Project-based learning and students working “hands-on” with real things (models, manipulatives, animals, plants) as much as possible
- Small group work on various projects, using the jigsaw approach, where each student contributes an important piece of the work
- Independent study for students who would like to investigate a specific topic
- Problem-based learning, addressing real life problems with a variety of variables
- Academic tutoring and mentoring by staff and members of the community

Character Education

“While reading, math, and science can give our children strength of mind, character education is needed to give them strength of heart. It is time for schools to return to teaching children that character, honesty, and integrity are important. Good character is not something you are born with, it is something you must learn from those who have it.”

KCWLA students will not only achieve academic excellence, be also prepared for engaged citizenship, and strive for a beloved community. At KCWLA, we recognize the opportunity to improve the achievement of our youth through use of a research-based program that improves

academics, behavior, and character. The Positive Action program is designed to transform schools by reinforcing positive actions through a sequenced, systematic approach. The Positive Action program includes a variety of learning materials including scripts, stories, activities, games, and music to accommodate different learning styles.

Enhancing the character education component are service learning projects that extend the values and ethics infused into each subject area. Service Learning represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real world problems, and at the same time develop the disposition to be active and compassionate members of society.

Special Needs Students

English Language Learners (ELL), as well as students with disabilities and grade-level deficits can aspire to high expectations, as long as their unique needs are being met inside and outside the classroom. Beyond our commitment to quickly identifying and developing IEPs for students with special needs, KCWLA is committed to using a variety of techniques necessary to engage students who are challenged by traditional instruction, discussions, reading, and writing. For example, regular classroom instruction will engage students' musical, visual, kinesthetic, and social intelligences, with the understanding that all of these pathways can serve to instill vital information. Outside of the classroom, KCWLA will offer tutoring, counseling, speech and language therapy for those in need.

- *Describe the research base for the educational program and/or curriculum approach.*

Core Knowledge Curriculum

The underlying principles of Core Knowledge were articulated by its founder, scholar and educator E. D. Hirsch, Jr., whose 1986 book, *Cultural Literacy*, demonstrated that even a diverse democratic society such as ours has a common knowledge base that draws together its people while recognizing our differing contributions. Hirsch's view, seconded by thousands of dedicated teachers and administrators nationwide, holds that access to this common knowledge base is a fundamental purpose of a sound education.

During the late 1990's, researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly. Additionally, in the summer of 2000, administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. The Oklahoma researchers found that Core Knowledge students posted especially strong scores in reading vocabulary. Researchers also looked at students' performance on the Oklahoma Criterion-Referenced Tests (CRTs). The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct

answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

The *Core Knowledge Sequence* is the result of a rigorous process of research and consensus-building by the Core Knowledge Foundation to identify the elements of a stable and consistent core of knowledge for every student regardless of race, gender, ethnicity, or geographic location in the United States. An extensive search for the topics and vocabulary most frequently found in adult communication was conducted, as well as examining curricula from high-performing countries for structure and content. State and national reports on standards and content were analyzed, and content experts were consulted to determine the accuracy and appropriateness of topics and grade level assignments. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions all American children should share in order to develop mutual respect, knowledge, and understanding.

Additional groups of teachers and specialists reviewed the draft of the master plan and were asked to agree on a grade-by-grade sequence. Their draft sequence was sent to 100 educators and specialists who participated in a national conference in March 1990, at which a working agreement on core knowledge for the first six grades was made. Elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country all participated in the conference, and 24 working groups decided on revisions to the draft. The resulting provisional *Sequence* was further fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Fort Myers, Florida.

The Next Generation Sunshine State Standards represent what the state holds all public schools in Florida accountable for teaching. Setting standards is an important and effective learning tool because they express clear expectations of what all pupils should know and be able to do with the information they learn. According to the American Federation of Teachers (1999), "nearly three-fourths of the teachers who have worked with standards for at least six years say the standards have had a positive impact on their schools." (p. 12). Ravitch (1995) adds, "Standards can improve achievement by clearly defining what is to be taught and what kind of performance is expected".

Cambridge Framework Supplement

The Cambridge International programs are overseen by the University of Cambridge, an institution consistently ranked as one of the top five academic universities in the world. The programs were developed specifically for education internationally, which makes them an ideal choice for international schools because they are based on sound educational principles and tried and tested methodology. The Center on Instruction recommends that educators set and maintain high standards for students. Observational studies of high-achieving classrooms and teachers consistently support this recommendation (Good, 1987; Good & Brophy, 2002; Langer, 2001). Cambridge International provides a globally-recognized, advanced curriculum framework that will challenge our students to strive for high levels of achievement.

Recently, both theorists and practitioners in online education are paying increasing attention to the cultural dimension in the design process by emphasizing the need to provide culturally sensitive learning environments (Reeves & Reeves, 1997; Collis, 1999; McLoughlin & Oliver, 2000). As we enter the 21st century, educational institutions must continue to develop their awareness, competencies and learning structures to better meet the needs of students from a changing global society. The Cambridge assessment materials have been developed carefully to ensure that there is no bias resulting from question context or colloquial language and the program structure allows full flexibility for teachers to include resources that are directly relevant to their students and the local context. Care has been taken at the question writing phase to use short, simple sentences without unduly complex language or grammar to enable access for children who may not speak English as their mother tongue.

The Cambridge approach provides a seamless transition for students to follow from Kindergarten to university entrance. Through the use of the Cambridge International Primary and Secondary 1 Program, KCWLA will prepare students for integration into the acclaimed Secondary 2 (formerly known as IGCSE - International General Certificate of Secondary Education) and AICE (Advanced International Certificate of Education) high school programs.

The Cambridge Secondary 2 Program (formerly known as IGCSE), is a curriculum and examination system designed for 14-16 year olds to encourage high academic standards through a practical approach to teaching and learning. Cambridge Secondary 2 has widespread international credibility as an educational qualification based on its reputation as a rigorous program that encourages high academic standards, and its acceptance by universities and colleges around the world as a reliable record of students' attainment that can count towards entrance requirements. Cambridge Secondary 2 provides a foundation for higher level courses, such as the International Baccalaureate Diploma, the Advance International certificate of Education (AICE) Diploma and the North American Advanced Placement program.

The Cambridge AICE program for 16-19 year olds is used by schools around the globe and was successfully piloted between 1997 and 2000 in Florida where it continues to receive legislative support and funding. Cambridge AICE and pre-AICE courses will be listed in future Florida Course Code Directories and have been evaluated by the Department of Education's Articulation Coordinating Committee for the purpose of recommending college course equivalencies. High-school students in Florida have been earning prestigious Cambridge AICE Diplomas and succeeding in Cambridge AICE examinations since 1998. Many colleges and universities are awarding students advanced standing and academic credit for Cambridge AICE examinations passed.

The AICE diploma program is currently offered at Fort Lauderdale High School. Students that complete the Cambridge International Primary and Secondary programs can seamlessly transition into this AICE diploma program. Florida high school graduates who have earned a Cambridge AICE Diploma and completed an approved 75 hour community service program automatically qualify for the Florida Academic Scholars Award (100% tuition) from the Florida Bright Futures Scholarship Program.

Instructional Methods

Constructivist schools provide academically rich, rigorous environments that foster achievement, especially in underachieving students, and enable children to build a solid foundation for success as adults. Constructivist curriculums focus on learning for deeper understanding. It is supported by recent neurophysiologic research indicating that this approach is better than a behaviorist approach at harnessing the brain processes involved in learning. The Eight Year Study (Aikin and Wilford, 1942) of graduates of 1930s-era progressive schools, and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with the habits of mind needed to create healthy, stable, self-directed, productive lives.

American psychologist, Howard Gardner, developed the theory of multiple intelligences. His theory states that people have different intelligences and learn in many different ways. Gardner's theory suggests that schools should offer individual-centered education, having curriculum tailored to a child's intelligence preference (Allan & Tomlinson, 2000). Essentially, Gardner supports the element of differentiated instruction, which accounts for different student learning profiles.

Differentiated instruction integrates constructivist learning theories, learning styles, and brain development with research on influencing factors of learner readiness, interest and intelligence preferences toward students' motivation, engagement, and academic growth within schools (Anderson, 2007). By using differentiated instruction, educators can meet all individual student needs and help every student meet and exceed established standards (Levy, 2008). According to Tomlinson (as cited by Rebora, 2008), the perceived need for differentiated instruction lies in the fact that students vary in so many ways and student populations are becoming more academically diverse. Chances are pretty good that the trend of diverse student populations will continue throughout our lifetimes.

Positive Action Character Education Program

The effectiveness of *Positive Action* has been consistently demonstrated through rigorous research studies. The most recent distinction is being named as the **only program in the nation to receive multiple top ratings by the U.S. Department of Education's What Works Clearinghouse (WWC) in the area of Character Education**. The WWC found that *Positive Action* had "Positive Effects"—the highest outcome metric—in both the academic outcome and behavior domains. Schools improved an average of:

- +15 percentile points in the academic outcome domain and
- +19 percentile points in the behavior domain.

The WWC findings confirm that *Positive Action* stands alone in demonstrably helping students and schools simultaneously improve in behavior and academics. The WWC findings were based on research that shows that schools using *Positive Action* have verifiable improvement in standardized test scores for all subject areas, including reading, math, social studies, science,

writing, and combined, as well as reductions in violence, disciplinary referrals, drug, alcohol, and tobacco use, and other problem behaviors. A notable evaluation found the following results:

- Academic achievement improved by up to 75%,
- General discipline reduced by up to 90%,
- Violence reduced by up to 85%,
- Drug, alcohol, and tobacco use reduced by up to 71%,
- Suspensions reduced by up to 80%,
- Criminal bookings reduced by up to 94%,
- Truancy reduced by up to 13%,
- Absenteeism reduced by up to 45%, and
- Self-concept improved by up to 43%.

➤ *Explain how the educational program aligns with the school's mission.*

The mission of the Kathleen C. Wright Leadership Academy (KCWLA) is to provide a rigorous educational program enhanced by character education and leadership training that promotes high academic achievement, while preparing students to attend college and to become productive citizens in a global community. The rigorous academic program based on the Core Knowledge Sequence and the Next Generation Sunshine State Standards, and supplemented by the Cambridge International curriculum framework ensures that students will develop the advanced knowledge and skills needed to be successful on an international level. Core Knowledge provides a broad base of knowledge and the rich vocabulary needed for reading achievement and academic success. The Cambridge International framework prepares students for higher level secondary coursework which facilitates transition into college. The Positive Action character education program and added service learning component will reinforce the positive behaviors and leadership skills necessary to support academic achievement and personal development.

➤ *Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by section 1002.33, F.S.*

The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards and the educational requirements of the *No Child Left Behind* Act ("NCLB"). The School will follow the timeline for the implementation of the Next Generation Sunshine State Standards set by the Florida Department of Education. This combination of educational programs designed to meet high academic standards, coupled with a high degree of local parental choice provide for the standards, flexibility, and diversity envisaged by the Charter School Statute.

By implementing the Cambridge Curriculum, the KCWLA is incorporating Focus Area 3 of the Next Generation Sunshine State Standards: Improving College and Career Readiness. An objective of Focus Area 3 is to increase student participation and performance in accelerated options of AP, IB, DE, and AICE. The Cambridge International Primary and Secondary 1 programs provide for seamless transition to the rigorous Cambridge Secondary 2 and AICE programs.

The School's methods of curriculum delivery will be founded upon proven educational methodologies that support the active participation of learners in problem-solving and critical thinking. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that match a student's learning style.

Before students enroll in the School, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the school. This information is delivered through a variety of ways: open houses, published information, brochures, and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress of the Next Generation Sunshine State Standards through progress updates and parent conferences. Parents have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. Parents have the flexibility to choose among the diverse educational opportunities within the state's public school system throughout the school year.

4. Curriculum Plan

- *Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards. For schools that will serve high school students, the proposed curriculum must describe the major areas of interest as required by section 1003.428, F.S.*

Core Curriculum Summary

Core Curriculum Overview

The Kathleen C. Wright Leadership Academy (KCWLA) core instructional program is characterized by challenging academic standards that lead to exceptional student achievement and fosters the inclusion of Next Generation Sunshine State Standards. The framework for the core curriculum will be supplemented with the Cambridge International Primary (ages 5-11) and Secondary 1 (ages 11-14) programs. Supplementing the curriculum with the Cambridge International framework will create a more challenging learning environment that will prepare our students to compete on a global level. KCWLA will promote the acquisition of learning through a research-based educational curriculum that fosters student achievement utilizing proven methodologies for 21st century learning.

Teachers will work cooperatively to create a curriculum pacing guide and scope and sequence for the core subject areas for all grade levels. Through utilization of Next Generation Sunshine State Standards, a course guide directory from the state, and county-created curriculum maps per subject area as available, grade level expectations will be effectively introduced and mastered by students in each grade level.

Building upon a solid content base in each academic subject, students will expand their prior knowledge through a spiraled curriculum, which focuses on inquiry and project-based applications of key concepts and universal ideas. Standards are clearly articulated at each grade level to guide teachers, students and parents toward the high level of learning expected in today's world. The KCWLA curriculum describes a central set of competencies and knowledge bases essential to effective teaching and learning. Furthermore, for each standard, a description is clearly delineated and described by the content (what students should know) and the application (what students should be able to do). The content and the applications will facilitate mastery of the standards. The standards of the core curriculum, both content and application, are the primary guides for identifying what to teach and what to assess. Student learning of these standards is the nucleus of the KCWLA's classroom experience.

KCWLA will use the Core Knowledge sequence as its standards-based, research-based, core curriculum. The curriculum, developed by scholar and educator, E.D. Hirsch, Jr., is challenging, engaging, content-rich, and is flexible enough to meet Next Generation Sunshine State Standards. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. This body of background knowledge is critical to strengthening literacy and boosting test scores. Research consistently shows that strong readers have a substantial store of background knowledge that helps them make connections as they read, and make correct inferences about the things they don't know. The more you know, the easier it is for you to understand what you read, and to learn new things.

The Core Knowledge curriculum supports the constructivist theory, that learners construct new ideas or concepts based upon existing knowledge, and provides a curriculum that spirals throughout learning levels. Concepts are introduced in early grades, basic ideas revisited over and over, and lessons build upon them, elaborating to the level of full understanding and mastery. Core Knowledge offers lesson plans and guidelines for aligning content with state standards. Please see Appendix B for a chart of topics that are covered in Core Knowledge.

Through implementation of this content-rich, standards-based curriculum, KCWLA intends to make Adequate Yearly Progress as designated by the state.

Instructional Approach

Our constructivist approach to teaching supports theories that contend students learn by doing; through actively scaffolding new knowledge and experience onto old. The KCWLA curriculum emphasizes students working hands-on with real things and rich instructional practices (e.g., teaching for understanding, student self-direction, frequent student interaction) in addition to more traditional teaching. KCWLA students will work with real things (models, manipulatives, animals, gardens, etc.) as much as possible. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and needs the School's core curriculum incorporates the following instructional practices:

- Differentiated instruction according to learning styles, interests, abilities
- Teaching for understanding, student autonomy, and self-direction
- Project-based learning and students working “hands-on” with real things (models, manipulatives, animals, plants) as much as possible
- Small group work on various projects, using the jigsaw approach, where each student contributes an important piece of the work
- Independent study for students who would like to investigate a specific topic
- Problem-based learning, addressing real life problems with a variety of variables
- Academic tutoring and mentoring by staff and members of the community

Cambridge International Core Curriculum Framework

KCWLA will utilize the Cambridge International Primary (Ages 5 -11) and Secondary 1 (Ages 12 – 14) program frameworks to complement the elementary and middle school Next Generation Sunshine State Standards. Both programs provide a framework for which the Reading/Language Arts, Mathematics, and Science curriculum will be developed. **The framework provides learning goals for students at each grade level and is designed to be used in conjunction with a local curriculum. Cambridge learning goals will be aligned with Next Generation Sunshine State Standards to ensure state learning goals are met.**

The Primary Program provides guidance for curriculum development and classroom teaching and learning, and allows teachers to assess children’s learning as they progress. The program seeks to identify the strengths and weaknesses of each student enabling teachers to develop individual educational success plans for each student. The Cambridge Primary Program utilizes a series of tests to monitor the progression of students and provide feedback necessary for quality teaching.

The English and Mathematics Curriculum Frameworks comprise a series of progressive objectives that describe development of essential literacy and numeracy skills, but allow for use of local and national content and cross–subject activities. The Science Curriculum Framework provides a structure for developing scientific inquiry, i.e. teaching students to think like scientists, as well as suggested topics for content–based learning. The Primary and Secondary Programs are appropriate and relevant internationally and are designed to blend with other curricula. The programs are also culturally sensitive and include top quality teaching resources involving appropriate contexts for teaching and learning in local and international schools.

The Cambridge program is systematic and helps build a smooth transition from the Primary Program to the Secondary 1 Program. Students in the Primary Program are provided a solid foundation and are eligible to take the Cambridge International Primary Achievement Test. Students who complete the test successfully will be awarded a Primary Certificate of Achievement by University of Cambridge International Examinations.

Core Academic Area Strands

The four core academic areas of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. Teacher created curriculum maps will also contain essential questions that assist teachers in interdisciplinary, thematic planning for student learning, and help guide student learning on what should be taken from each individual lesson (district resources when available). On a daily basis, utilizing an instructional focus calendar, students should walk away from their class with a measurable, specific amount of content data, aligned with the course benchmarks. Curriculum maps also provide additional resources, supplemental materials, required and suggested lab activities for science, and references for media integration such as United Streaming. Utilization of the District's instructional focus calendars will also help us to meet our high standards of student achievement in that they are delineated by Big Idea, benchmark, content sections, process skills, and an essential question per hour of course contact.

The following table lists the Big Ideas/Strands for each of the core disciplines:

Discipline	Big Idea/Strands
Reading and Language Arts	Reading, Writing, Listening and Speaking, Viewing and Presenting
Social Studies	History, Geography, Civics, and Government, Economics
Mathematics	Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis and Probability
Science	Science as Universal Inquiry, Physical Science, Life Science, Earth and Space Science, Science and Society

Reading/Language Arts Program Summary

Reading Language Arts Program Overview

The goal of the KCWLA Reading program is to help students understand what they read, effectively express what they mean, and apply these skills to all areas of the curriculum. The primary goal of the Language Arts program is to help students build a basic understanding of the mechanics and structure of the English language. An understanding of the language through the study of spelling, grammar, vocabulary and composition skills will enhance a student's ability to communicate. These communication skills inclusive of reading, writing, listening and speaking will be interdisciplinary. Basic skills are applied as students write journals, complete word problems in math, document research in social studies or formulate a hypothesis in a science lab report.

Our teachers will teach reading to all students using researched-based materials that meet grade level expectations and provide extensions and accommodations that meet individual student needs. KCWLA will utilize a highly qualified Reading Coach to aid in curriculum planning, classroom and individual instruction, and the development of student learning plans. The Reading Coach will be Reading Certified or have a state-issued Reading Endorsement.

The reading program will cover the Florida's Formula for Reading Success:

6 + 4 + ii + iii

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

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

ii: Initial Instruction –

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

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

- Small group or one-on-one
- Students with reading deficiencies
- Minimum of 20 minutes/day until deficiency is remedied

Teachers will utilize the following research-based instructional strategies in the Reading classroom:

- *Interdisciplinary Connections* - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.
- *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 will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

- *Direct Instruction (lecturing/modeling)* - this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Next Generation 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 will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- *Cooperative Learning* –Teachers will 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 will include Jigsaw II, STAD-Student Teams, or Group Investigation.
- *Inquiry-Based Learning* - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- *Information Processing Strategies* - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

Writing Program Overview

All students will be required to write on a daily basis across the curriculum (i.e. Informative, Persuasive, and Creative Writing). Each class will be responsible for an on-going writing project that is appropriate to each grade level beginning in Kindergarten. The ongoing writing strategies such as Prewriting (LA.5.3.1, Drafting (LA.5.3.2), Revising (LA.5.3.3), Editing for Language Conventions (LA.5.3.4) and Publishing (LA.5.3.5.1) will help develop effective writers and enhance student performance on District and State writing assessments. Writing will also be stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students publish their work.

Writing skills that enhance the students' ability to perform well on the FCAT Writing will be incorporated into the curriculum. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Students will practice the pre-writing process, including planning, researching, outlining, and diagramming. They will also practice writing a variety of genres including expository, narrative, persuasive, and descriptive writing and poetry.

The KCWLA writing curriculum for grades 1-8 will incorporate the 6+1 Trait Writing Model to develop narrative, expository and persuasive writing skills. The 6+1 Trait Writing model is an example of a traits based approach that integrates instruction and assessment. It provides a wide range of specific strategies and materials for teachers to use in teaching writing in their language arts programs. It is supported by professional development designed to build teacher understanding of these strategies and teacher knowledge of the characteristics of quality writing, and to improve teachers' skills in implementing these strategies to help students write more effectively. The specific strategies incorporated into this model are supported by the research in the following four areas: process writing, a focus on traits of writing, peer groups, and the use of formative assessment to improve student learning.

The 6+1 Trait Writing model has been designed to help teachers teach and assess student writing through an analytic approach by focusing on the following seven traits that characterize quality writing:

- Ideas make up the content of the piece of writing—the message.
- Organization is the internal structure of the piece—the thread of meaning and the logical pattern of the ideas.
- Voice is the soul of the piece. It is what makes the writer's style singular, as his or her feelings and convictions come out through the words.
- Word Choice is at its best when it includes the use of rich, colorful, and precise language that moves and enlightens the reader.
- Sentence Fluency is the flow of language and the sound of word patterns.
- Conventions represent level of correctness—the extent to which the writer uses grammar and mechanics with precision.
- Presentation relates to form and layout—the physical appearance of the finished work.

Specific instructional strategies have been designed to provide teachers with a range of activities to engage students in learning about the traits, to provide direct instruction on each trait, and to provide formative assessment feedback to students. These include teaching the language of the traits, having students work with the rubrics and samples of student writing, peer editing, and focused lessons on each trait.

Instructional Time

KCWLA will provide a minimum of 120-minutes Reading/Language Arts block of classroom instruction of which 90 minutes will be uninterrupted reading. Whole group instruction on grade level content will consist of 30-40 minutes per day of the required 90 minute uninterrupted reading. For the remainder of the reading time, the teacher differentiates instruction focusing on the needs of students. This differentiated instruction is focused according to the student's reading level. Language Arts instruction composes the remaining 30 minutes in the 120 minute Reading/Language Arts Block.

Students who have been identified with a reading deficiency and are not reading on grade level will be provided immediate intensive interventions daily through a "double dose" of an

additional 90 minutes of reading per day. This intervention will be in addition to or as an extension of the ninety (90) minutes of daily, uninterrupted, scientifically based reading instruction in a smaller group size setting or one on one. The students identified will continue to be provided with intensive reading instruction until the reading deficiency is remedied (State Rule 6A-6.054).

Reading Intervention Strategies

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs:

- Elements of Reading (Vocabulary K-5)
- QuickReads-1-8
- Rigby Newcomer Kits (3-5 for ELL- Levels I, II, III)
- Soar to Success (3-8)
- Guided Leveled Readers K-5
- Word Wisdom by Zaner-Bloser (3-8)

Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. The school may use the following:

- Voyager Passport- K-5
- Jamestown Reading Series (6-8)
- Wilson Foundations (ESE)
- Measuring Up- 3-8
- FCAT Coach- 3-8
- Triumphs K-2

Grades K - 5 Reading Program

The School will use Harcourt Trophies or Macmillan McGraw-Hill Treasures in alignment with Broward County's Comprehensive Core Reading Program. The School's text selection for the Core Reading program will be modified as per the Sponsor's selection of state adopted texts throughout the duration of the charter. Activities will meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. Aligned instructional materials, such as decodable books and leveled books, will be used for individual and group practice opportunities.

KCWLA will implement systematic and explicit Reading instruction, with an emphasis on the learning outcomes represented in the Next Generation Sunshine State Standards. The elementary Reading program focuses on the five elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers will use a variety of methods to develop phonemic awareness (including sound to spelling awareness), decoding ability, vocabulary skills and language comprehension. The instructional practices include frequent oral reading to improve fluency and expressiveness, while incorporating creative and real stories that motivate and engage students. Students who are motivated to engage with and understand text will be more successful (Guthrie, et al., 2004; Snow, 2002; Wigfield, et al., 2008). The language arts program is integrated through the curriculum and focuses on traditional grammar (parts of speech and sentence structure), as well as good writing, speaking and listening skills.

Readers on and above grade level may read Great and Junior Great books as a supplement to the Treasures or Trophies reading program. Great Books programs help students develop reading comprehension and critical thinking skills that are essential for effective and lifelong learning. The programs provide an extension and application of learned reading skills and serve as a bridge to fluency. The Shared Inquiry method fosters a sense of ownership for learning as students develop their own ideas during discussion.

The following describes the setup of the Reading classroom:

- *Print-Rich Environment* - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading materials during literacy center time within the daily reading block.
- *Word Walls* - Teachers will create word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall activities to practice recognizing words quickly and accurately.
- *Reading Stations* - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

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

Cambridge International Primary (K-5) English Curriculum Framework

The English Curriculum Framework is organized into six stages (1 to 6): each stage reflects the teaching targets for a year group in the primary phase. The framework covers the first year of primary teaching, when students are approximately 5 years old (stage 1), to the final year of primary, when students are approximately 11 years old (stage 6).

Cambridge Primary Progression Tests are available for Stages 3 – 6 to help schools monitor student progress. The tests are not pass/fail and do not lead to a qualification; instead they provide a benchmark for schools calibrated against an international cohort. They are designed to provide information for teachers, students and parents about the progress being made and the strengths and weaknesses of individuals and groups. The curriculum framework is divided into the following four strands:

- Usage
 - Phonics, spelling and vocabulary
 - Grammar and punctuation
- Reading
- Writing
- Speaking and Listening

The framework indicates the knowledge and skills that should be developed at each stage. For example, in Stage 1 Reading, students should be able to:

- Read familiar and simple stories and poems, and relate words said and read
- Read a range of common words on sight
- Use knowledge of letter sounds to read simple consonant–vowel–consonant words, and to attempt other words
- Use all the information available to make sense of what is read
- Re-tell stories, with appropriate use of story language
- Learn and recite simple poems
- Join in and extend rhymes and refrains, playing with language patterns

This framework will be aligned with the standards for Broward County’s core reading program.

Grades 6 – 8 Reading Program

Students in grades 6-8 will focus on a wider variety of literature and develop refined writing skills. They will need to apply these skills to interpret and respond to novels and content area material. Through the course of study in middle school, literature will include cross curricular

subject matter and will need to stress higher level critical thinking and interpretation skills. Grammar, vocabulary, development of research writing and presentation of information will be emphasized and will be comprehensive to the material delivered. The primary goal of the Reading/Language Arts middle grades program is to provide instruction in the strands of Reading/Language Arts as outlined by the Next Generation Sunshine State Standards:

- Reading Process
- Literary Analysis
- Writing Process
- Writing Applications
- Communication
- Information and Media Literacy

These competencies are integrated throughout students' learning experiences in Reading/Language Arts. Students refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Students will read a wide variety of classic and contemporary selections, as well as informational texts, poetry, and selections for personal enjoyment.

Students will master the following reading skills:

- Using the reading process to construct meaning
- Understanding and applying literature terminology and literary devices
- Recognizing and understanding the characteristics of various literary forms
- Analyzing literary selections as a whole
- Analyzing characters and their words and/or actions
- Evaluating the author's purpose or intent, as well as actions or events that occur within the selection

Students will learn to select and use different forms of writing for specific purposes such as to explain, to inform, to persuade, or to entertain. Through targeted research activities, students will learn to collect and interpret information and then communicate their findings through age appropriate media productions, research reports, and projects. Through the various forms of the writing process, students will learn how to revise and edit work to produce final, error-free pieces of written composition.

Students will also learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. They will identify key elements of a well-delivered, first-rate presentation allowing them to create a rubric that will be used to evaluate their own presentations.

The middle school students will be offered Language Arts I, Language Arts I Advanced and Language Arts I through ESOL as well as Reading 1 and Intensive Reading in Grade Six. Courses to follow will include Language Arts II, Language Arts II Advanced and Language Arts II through ESOL as well as Intensive Language Arts II and Intensive Reading in Grade Seven. The final courses in grade 8 for middle school will include Language Arts III, Language Arts III

Advanced and Language Arts III through ESOL as well as Intensive Language Arts III and Intensive Reading in Grade Eight. Electives will also include Developmental Language Arts through ESOL on all three levels if necessary.

In Grades 6-8, the Developmental Reading Program for students on or above grade level may include:

- Great/Junior Great Books- 6-8
- McDougal Littell – *The Language of Literature* (6-8)
- Novel Studies- 6-8
- Reading in the Content Area- 6-8
- Townsend Press (Vocabulary & Bluford Series Reading 6-8)
- Springboard (English) - 6-8

Advanced-level readers may utilize the Springboard program provided by the College Board that enables students to build the skills and understanding they need for success in AP courses and college-level work without remediation. Additionally, students may read Great and Junior Great books that promote Shared Inquiry. The Shared Inquiry method fosters a sense of ownership for learning as students develop their own ideas during discussion. By asking questions and supporting answers with evidence from the text, they are internalizing the habits of lifelong learners. During a Shared Inquiry discussion, students help one another look through the text for evidence to support their ideas. They learn to listen to one another respectfully and to develop the confidence to express their own ideas. At the same time, they are thinking critically, an invaluable skill they will utilize throughout life.

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

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

Middle Grades Rigorous Reading Requirement - If the school has fewer than 75% of the student body scoring proficient on the FCAT reading, the school will follow the Middle Grades Rigorous Reading Requirement. Until students enroll, the school is unable to determine if it will be required to implement this intervention. If, upon student enrollment, the school determines that it is subject to this guideline, then it shall implement its stipulations which are beyond that of the reading instruction strategies noted earlier.

Cambridge International Secondary 1 (6-8) English Curriculum Framework

The Cambridge curriculum framework for middle grade students contains the same four strands as the Primary Program (Usage, Reading, Writing, Speaking & Listening), and specifies goals at

each grade level. Secondary Level students will demonstrate advanced skills in reading writing including, but not limited to: recognizing implied and explicit meaning, writing for a variety of purposes (informing, reviewing, narrating, describing, entertaining, & persuading), structuring their writing, using complex sentences for fluency in speech and writing, making significant contributions to group discussions, taking part in simple debates, understanding media productions, and reading and understanding the features of different genres.

Mathematics Program Summary

Mathematics Program Overview

A mastery of mathematics is critical for all students. Hence, our curriculum will provide students with in-depth mathematics content that is standards-based and reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student achieves the essential skills needed for mathematical literacy. In keeping with this challenge, elementary and middle school teachers will have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve our students.

KCWLA will use the state-approved Harcourt Mathematics Series or other state-adopted text in the instruction of Mathematics. KCWL will adopt the text as per the Sponsor's text adoption. The Mathematics curriculum will be aligned with NCTM Principles and Next Generation Sunshine State Standards for Mathematics by grade level for grades K-8 (Big Ideas and Supporting Ideas).

Content strands which include Data Analysis, Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, and Mathematical Thinking are at the core of our math curriculum program. Standards from the National Council Teachers of Mathematics (NCTM) as reflected in Florida state standards will guide the curriculum. Concepts such as number theory, algebraic thinking, and statistics will be taught using applied problems from everyday experiences.

Additional resources, such as Measuring Up for FCAT Preparation, Carnegie Cognitive Tutor will help supplement lessons. Mathematics activities will also include mental math, math stories, math games, and competitions. Technology and support resources will be used in instruction and made available to students.

Grades K – 5 Mathematics Program

The elementary math curriculum helps students develop accuracy of computation, mastery of basic operations, fundamental math concepts and the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials to reinforce concepts before moving students to written computation.

Content in each grade level is aligned to the big ideas of the Next Generation Sunshine State Standards as follows:

Kindergarten

Big Idea 1: Represent, compare, and order whole numbers and join and separate sets.

Big Idea 2: Describe shapes and space.

Big Idea 3: Order objects by measurable attributes.

Grade 1

Big Idea 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.

Big Idea 2: Develop an understanding of whole number relationships, including grouping by tens and ones.

Big Idea 3: Compose and decompose two-dimensional and three-dimensional geometric shapes.

Grade 2

Big Idea 1: Develop an understanding of base-ten numerations system and place-value concepts.

Big Idea 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.

Big Idea 3: Develop an understanding of linear measurement and facility in measuring lengths.

Grade 3

Big Idea 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

Big Idea 2: Develop an understanding of fractions and fraction equivalence.

Big Idea 3: Describe and analyze properties of two-dimensional shapes.

Grade 4

Big Idea 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.

Big Idea 2: Develop an understanding of decimals, including the connection between fractions and decimals.

Big Idea 3: Develop an understanding of area and determine the area of two-dimensional shapes.

Grade 5

Big Idea 1: Develop an understanding of and fluency with division of whole numbers.

Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.

Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.

Kindergarten through Grade 5 Supporting Ideas

- Supporting Idea 4: Algebra
- Supporting Idea 5: Geometry and Measurement
- Supporting Idea 6: Number and Operations
- Supporting Idea 7: Data Analysis

Cambridge International Primary (K – 5) Math Curriculum Framework

Students in the Primary Program will participate in active, numeric-rich experiences in mathematics. Problem solving skills and computational skills will be interwoven across lessons, subject areas, and mathematical strands. Students will be introduced to foundations in geometry, algebra, data analysis, measurement, and number sense. Primary Program students will develop a disposition for learning mathematics early on, providing a foundation for the conceptual and abstract thinking that teachers build upon in later grades.

Sampling of Primary Program Mathematics Content:

- Developing “number sense”
- Mastering basic computation skills
- Understanding and extending patterns
- Applying problem solving strategies
- Developing understanding of concepts through problem solving
- Analyzing data and using and connecting a variety of mathematical representations
- Manipulating shapes, numbers, and space to develop estimation skills

Grades 6 – 8 Mathematics Program

The middle grades math curriculum is designed to promote analytical thinking skills. Teachers use various strategies including real world applications and guided practice before moving students to independent practice. Using strategies, skills, concepts, and technology, students will

move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. The School will also offer high school level mathematics courses as an option for students (i.e., Algebra I & Geometry).

KCWLA will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The content will include, but not be limited to operations, numeration, whole numbers, fractions, decimals, percents, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, limits derivatives, integrals and the development of logical reasoning skills. These skills and in preparation for the Florida Comprehensive Assessment Test, are essential for a student to succeed within the real world work environment. These courses cover concepts and materials that are aligned to the following Next Generation Sunshine State Standards:

Grade 6

Big Idea 1: Develop an understanding of and fluency with multiplication and division of fractions and decimals.

Big Idea 2: Connect ratio and rates to multiplication and division.

Big Idea 3: Write, interpret, and use mathematical expressions and equations.

Grade 7

Big Idea 1: Develop an understanding of and apply proportionality, including similarity.
Big Idea 2: Develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.
Big Idea 3: Develop an understanding of operations on all rational numbers and solving linear equations.

Grade 8

Big Idea 1: Analyze and represent linear functions, and solve linear equations and systems of linear equations.
Big Idea 2: Analyze two- and three-dimensional figures by using distance and angle.
Big Idea 3: Analyze and summarize data sets.

Grades 6-8 Supporting Ideas

Supporting Idea 4: Geometry and Measurement
Supporting Idea 5: Number and Operations
Supporting Idea 6: Data Analysis
Supporting Idea 7: Probability

Middle school students will be offered the following math courses:

Math 6th Grade

- M/J Mathematics I
- M/J Mathematics I Advanced
- M/J Mathematics I Advanced Gifted
- M/J Intensive Mathematics (Grade 6-8)*

Math 7th Grade

- M/J Mathematics II
- M/J Mathematics II Advanced
- M/J Mathematics III (Pre-Algebra)

Math 8th Grade

- Algebra I
- Algebra I (Honors)**
- Geometry (Honors)**

*Students requiring further strengthening in mathematics will be enrolled in M/J Intensive Mathematics.

**Senior High School Credit(s) for Students in Grades 6, 7, and 8 -Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

Cambridge International Secondary 1 (6-8) Math Curriculum Framework

Secondary 1 students will have active engagement in exploring mathematical concepts while

learning. Our students will have opportunities in mathematics to develop methods of inquiry and application as they participate in the problem solving process in real-world contexts. Within the integrated curriculum, problem-solving strategies will be developed in all disciplines. Problems that are difficult enough to challenge our students' thinking inspire persistence, curiosity, and feelings of confidence in their abilities.

Sampling of Lower Secondary Program Mathematics Content:

- Understanding geometric relationships
- Organizing and comparing data sets
- Applying problem solving strategies
- Developing algebraic reasoning
- Establishing measurement techniques
- Using advanced mathematical tools and technologies
- Reasoning and making sense of mathematics
- Demonstrating flexibility in choosing computational methods
- Understanding and explaining computational methods
- Producing and explaining accurate answers efficiently
- Representing thinking
- Exhibiting number sense and mastery of computation skills

Science Program Summary

Science Program Overview

The School will use the state-approved Harcourt Science Series or other state-adopted text in the instruction of Science. The Science curriculum will prepare students to achieve the Next Generation Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly* will be used. Teachers will utilize the Next Generation Sunshine State Standards, while incorporating FCAT test item specifications from the state of Florida in their daily lesson plans. Additionally, students will participate in monthly hands-on science experiments. In grades 4-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

KCWLA will offer a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They will inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and Science, and Society. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

Grades K – 5 Science Program

Effective science education begins in early childhood, when parents and teachers respond to a child’s natural curiosity about the world around him or her. Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences.

The kindergarten through fifth grade curriculum encompasses the following science big ideas:

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

Through these content areas, the science curriculum is delivered through a discovery instructional process with emphasis on scientific thinking and real world experiences.

Cambridge International Primary (K-5) Science Curriculum Framework

The Primary Program Science curriculum captures, nurtures, and guides the spontaneity that characterizes young children’s interaction with their surroundings. Students participate in guided exploration activities in which they handle simple objects, organisms, and scientific tools to satisfy their sensory and intellectual curiosity about these items. During these periods, teachers and students will share thoughts, findings, and questions. Through these initial phases of scientific exploration, the students’ naturally inquisitive natures are directed toward the more sophisticated problem-solving situations that they may encounter in the Lower Secondary Program.

Sampling of Primary Program Science Topics:

- Dinosaurs and Discoveries
- Life cycles of animals and plants
- Relationships between living things
- Ecology and the environment
- Structure of the human body, health, and hygiene
- Properties and states of matter
- Energy of heat, light, sound, and electricity
- How inventors, inventions, and machines connect
- Weather patterns and change
- How the bodies of our solar system are organized and interact
- Current events and stories about scientists

Grades 6 – 8 Science Program

The middle school science curriculum is designed to develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands on experimentation. With the incorporation of hands-on activities, students will identify and understand science as an active process of systematically examining and searching for understanding about the natural world.

Students will develop solutions to problems by following the scientific method: 1) formulating a hypothesis, 2) devising experiments, 3) controlling and manipulating variables, 4) comparing and analyzing results, and finally 5) defending conclusions. Inquiry skills include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

Content areas will cover the following big ideas:

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

- Big Idea 4: Science and Society
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence
- Big Idea 18: Matter and Energy Transformations

Middle school students will be offered the following science courses:

Science 6th Grade

- M/J Comprehensive Science I
- M/J Comprehensive Science I Advanced

Science 7th Grade

- M/J Comprehensive Science II
- M/J Comprehensive Science II Advanced

Science 8th Grade

- M/J Comprehensive Science III
- M/J Comprehensive Science III Advanced
- Earth Space Science
- Earth Space Science Honors*
- Earth/Space Science Advanced Gifted*
- Biology I
- Biology I Honors*

*Senior High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

Cambridge International Secondary 1 (6-8) Science Curriculum Framework

The Secondary 1 Program will provide an environment where students feel comfortable observing, describing, classifying, pondering, and communicating with fellow investigators to learn about their world. The integrated curriculum provides a model well suited to the nature of adolescent students. Children will study coastal ecosystems, graph the number of organisms

within a square meter, paint a landscape, and research the interactions of plants and animals in their natural habitat are exposed to meaningful experiences. Secondary 1 students become scientists as part of an environment where they can consider the lives and contributions of scientists in the past and present and relate them to their own experiences and investigations today.

Sampling of Secondary 1 Program Science Topics:

- Structure and function of living things
- The impact of evolution and heredity
- Ecosystems and their components
- Earth changes
- Stars, galaxies, and the universe
- Energy transferred and transformed
- Environmental problems and solutions
- Technological solutions and design
- Desirable health habits
- Systems of scientific investigation
- The science and mathematics connection

Social Studies Program Summary

Social Studies Program Overview

The School will use the state-approved Harcourt Series or other state-adopted text in the instruction of Social Studies. The Social Studies portion of the KCWLA curriculum incorporates several fields. The Social Studies curriculum is integrated through literature, science, technology, and the arts to enrich the lessons of student learning. The four social studies strands of History, Geography, Civics, and Economics are embedded within the curriculum. A variety of themes ranging from cultures to environments provide for the integration, extension, and application of knowledge to active participation in a global society.

- *History:* Should build on students' prior knowledge of their own lives and communities by taking them on journeys to other places and times. Integrating their own experiences with those of other cultures, children construct meaning and develop important concepts that help them to link the past and the present and pose questions about the future. History is present in each strand of the Social Studies curriculum, enabling students to understand the vital role that past events have on our lives today.
- *Geography:* Students develop the understanding that this strand is a powerful force that motivates human behavior and influences movement, cultures, beliefs, and values. In learning to access and use geographical tools and technologies, students gain valuable literacy skills for a world that becomes figuratively smaller day-by-day.
- *Government and Civics:* Activities impart both the specific content as well as the development of skills related to good citizenship, democratic principles, and the application of these to active participation in community affairs at local, national, and global levels. The charter school

classroom will be a microcosm of a social system, enabling our students to gain respect for the rights and differences of others through a strong infusion of character education, service learning, and problem-solving programs.

- *Economics Literacy:* Enables our students to become wise consumers and make good financial choices. Activities that tie economic understanding to events in history, geography, and civics establish a strong foundation of basic economic principles that prepare our students to participate in the worldwide marketplace.

Grades K – 5 Social Studies Program

At the elementary level, teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to understand culture and identity. Concepts of home and community are reviewed and extended. Students gain a broader understanding of living in communities through the study of both similar and diverse societies.

Field trips are an extension of classroom learning that assists students in the application of learned concepts and increases exposure to community resources. Teachers teach geography throughout various content areas in addition to the social studies period and classes regularly discuss current events.

Cambridge International Primary (K-5) Social Studies Curriculum Framework

The Primary grades Social Studies curriculum presents history as a great story. Students learn about the beliefs of early people by reading myths and legends; about the similarities and differences among cultures by acting out folktales; and about the symbols and values of citizenship as part of a classroom community. In this socially interactive learning environment, children work together to hand-paint maps, create costumes of ancient civilizations, and dance to multicultural rhythms. They travel the globe, extending their knowledge from the home, to the neighborhood, to the world around them. The curriculum brings the story alive, giving students a good understanding of how people, places, and things relate in space and time.

Cambridge Primary Social Studies Program Checklist:

- Provides a socially interactive environment to promote democratic principles and social skills
- Presents social studies through hands-on, minds-on activities that integrate disciplines and incorporate technology and fine arts
- Focuses on History as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- Highlights World and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- Introduces people, places, beliefs, and traditions of other times and cultures
- Introduces people, places, beliefs, and traditions that tie us together as a nation
- Provides resources to explore current as well as past events

- Practices using maps, globes, and other tools of geography
- Promotes making wise choices and being good consumers
- Involves all students in simulations related to grade level theme
- Involves all students in service projects related to grade level theme

Grades 6 – 8 Social Studies Program

The primary goal of the middle grades social studies program is to provide instruction in the strands of geography, economics, world history, civics and government, and American history. Students will be able to describe and demonstrate how history is the story of events, peoples, and places and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history. Students will learn to identify:

- Natural characteristics of places
- How people interact with and modify their environment
- How cultural, economic, and political processes shape human migration and settlement
- How language, ideas, beliefs, and institutions of one culture influence other cultures
- Relative value of primary and secondary sources
- How diversity of societies, social classes, and groups have been affected and changed by forces of geography, ideology, and economics

Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government).

Middle school students will be offered the following Social Studies courses:

Social Studies 6th Grade:

- M/J World Geography
- M/J World Geography Advanced
- M/J World Geography Advanced Gifted

Social Studies 7th Grade:

- M/J Civics
- M/J Civics Advanced
- M/J Civics Advanced Gifted

Social Studies 8th Grade:

- M/J US History
- M/J US History Advanced
- M/J US History Advanced Gifted

Cambridge International Secondary 1 (6-8) Social Studies Curriculum Framework

The Secondary 1 Social Studies curriculum provides a multi-faceted picture of U.S. and world history. The past is chronicled as a compilation of stories and events that inspire the imagination. Students learn to view the world from alternative perspectives as they create historical models and replicas, conduct seminars and debates, and investigate issues related to their school and community. As active and responsible members of the Lower Secondary levels, these students play an important role in the design and implementation of service projects.

Cambridge Secondary 1 Social Studies Program Checklist:

- Provides an active learning environment with a variety of media resources
 - Establishes a culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
 - Presents in-depth study of social studies topics in which students make choices about what they study and produce
 - Focuses on significant issues and events of U.S. and History, the history and culture of diverse social groups, and the environment
 - Develops historic literacy with exposure to key concepts related to history and geography
 - Explores the dynamics of geography as it relates to people, places, and time
 - Presents key concepts of state and federal government
 - Introduces leaders from various fields, cultures, and times
 - Introduces the fundamental concepts of economics as they relate to individuals, institutions, and societies
 - Promotes collaboration and respect for others with project-based activities
 - Practices the skills required for accessing information and presenting findings using current resources and technology
 - Involves all students in class simulations related to grade level theme
 - Requires participation in a service projects related to grade level theme
- *Describe the research and foundation materials that were used or will be used to develop the curriculum.*

Core Knowledge Standards-Based Curriculum

The underlying principles of Core Knowledge were articulated by its founder, scholar and educator E. D. Hirsch, Jr., whose 1986 book, *Cultural Literacy*, demonstrated that even a diverse democratic society such as ours has a common knowledge base that draws together its people while recognizing our differing contributions. Hirsch's view, seconded by thousands of dedicated teachers and administrators nationwide, holds that access to this common knowledge base is a fundamental purpose of a sound education.

During the late 1990's, researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core

Knowledge is pursued wholeheartedly. Additionally, in the summer of 2000, administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. The Oklahoma researchers found that Core Knowledge students posted especially strong scores in reading vocabulary. Researchers also looked at students' performance on the Oklahoma Criterion-Referenced Tests (CRTs). The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

The *Core Knowledge Sequence* is the result of a rigorous process of research and consensus-building by the Core Knowledge Foundation to identify the elements of a stable and consistent core of knowledge for every student regardless of race, gender, ethnicity, or geographic location in the United States. An extensive search for the topics and vocabulary most frequently found in adult communication was conducted, as well as examining curricula from high-performing countries for structure and content. State and national reports on standards and content were analyzed, and content experts were consulted to determine the accuracy and appropriateness of topics and grade level assignments. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions all American children should share in order to develop mutual respect, knowledge, and understanding.

Additional groups of teachers and specialists reviewed the draft of the master plan and were asked to agree on a grade-by-grade sequence. Their draft sequence was sent to 100 educators and specialists who participated in a national conference in March 1990, at which a working agreement on core knowledge for the first six grades was made. Elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country all participated in the conference, and 24 working groups decided on revisions to the draft. The resulting provisional *Sequence* was further fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Fort Myers, Florida.

The Next Generation Sunshine State Standards represent what the state holds all public schools in Florida accountable for teaching. Setting standards is an important and effective learning tool because they express clear expectations of what all pupils should know and be able to do with the information they learn. According to the American Federation of Teachers (1999), "nearly three-fourths of the teachers who have worked with standards for at least six years say the standards have had a positive impact on their schools." (p. 12). Ravitch (1995) adds, "Standards can improve achievement by clearly defining what is to be taught and what kind of performance is expected" (p. 25).

In order to meet and exceed the Next Generation Sunshine State Standards in the Core Knowledge curriculum, it is imperative that the textbooks and materials that would be best suited for the educational needs of the students are taken into consideration. KCWLA will use the state approved McGraw Hill and Harcourt Brace as the primary publishers for elementary and middle

school textbooks. Supplemental reading and math materials will also be chosen from the state-approved instructional materials list.

Cambridge International Curriculum Framework

The Center on Instruction recommends that educators set and maintain high standards for students. Observational studies of high-achieving classrooms and teachers consistently support this recommendation (Good, 1987; Good & Brophy, 2002; Langer, 2001). Cambridge International provides a globally-recognized, advanced curriculum framework that will challenge our students to strive for high levels of achievement. The Cambridge International programs are overseen by the University of Cambridge, an institution consistently ranked as one of the top five academic universities in the world. The programs were developed specifically for education internationally, which makes them an ideal choice for international schools because they are based on sound educational principles and tried and tested methodology.

Recently, both theorists and practitioners in online education are paying increasing attention to the cultural dimension in the design process by emphasizing the need to provide culturally sensitive learning environments (Reeves & Reeves, 1997; Collis, 1999; McLoughlin & Oliver, 2000). As we enter the 21st century, educational institutions must continue to develop their awareness, competencies and learning structures to better meet the needs of students from a changing global society. The Cambridge framework has been designed specifically with international schools in mind. The assessment materials have been developed carefully to ensure that there is no bias resulting from question context or colloquial language and the program structure allows full flexibility for teachers to include resources that are directly relevant to their students and the local context. Care has been taken at the question writing phase to use short, simple sentences without unduly complex language or grammar to enable access for children who may not speak English as their mother tongue.

The Cambridge approach provides a seamless transition for students to follow from Kindergarten to university entrance. Through the use of the Cambridge International Primary and Secondary 1 Program, KCWLA will prepare students for integration into the acclaimed Secondary 2 (formerly known as IGCSE - International General Certificate of Secondary Education) and AICE (Advanced International Certificate of Education) high school programs. The Cambridge AICE program has been successfully piloted in Florida schools and AICE courses are recognized by the state as advanced, college-level coursework. By implementing the Cambridge Curriculum, the KCWLA is incorporating Focus Area 3 of the Next Generation Sunshine State Standards: Improving College and Career Readiness (An objective of Focus Area 3 is to increase student participation and performance in accelerated options of AP, IB, DE, and AICE).

6+1 Trait Writing Program

Much of the developmental work for the 6+1 Trait® Writing model was based on the work of Diederich (1974) and Purves (1988), who were instrumental in moving the educational research field away from holistic assessments to classroom-based analytical assessments of student writing to meet the needs of teachers for diagnostic assessment data on which to base their instruction. Prior to Diederich's landmark work, most large-scale assessment of student work used a holistic approach, whereby raters assigned a single score to represent the overall quality of

a student paper. Although many researchers recognized the limitations of the holistic approach in guiding student improvement, Diederich was one of the first researchers to develop an analytical component framework for assessing the individual component qualities of good writing, which he called factors. This built on earlier work in which eight scales were identified to describe the qualities that teachers look for in written compositions (Diederich, French, & Carlton, 1961).

The following eight factors or traits describing the qualities of good writing were identified through regression models and a factor analysis: ideas, usage, organization and analysis, wording and phrasing, flavor, punctuation, spelling, and handwriting. Purves (1988) used an analytical scoring framework in a 10-year, cross-cultural study he conducted under the auspices of the International Association for the Evaluation of Educational Achievement. He found that, although there existed some variation among the scoring patterns of raters from different countries (i.e., the United States, Finland, and Germany), there was a consistent and strong independence among trait scores, thus validating the analytic framework.

Positive Action Character Education Program

The effectiveness of *Positive Action* has been consistently demonstrated through rigorous research studies. The most recent distinction is being named as the **only program in the nation to receive multiple top ratings by the U.S. Department of Education’s What Works Clearinghouse (WWC) in the area of Character Education**. The WWC found that *Positive Action* had “Positive Effects”—the highest outcome metric—in both the academic outcome and behavior domains. Schools improved an average of:

- +15 percentile points in the academic outcome domain and
- +19 percentile points in the behavior domain.

The WWC findings confirm that *Positive Action* stands alone in demonstrably helping students and schools simultaneously improve in behavior and academics. The WWC findings were based on research that shows that schools using *Positive Action* have verifiable improvement in standardized test scores for all subject areas, including reading, math, social studies, science, writing, and combined, as well as reductions in violence, disciplinary referrals, drug, alcohol, and tobacco use, and other problem behaviors. A notable evaluation found the following results:

- Academic achievement improved by up to 75%,
- General discipline reduced by up to 90%,
- Violence reduced by up to 85%,
- Drug, alcohol, and tobacco use reduced by up to 71%,
- Suspensions reduced by up to 80%,
- Criminal bookings reduced by up to 94%,
- Truancy reduced by up to 13%,
- Absenteeism reduced by up to 45%, and
- Self-concept improved by up to 43%.

Instructional Methods

Constructivist schools provide academically rich, rigorous environments that foster achievement, especially in underachieving students, and enable children to build a solid foundation for success as adults. Constructivist curriculums focus on learning for deeper understanding. It is supported by recent neurophysiologic research indicating that this approach is better than a behaviorist approach at harnessing the brain processes involved in learning. The Eight Year Study (Aikin and Wilford, 1942) of graduates of 1930s-era progressive schools, and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with the habits of mind needed to create healthy, stable, self-directed, productive lives.

American psychologist, Howard Gardner, developed the theory of multiple intelligences. His theory states that people have different intelligences and learn in many different ways. Gardner's theory suggests that schools should offer individual-centered education, having curriculum tailored to a child's intelligence preference (Allan & Tomlinson, 2000). Essentially, Gardner supports the element of differentiated instruction, which accounts for different student learning profiles.

Differentiated instruction integrates constructivist learning theories, learning styles, and brain development with research on influencing factors of learner readiness, interest and intelligence preferences toward students' motivation, engagement, and academic growth within schools (Anderson, 2007). By using differentiated instruction, educators can meet all individual student needs and help every student meet and exceed established standards (Levy, 2008). According to Tomlinson (as cited by Rehora, 2008), the perceived need for differentiated instruction lies in the fact that students vary in so many ways and student populations are becoming more academically diverse. Chances are pretty good that the trend of diverse student populations will continue throughout our lifetimes.

- *Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.*

Reading is a critical component of the Florida education system and the law requires it to be a primary focus on the overall school curriculum. KCWA will implement *Just Read Florida* initiatives to assist in the process for students to become successful, independent readers. The School will implement a school-wide Comprehensive Research-based Plan (CRRP) to provide a framework for instruction integrating cross curricular areas while aligning subject area standards. The school CRRP will be designed to meet specified requirements outlined in the Just Read Florida objective:

Leadership at the school level is guiding and supporting the CRRP initiative. The School will assure that school administrators will be curriculum leaders and resources. A Literacy Leadership Team will be established to include school administration, curriculum coordinator, school reading coach, ESE teacher, media specialist, department head, and lead teacher or mentor teachers

The analysis of data drives all decision-making. The student data will be collected, organized and analyzed for review. The information from assorted assessments (screening progress monitoring and diagnostic) will be centrally located and reviewed by classroom teachers and School Literacy Leadership Team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.

Professional Development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data. Professional Development is coordinated through the decisions of the Literacy Leadership Team and teachers on staff. The professional development plan must make provisions to target specific areas of need based on assessment data and reflect the goals in the individual Professional Development Plan (PDP). It should differentiate and intensify professional development for teachers based on progress monitoring data. It will be up to the Leadership Literacy Team to organize Professional Development opportunities identified by teachers and student data results to support the delivery of the CRRP. The school will participate in District trainings when applicable.

Measurable student achievement goals are established and clearly described. Student data from a variety of assessments will be monitored on a regular schedule and reviewed for ongoing progress in reading as well as writing, math and science. Through this process, individual student scores, classroom progress and school-wide objectives will be reviewed and evaluated by the school stakeholders. The Literacy Leadership will organize data in central location, a software program to be identified. The school will use the collected information to create the School Improvement Plan, assist in planning Professional Development to train and support teachers in identifying classroom strategies and instruction delivery. This will be an ongoing process that will continue to review, plan and evaluate student data.

Appropriate research-based instructional materials and strategies are used to address specific student needs. Appropriate researched-based instructional materials will include a state-approved textbook series, an approved intervention program such as Voyager Literacy Passport Program and Accelerated Reader. Through identified research-based programs, high quality reading instruction will incorporate the five components of reading (Phonemic awareness, phonics, fluency, vocabulary, and comprehension.)

To maximize learning, students will be grouped according to share instruction and abilities and regrouped as instructional needs change. Teachers will use whole-group instruction, small group instruction, individual instruction, independent reading, and technology to deliver curriculum.

Teachers will use the components of reading in association with reading research to identify the critical skills that students must acquire very early in reading development to ensure that they can read at grade level. These skills are in the areas of phonemic awareness, phonics, fluency in reading text, vocabulary, and reading comprehension. The development of these skills is critical to getting off to a good start in reading, and we can begin to assess them as early as kindergarten. Students who lag behind in the development of these skills in early elementary school are in danger of not being able to read at grade level by third grade.

Assessment as the process of collecting data for the purposes of specifying and verifying problems, and making instructional decisions about students will be used at the School. Assessment may be formal or informal and is conducted through a variety of methods: record review, interviews, observations, and testing. There are three types of assessments that are typically used to inform instructions: screening, progress monitoring, and diagnostic measures.

Screening tests provide the teacher with a beginning assessment of a student's preparation for grade level reading instruction. They are a "first alert" that a student may need extra help to make adequate progress in reading during the year. The School will give screenings at the beginning of each school year such as Florida Kindergarten Reading Screening (FLKRS), reading inventories or the Florida Oral Reading Fluency (FORF).

Progress monitoring tests keep a teacher informed about a student's progress in learning to read during the school year. The tests are a quick sample of critical reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year. If a student is not demonstrating adequate progress based on the progress monitoring information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued. The progress monitoring test can be administered to a student every week, every two to three weeks, or monthly. Diagnostic tests can be used to measure a variety of reading, language, or cognitive skills. Although they can be given soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. Ongoing Progress Monitoring assessments will be inclusive of FAIR. There is local training for FAIR through Core Curriculum provided by the District.

Diagnostic tests are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned. Diagnostic assessment will be given in designated intervals as designed through an assessment calendar, including the FCAT, DAR, and FAIR.

KCWLA will participate in the FAIR online assessment program and will record results on the PMRN. The Florida Assessments for Instruction in Reading, FAIR, starts with a Broad Screening online (paper & pencil screenings are available). Students who score in a green success zone will have an 85% probability of scoring on or above grade-level, yellow success zone has 16-84% probability of scoring on or above grade-level on the FCAT and the red success zone identifies students with a 15% probability of performing on or above grade level. Students in the green zone will take a Broad Diagnostic Inventory BDI. Other students, in the yellow or red success zone will be administered the Targeted Diagnostic Inventory TDI. These students would require ongoing Progress Monitoring or the Diagnostic Toolkit Tasks. The FAIR is given free of charge three times a year. The data from the FAIR is automatically uploaded into the PMRN, the Progress Monitoring and Reporting Network for teachers and school leaders to analysis. The ongoing information will be available and offer guidance and best practice support for our teachers as they prepare lessons for student learning. School personnel will need training to ensure successful implementation.

Layers of instructional strategies will include core instruction, supplemental instruction and intensive instruction. Core instruction is provided to all students in the class. It is guided by the comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole and part is provided during the small group, differentiated instruction period. Supplemental instruction goes beyond what is provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the particular needs of identified students. Intensive Instruction is given to students who are seriously below grade level in the development of critical reading skills. This instruction will usually be guided by a specific research-based intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by a small minority of students in a class. Students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their needs while at the same time accelerating their growth toward grade level reading ability.

The Reading Program at KCWLA will incorporate the use of RtI, Response to Intervention/Instruction. RtI is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, and using learning rate over time and level of performance to inform instructional decisions while creating a formalized coordinated state-wide effort. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. Response to Intervention is “data-based decision making” applied to education. The essential component of RtI includes multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the development of interventions, an integrated data collection/assessment system to inform decisions at each tier of service delivery.

KCWLA is committed to delivering a comprehensive reading plan that is established through strategic planning based on student needs, school wide consistency in delivery of the plan; assessment of results, revision of continuation of plan and ongoing commitment to maintain the process. A successful implementation of a CRRP will result in enhanced and ongoing student achievement.

➤ *Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.*

All students will be engaged in and benefit from the curriculum at KCWLA including exceptional students and those students who enter the school below grade level. Apart from providing the specific services as identified on the student’s IEP, faculty will use differentiated instruction as necessary and is committed to offer the students tutoring services, remediation opportunities (intensive reading course) and other assistance to ensure student learning progress. Student performance is continuously assessed and results are reviewed to ensure that interventions are working. Assessments will include screenings, progress monitoring and diagnostics. All students not making progress will have a Progress Monitoring Plan (PMP), to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. PMP’s are created by a teacher, support staff, parent and student if applicable. This team also must review the PMP midway through the marking period and again at the end of each nine week marking periods.

Exceptional students need to be exposed to the same curriculum as their non disabled peers. Teachers should differentiate and conduct specialized instruction in targeted deficient skills. These priority educational needs are designated on the students' IEP's. Effectiveness will be determined by the student's mastery of their individual goals as reported on report cards at the end of each marking period and on progress reports or interim reports as necessary.

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

All middle students will be required to participate in an Elective Wheel of classes. There are four nine week courses in the wheel. Each class will meet daily. At the end of the school year students will have participated in an Elective Wheel that consists of the following courses:

Health and Physical Education Programs

The KCWLA Health and Physical Education curriculum focuses on health and physical fitness skills. As our students progress through the program, they will participate in activities and experiences that emphasize the importance of a healthy lifestyle. Teachers and instructors work on the premise that a sound body is essential to a sound mind. When students are healthy and active, they are more motivated to learn about the world around them. KCWLA will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness as students progress through the program.

Health

Health topics are closely linked to Science content as well as Physical Education. Concepts include:

- Basic hygiene and health habits
- Nutrition
- Functions of body parts and systems
- Disease prevention
- First aid and safety
- Dangers of substance abuse
- Benefits of exercise

Physical Education

The Physical Education program helps our students keep fit through a variety of organized activities that focus on:

- Control and coordination of movements
- Rhythm, agility, and balance
- Simple sports skills
- Basic games and exercise
- Fitness
- Respect for rules
- Sportsmanship
- Proper use of equipment
- Strategy

- Competitive and non-competitive sports
- Lifetime sports

Technology Education – ICT Starters

Information and Communications Technology (ICT) is now part of the educational experience of children in most parts of the world. Taught as either a discrete subject or embedded within the curriculum, ICT is regarded as a new ‘literacy’, alongside reading, writing and numeracy.

Cambridge ICT Starters is designed to introduce students, within Primary and Lower Secondary Education, to the key ICT applications they need to acquire that literacy and to understand the impact of technology on our daily lives.

The syllabus provides a curriculum framework in which ICT competence can be developed. Modules can be delivered according to the needs of each learning situation and age of the students – across the curriculum or as a separate course of study. At each stage of assessment, students will use ICT to:

- Communicate
- Handle information
- Model
- Measure and control

Students use ICT to communicate, handle information, model and control. They develop key ICT skills in a range of applications including: word processing, computer graphics, databases, spreadsheets, email, internet, presentations, video/animation and web authoring. Through Cambridge ICT Starters, students learn ICT practical skills; also they learn to consider wider issues such as adapting their work according to the audience and internet safety.

Character Education

Respect and Responsibility - these are just two of the values at the heart of the KCWLA. The school community lives in an age where technology and social concerns dictate the need for a deepening concern for character. The principles of character education, such as those described by Dr. Thomas Lickona, are utilized as basic principles for an integrated character education program. The program includes, but is not limited to, the following:

- The teacher as caregiver, model and mentor
- The classroom as a democratic community
- Activities that promote values and ethics
- Encouraging character reflection
- Discussion of issues and answers, problems and solutions
- Conflict resolution and students as mediators
- Parent and community involvement
- Character Education Task Force comprised of teachers, administration and parents

KCWLA has selected Positive Action as the character education program to integrate into the core curriculum from among the menu of programs implemented in our school. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions and there is a positive way to do everything. KCWLA is committed to establishing a school culture of student leaders who embrace character traits that yield positive results.

The following Six Concepts will be included in the Positive Action Program:

Unit 1- Self Concept: What It Is, How It's Formed, and Why It's Important

Unit 2 - Positive Actions for your Body and Mind /Positive Actions for the Social and Emotional Areas

Unit 3 - Managing Yourself Responsibly

Unit 4 - Treating Others the Way You Like to be Treated (Social Skills and Character)

Unit 5 - Being Honest with Yourself and Others (Mental Health)

Unit 6 - Improving Yourself Continually (Setting and Achieving Goals)

The work to integrate the Positive Action Program will commence through curriculum mapping activities that will determine how to appropriately infuse character attributes into all subject areas. The instructional staff will begin mapping the curriculum in the second semester of the school's initial year at school year professional development sessions and continue the following summer as part of the summer in-service sessions. The curriculum development sessions will also include defining community service projects for the character education program.

Learning for Leadership

The content delivered through the strands of the academic disciplines provides a core of knowledge for all KCWLA students. A hallmark of the integrated curriculum is the Learning for Leadership component.

What qualities do leaders possess? Why have their works endured? In what ways have societies benefited from leadership? Does leadership always set a positive example? In what ways can we emulate the qualities and model the works of those we identify as leaders?

These questions and others focus upon major ideas and themes at each grade level that integrate knowledge within and across disciplines. Students' investigations lead them to an understanding of themselves as they reflect upon the qualities and works of others. As they encounter leaders from different walks of life, different times and places, and different fields of endeavors, students recognize that they are the recipients of a legacy of leadership that can inspire and motivate their learning and performance in positive ways. This component of the curriculum encourages and prepares students to reflect on contributions of the past and present, and inspire them to become leading contributors to our future.

Enhancing the character education component are service learning projects that extend the values and ethics infused into each subject area. Service Learning represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real

world problems, and at the same time develop the disposition to be active and compassionate members of society.

Visual and Performing Arts

Visual and performing arts will be a regular part of the KCWLA instructional program and will provide a culturally enriching opportunity for all our students. Standards-based instruction in dance, music, theatre, and the visual arts is designed to ensure that students reach the proficient level of achievement in each of the five strands of the content standards: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. The content standards establish the basis for curriculum development and professional development for those involved in visual and performing arts programs. We will seek to engage students in traditional and nontraditional art forms, especially those that connect them to their own cultural heritage and that of their fellow students. Visual arts will be taught in a multi-disciplinary approach, relating to concepts and skills learned in English, Science and Math. This approach is based on the Eureka program for identifying talent developed by Zorman (1991, 1997).

Career Exploration & ePep

KCWLA students will participate in career exploration (7th grade) and e-pep (8th grade) through their social studies class. The course will include career exploration using CHOICES or a comparable cost effective program and education planning using the ePersonal Education Planner (ePEP) available online at www.FACTS.org. The course will result in the completion of a personalized career and education plan. This plan will allow each student to chart their courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education.

The plan must be signed by the student, the student's parent, and the student's guidance counselor or academic advisor, and should serve as a portfolio of information that students can update as they continue their education and the career decision making process.

Course Recovery

Starting in the 6th grade, KCWLA middle school students must successfully pass three full courses (6-7-8) in language arts, mathematics, science and social studies, along with one semester career exploration in 7th or 8th grade in order to matriculate to 9th grade. To ensure students remain on track and receive the required number of credits in core courses, KCWLA will provide middle school students with the following recovery options: 1. Enrollment in before and after-school tutoring where they will have the opportunity to complete teacher directed or self-paced study packets, 2. School scheduled or pullout format where students will participate in course recovery during their elective, and 3. Summer academy where students will participate in a three-week course recovery program.

- *Describe how the effectiveness of the curriculum will be evaluated.*

The educational needs and strengths of students will be determined on both an individual and school-wide basis. The use of data from ongoing assessments, including screenings, progress monitoring and diagnostic tests along with classroom observations, pre-and post-tests, and teacher created tests will be used to recognize a students' ability to have mastered an identified benchmark or process skill in their core-content areas. The extent of the effectiveness of the curriculum standards will be determined by the achievement of specific measurable objectives. This information will be recorded, analyzed and reviewed to determine student progress. Our district and state mandated tests will also help the school determine how our students are progressing compared to other students in the district and state. An on-going school wide comparison and analysis of data will help to identify staff development needs, curriculum alignment and/or re-evaluation of learning objectives according to the School Improvement Plan. Student progress per class will also help to delineate the instructional focus per course. Lastly, all stakeholders will be given the opportunity to evaluate the programs at the school each year. Parent, teacher and student surveys will serve as indicators of curriculum effectiveness. It is KCWLA's goal to inspire students toward life-long learning through creative and applicable approaches.

5. Student Performance, Assessment and Evaluation

- *State the school's educational goals and objectives for improving student achievement. In how much academic improvement students are expected to show success will be evaluated, and the specific results to be attained.*

The following will be the KCWLA educational goals and objectives for 2011 - 2012:

- Given instruction using the Next Generation Sunshine State Standards, at least 72 percent of students in grade 3-8 will achieve mastery on the FCAT Reading Test administered in 2012.
- Given instruction using the Next Generation Sunshine State Standards, at least 74 percent of students in grade 3-8 will achieve mastery on the FCAT Mathematics Test administered in 2012.
- Given instruction based on the Next Generation Sunshine State Standards, at least 95 percent of 4th and 8th grade students will achieve a 3.5 or above on the FCAT Writing Test administered in 2012.
- Given instruction using the Next Generation Sunshine State Standards, at least 50 percent of 5th and 8th grade students will score level three or above on the FCAT Science Test administered in 2012.

Over the period of the Charter, our Charter School will meet the following objectives:

Grades 1 and above:

- The mean growth from fall to spring in reading and mathematics will be at least 1 yr as evidenced by the outcomes from the fall and spring administrations of the Stanford 10.
- The academic growth rates in reading and mathematics for students at our Charter School will meet and/or exceed the national growth rates

Grades 3 and above - Reading, Math, Writing and Science:

- The School will meet and/or exceed the overall performance of the district as evidenced by the amount of students meeting high standards in the reading, mathematics, writing and science sections of the FCAT-SSS
 - Once we reach 80% in these indicators, the School will meet these objectives by either maintaining this level of performance or making further improvement on this level of performance.

Grades 4 and above – Lowest Performing in Reading and Math:

- At least a 10% annual increase in the amount of students in the lowest performing group demonstrating learning gains on the reading/math portion of the FCAT-SSS.

Once we reach 80% in these indicators, the School will meet these objectives by either maintaining this level of performance or making further improvement on this level of performance.

Students are expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards appropriate for the student's grade level. We will assess student performance on a frequent and continuous basis. The assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. Teachers will use a variety of assessments. Moreover, they will know how to apply and integrate assessment data to improve student performance on our standards-based curriculum requirements.

Teachers will use assessment strategies to assist in assuring continuous progress. For example, teachers assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance.

Students will participate in Progress Monitoring Assessments to monitor progress towards benchmarks in Reading, Math, and Science. Assessments are usually expressed as feedback that

identifies progress made, determines current needs, and guides future decisions about teaching and learning. The annual gains will be measured by the student's developmental scale score on the FCAT and on internal pre and post tests to be administered at the beginning and end of each school year. In addition to the FCAT and BAT assessments, the School will use internal pre and post testing to measure annual gains.

➤ *Describe the school's student placement procedures and promotion standards.*

The School will follow the pupil placement and promotion standards set by the District. Below are sample pupil placement and promotion standards for kindergarten through eighth grade students.

Promotion and Retention (§1008.25(1), F.S.)14

A. Elementary students who:

1. Demonstrate mastery of 80% or more of the appropriate grade level curriculum/Next Generation Sunshine State Standards by the end of the school year;
2. Meet school and State standards in reading, writing, mathematics science and social studies; and,
3. Meet all the attendance requirements shall be promoted to the next grade level.

B. Students not meeting specific levels of performance in reading, writing, mathematics, social studies, and science as indicated by the Stanford Achievement Test (SAT-10) standards, Florida Comprehensive Assessment Test (FCAT) standards, and classroom performance, must receive remediation or be retained within an intensive academic program that is different from the previous year's program and takes into account the student's learning style.

Reading

- Substantially below standard on the Stanford Achievement Test
- Substantially below standard on FCAT Reading (Achievement Level I)

Writing

- Below standard on FCAT Writing (less than 3.0)

Mathematics

- Substantially below standard on FCAT Mathematics (Achievement Level I)

Science

- Substantially below standard on FCAT Science (Achievement Level I)

Social Studies

(Standards to be determined)

C. All kindergarten students who perform substantially below in reading will be considered for retention. Administration may promote substantially below students to first grade, as they determine appropriate. Performance indicators may include:

- Stanford 10: Substantially Below
- Start Early DIBELS: Strategic Level
- Literacy
- Academic Report Card Level

All kindergarten students functioning minimally below who are being considered for retention will be brought before the Child Study Team for a decision regarding promotion.

D. All grade 1 and 2 students who are performing substantially below in reading will be retained. Any Good Cause exemption requests will follow the same procedures mandated by the State for Grade 3.

Performance indicators may include:

- DIBELS: Strategic Level
- Stanford 10: Substantially Below
- Star Testing
- Academic Report Card Level
- Reading Unit Tests
- Academic Report Card Level

All grades 1 and 2 students functioning minimally below who are being considered for retention will be brought before the Child Study Team for a decision regarding promotion.

All kindergarten through grade 2 students functioning substantially below who have already been retained once will be reviewed by the Child Study Team in consideration of a second retention prior to grade 3.

E. All grade 3 students who score Level 1 in Reading on the FCAT and who do not meet State defined Good Cause Exemption criteria must be retained.

F. Grade 4 and 5 students who score Level 1 in Reading on the FCAT and have not been retained twice in grades kindergarten through grade 5 shall be retained. Students may be considered for promotion if they meet State defined Good Cause Exemption criteria. The student's academic performance on all Next Generation Sunshine State Standards shall

be reviewed by the Child Study Team.

- G. Retention shall be determined by the principal after consideration of all data and committee recommendations.
- H. No student can be assigned to a grade based solely on age or other factors that constitute social promotion. There must be an appropriate alternative placement for a student who has been retained two or more years. District may exempt student from mandatory retention only for good cause.
- I. No student will be retained solely on the basis of the FCAT scores, but will have additional data, as evidenced above, considered by the administration.

Good Cause Exemptions:

- English Language Learners (ELL) with less than two years in an English for Speakers of Other Languages (ESOL) program; all ELL students being considered for retention must be reviewed and retention agreed upon by the ELL committee.
 - ESE student who's IEP indicates participation in FCAT is inappropriate.
 - Student demonstrates acceptable level of performance on an alternative standardized reading and/or mathematic assessment approved by the District.
 - Student with portfolio showing reading at or above FCAT Level 2.
 - ESE student taking FCAT with an IEP/504 plan showing intensive remediation in reading 2+ years still has deficiency in reading and previously retained K-3.
 - Student who received intensive reading remediation for 2 or more years and was previously retained in K-3 for a total of two years.
 - Teacher submits evidence to principal that promotion is appropriate and based on student's academic record.
 - Principal reviews and discusses with teacher and determines promotion or retention.
 - Principal recommends promotion in writing to the Superintendent or designee.
 - Superintendent or designee accepts or rejects principal's recommendation in writing.
- J. The elementary school Child Study Team (CST) should determine whether or not "...conditions exist such that retention would be more adverse for the student than promotion" (**Technical Assistance Paper**, Florida Department of Education, Reference TAP No. BCIA/98-2, Question 24, Page 9). Students who are substantially below standard or are being considered for retention and/or placement must have a Progress Monitoring Plan written. The Committee should keep in mind that retention, unless mandated, is intended to be the remedy of last resort after other interventions have been unsuccessful.

Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student.

Mid-Year Promotion Criteria for Grade 3

- Student demonstrates acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE).
- Student demonstrates that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.
- Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education.
- Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. §1008.25(7)(b)4, F.S.
- Additional documentation to be provided by the teacher to substantiate the transition from grade 3 to grade 4, §1008.25(5)(c), F. S.

Middle School Promotion

In order to be promoted to the next grade level within the middle school, or from grade eight to grade nine, a student is expected to demonstrate mastery of the Next Generation Sunshine State Standards, as adopted by the State Board of Education and the School, for each course taken. Student promotion is based upon evaluation of each student's achievement. Evidence of mastery of the Next Generation Next Generation Sunshine State Standards may be shown through, but not limited to, the following:

- Teacher-made tests
- Teacher observations
- Checklists
- Products and projects with established criteria
- Criterion-referenced tests
- Classroom assignments
- Homework assignments
- Portfolio assessment
- Florida Comprehensive Assessment Tests
- Cambridge International Achievement Assessments

Remediation and Retention

Students who score at Achievement Level I on the FCAT in reading or mathematics in grades 3 through 10 will be required to receive remediation or be retained. Retention decisions must be based on more than a single test score. Students who score lower than three on the FCAT writing tests at grade 4 and 8 will be required to receive remediation or be retained. Retention decisions must be based on more than a single test score. Parents/Guardians shall be notified in writing

when a student is determined to be performing below School standards and before grade placement decisions are made. Students who have not met the requirements for promotion to the next grade shall be retained except for “good cause.” “Good cause” must be based on performance, diagnostic and observation data, the student’s history, and a review of his or her special needs.

No student can be assigned to a grade based solely on age or other factors that constitute social promotion. There must be an appropriate alternative placement for a student who has been retained two or more years.

Middle Retention

Grades	FCAT Achievement Level	Recommendation	Course Recovery
Fail 1 Academic Class*	Levels 3-5	Promote	1 Failed Academic Class
	Level 1-2	Retain Or Place Or Promote **Upon Academic review committee recommendation -remediate	1 Failed Academic Class
Fail 2 Academic Class	Level 3-5	Retain Or Place Or Promote **Upon Academic review committee recommendation -remediate	2 Failed Academic Class
	Level 1-2	Retain	Remediate
Fail 3 or More Academic Class	Level 1-5	Retain	Remediate
*Academic Classes: Reading, Language Arts, Mathematics, Science, Social Studies			

Administrative Placement

Sixth and seventh grade students who have not met the requirements for promotion to the next grade may be retained or administratively placed. Eighth grade students who are administratively placed in ninth grade will be immediately identified for intensive strategies in high school. The School will have procedures in place for providing the high school with the information needed to begin the intensive strategies as soon as the student enters. They will:

1. Be ineligible to participate in sports (Florida High School Activities Association, by Article 11 - 11.5.1, 11.5.3 and 11.2.14);
2. Participate in intensive instruction classes, which are eligible for elective credit only.

- *If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in 1003.43, F.S., and any proposed additional requirements.*

Course Requirements

Section 1003.4156, Florida Statutes (General requirements for middle grades promotion), is created to provide general requirements for promotion from middle school to high school. It provides that beginning with students entering grade 6 in the 2006-2007 school year, in order to be promoted to the ninth grade, students are required to complete:

- Three (3) middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
- Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
- Three (3) middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
- Three (3) middle school or higher courses in science.
- One (1) semester-long course in career and education planning to be completed in seventh or eighth grade.

The 2006 Legislature passed House Bill 7087 (A++) which, in part, revised Florida Statutes related to middle grades promotion requirements.

Career and Education Planning Course

As part of the requirements for middle grades promotion, each student should be enrolled in a career and education planning course in seventh or eighth grade. The course must include career exploration using CHOICES or a comparable cost effective program and education planning using the ePersonal Education Planner (ePEP) available online at www.FACTS.org. The course must result in the completion of a personalized career and education plan. This plan will allow each student to chart their courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education.

The plan must be signed by the student, the student's parent, and the student's guidance counselor or academic advisor, and should serve as a portfolio of information that students can update as they continue their education and the career decision making process.

- *Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

Baseline assessments and student performance data provide all stakeholders with the information needed to determine prior rates of academic progress, to identify students' current strengths and

areas of need, and to effectively target instruction. The District will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students. Cumulative folders will be available to teachers and the electronic data will be uploaded to the KCWLA Student Information System. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

In accordance with s. 1003.43., the School will participate in all state-wide assessment programs. The school will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the Next Generation Sunshine State Standards in all grade levels.

Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the school.

- Performance tests which include both pre and post testing measurements administered in the areas of reading, science, and mathematics. These performance tests include the FCAT, FCAT Writes, SAT 10, FCAT Prep and Cambridge International Assessments.
- Weekly Standards Assessments: Tests that may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills.
- Achievement of goals and objectives in the student's Personal Learning Plan (PLP).
- Mastery of competencies outlined in the Florida Next Generation Sunshine State Standards
- Quarterly progress summaries
- Teacher made tests (including pre- and post-tests)
- Writing samples that focus on the development of expository, persuasive, and analytic writing skills
- Student portfolios
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the Benchmark Assessment Test (BAT). For students entering the School from a district public school, past test results and cumulative records will be requested from the district to provide baseline data and student academic levels.

The first administration of the Benchmark Tests will identify initial student benchmarks and areas of needed student growth. Continual monitoring of student achievement data will be provided by administering the BAT at least three times during the school year. This test is administered periodically to provide teachers with an updated evaluation of student learning. Though formative assessment is not used for norm referencing or as an assessment of student overall academic achievement it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Next Generation Sunshine State Standards and the Core Knowledge Curriculum. Students are expected, at a minimum, to achieve the benchmarks of the Next Generation Sunshine State Standards for each grade level and the goals and objectives specified in their PLP.

The following is a list of the formal testing methods that will be used by the School as part of its plan to assess student performance:

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Test (FCAT), The Stanford Achievement Test 10 (SAT10), Benchmark Tests, FLKRS, DAR and/or other diagnostic assessments.

Benchmark Tests

Benchmark Tests are simulated FCAT-like exams that are meant to provide administrators, teachers, parents and students information on individual student achievement based on a specific set of criterion – the Next Generation Sunshine State Standards. These exams are meant to be “formative” in nature. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve.

The KCWLA Education Team will assist the school in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Florida Assessments for Instruction in Reading

Florida Assessments for Instruction in Reading, available to K- 12 public schools, was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida!. This

assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction.

The Assessment System can be administered three times yearly and is augmented with a Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two brief Broad Screening tasks are available for administration to all students in order to identify those most likely to be on or above grade level in reading by the end of the school year. In Grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In Grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension screen will predict student success on the Florida Comprehensive Assessment Test and will also provide a Lexile score for each student.

According to Florida State guidelines, the FAIR will provide progress monitoring for students who scored Level 1 and Level 2 on the FCAT, three times per year.

Florida Comprehensive Assessment Test (FCAT)

The FCAT is the foundation of the statewide assessment and accountability program. The FCAT program includes assessments in reading and mathematics in grades 3-5, science in grade 5 and writing in grade 4. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. The FCAT measures student performance on selected benchmarks in reading, science, and mathematics as defined by the Next Generation Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and skill areas they are expected to perform. The administration of the FCAT is “summative” in nature. The results are distributed to the school and the parents and are the basis for the A+ Plan School Grades.

Students in Grades 1-2 will take the district’s Primary Reading and Mathematics End-of-Year Assessment to determine proficiency according to state standards.

Cambridge International Assessments

The Cambridge Primary and Secondary 1 curriculum frameworks provide an optional testing structure - to assess learner performance and report progress to learners and parents. Cambridge assessments give parents extra trust in feedback on their child's progress - by using internationally benchmarked tests. The Cambridge testing structure enables teachers to:

- track the progress of their learners
- identify strengths and weaknesses within individuals and class groups
- develop further teaching and learning support using information from test results
- use test results to report to parents
- provide learners with a Statement of Achievement at the end of their primary schooling

Cambridge progression tests provide valid internal assessment of knowledge and skills in English and Mathematics. The tests:

- are available for each year of primary education

- are optional (schools can choose any quantity of tests to take or just follow the curriculum without testing at all)
- can be used at any point during the year and as many times as the teacher requires
- are culturally sensitive without being culture-free, which makes them ideal for use in the international school context
- comprise structured questions with a selection of item types including matching, short answer and longer answers
- are marked by teachers in your school; full mark schemes and marking guidance are provided for this

Cambridge Primary Achievement Tests are for learners at the end of their final year of primary education. The tests are available in three core subjects: English, Mathematics and Science and are marked by CIE. Cambridge Checkpoint tests are for use at the end of Cambridge Secondary 1. They are marked by CIE and provide schools with an external international benchmark for student performance. Cambridge Checkpoint tests are available in English, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education. It is these topics/skills and sub-topics/skills that provide the framework for feedback on each learner.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy.

Personal Learning Plans (PLP)

All students will have a Personalized Learning Plan (PLP). The PLP is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning at a specific grade level. The Plan's development is a collaborative effort among the teacher, parent, student, and other staff involved with the student's academic achievement. The PLP identifies the student's strengths and weaknesses and lists goals for improvement.

The student's teacher in Grades K-5 or academic advisor in Grades 6-8 will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.
- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student’s portfolio as evidence of progress made. A measure of each student’s rate of academic gains will be determined at the end of the year via their individual portfolio and the comparison of FCAT learning gains.

Progress Monitoring Plan (PMP)

The KCWLA Progress Monitoring Plan (PMP) was designed to provide students, parents, teachers, and administrators with specific academic intervention information on 4th – 5th grade students and retained 3rd grade students who performed below level 3 on the FCAT; 1st – 3rd grade students who performed at or below the 25th percentile on the standardized test; and Kindergarten students who are not demonstrating adequate progress. The PMP lists students’ areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

KCWLA teachers will be provided with student data that identifies the lowest 25% in their school from the BAT, and individual student FCAT scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. Because the Benchmark Assessment Test is given within the first month of school, individual student strengths and weaknesses can be identified quickly and a PMP generated in order to ensure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual students’ academic achievement in a more time efficient manner. Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured. Please refer to Appendix C to view a sample PMP.

Sample Assessment Program

Assessment	When Administered	Who Administered	Purpose
FLKRS/ SRUSS/ SDRT or other appropriate assessments.	Within 20 days of entering school	K	Determine baseline instructional levels/ Screening/ Qualification for ESOL Services for LEP Students
Benchmark Assessment Test (BAT)	Three times per year	3- 8	Diagnostic
FAIR	Three times per year	K-8	Progress Monitoring

			& Lexile Monitor Progress
Classroom Assessments	Ongoing	All Students	Progress Monitoring
FCAT Writes	February	4 th and 8 th Grade Students	Determine Writing Proficiency according to State Standards
FCAT Reading, Math, Science	March	3-8 Grade Students	Determine Proficiency according to State Standards
SAT 10	April	1-2 Grade Students	Determine Proficiency according to State Standards
Primary Reading & Mathematics End of Year Assessment	TBA	1-2 Grade Students	Determine Proficiency according to State Standards
Cambridge Progression Test	Ongoing as needed	K-8	Progress Monitoring
Cambridge Achievement Test	May	K-5	Determine Proficiency according to Cambridge Obj.
Cambridge Checkpoint	June	8	Determine Proficiency acc. to Cambridge Obj.

➤ *Describe how student assessment and performance data will be used to evaluate and inform instruction.*

The use of student assessment and performance data is vital to the KCWLA Educational Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The KCWLA Educational Model begins with a baseline assessment and analysis of all available student performance data. The first administration of the Benchmark Test is one of the primary ways the School will activate students' background knowledge, establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. Teachers use the data from the Benchmark Assessment Test to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed; this is data-driven instruction. Continual monitoring of student progress will be provided by administering the KCWLA Benchmark Test at least three times during the school year, with the first administration being a pre-test to establish a baseline, and the last administration being a post-test to determine academic progress achieved. This test is also administered periodically prior to the FCAT providing teachers with an updated evaluation of student learning on specific skills.

To evaluate student learning and the effectiveness of instruction, teachers will also give students formative assessments on specific skills. The teacher then grades the assessment and reports

feedback to students and parents either through the KCWLA Student Information System, verbally, etc. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered, or go back to baseline assessment to activate students' background knowledge on the new skill to be introduced. KCWLA will also administer Cambridge progression and achievement tests to measure student progress against Cambridge objectives. Cambridge assessments are internationally benchmarked and provide teachers with detailed reporting of students' strengths and weaknesses. Teachers may use this information to make adjustments to the curriculum, including extended focus on weak areas.

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

The School will participate in all applicable components of the Florida Assessment Program, including the Florida Comprehensive Assessment Test (FCAT) and other age-appropriate tests that may be required or recommended by the District. In accordance with our mission of developing self-directed leaders, students will have an active role in their education by learning to monitor and evaluate their work. FCAT Student and Parent Reports received from the FL-DOE will be sent to parents and shared with students in planning student's academic program and services for the following school-year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results.

If a child's performance is below target (not making adequate progress towards the Next Generation Sunshine State Standards), parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated.

If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher.

If a child's performance is above target for his immediate stage of development, the school may recommend to the parent advanced level placement such as multi-age setting in elementary. Additionally, progress reports shall be signed by the parent and expected to be returned to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels. The analysis tool software that accompanies Cambridge assessments facilitates detailed, structural reporting to parents concerning progress and achievement of objectives.

- *Describe, to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student population.*

Student progress will be evaluated by formative and summative assessments. Assessments measure instructional effectiveness and student achievement and are an integral part of the KCWLA Education Model. Formative assessments provide a systematic and regular measurement of students' progress in the classroom and are the process by which the results are used to drive instructional practice. Summative assessment systems measure where the students are at the end of instruction.

Teachers are required to monitor and assess students throughout the year in order to target learning gaps and improve achievement for students. This process includes collecting and analyzing data from formative assessments in the Student Information System, making appropriate changes to individual student or class instruction, teach, re-teach, assess, and again modify or intensify instruction to meet the needs of students. Personal Learning Plans (PLP) will also be formulated and monitor student progress from benchmark to benchmark. The PLP contains assessment data on each student's skill level and a goal based on student need. The PLP requires the measurement of learning outcomes to determine if the student has made progress, and/or mastery of a specific skill. The plans are developed for each content area.

Data Summits are held throughout the year with school administrators and teachers. The summit enables school administrators and teachers to analyze data, drive instruction, and track student progress based on the needs of the class, grade-level, and school. The collection of data permits administrators and teacher to closely compare student populations. The evaluation of student data is vital to the success of the student. It is through the analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains. All curriculum decisions should be made by analyzing student data. Moreover, the Student Information System provides for comparison of student performance to the State, District and key comparison schools.

Analysis tool software is part of Cambridge Primary and Secondary 1. This software enables teachers to track student progress and to produce diagnostic feedback, enabling comparison between individuals and between groups of learners, and facilitating the identification of the strengths and weaknesses of individuals and groups.

Cambridge Checkpoint provides a diagnostic report in four forms. The first three - reports to learners, reports on teaching groups, and the report on the school - will be sent within four weeks of the date when scripts are received at CIE. The fourth report - the end-of-session report on the entire cohort of candidates - will be issued after all of the learners' marks have been processed.

The report on a candidate gives:

- a Cambridge Checkpoint score for the whole subject
- a Cambridge Checkpoint score for each main topic/skill
- a list of the questions (and the sub-topics/skills) where the candidate's performance was particularly strong or particularly weak
- an attractively presented statement of achievement

The report on a teaching group gives:

- an average Cambridge Checkpoint score for the whole subject
- an average Cambridge Checkpoint score for each main topic/skill
- a list of sub-topics/skills with comments on the performance of the group
- the Cambridge Checkpoint scores of each candidate on the subject and on each main topic/skill
- the marks scored by each candidate on each question

The report on a school gives:

- an average Cambridge Checkpoint score for the whole subject
- an average Cambridge Checkpoint score for each main topic/skill
- a list of sub-topics/skills with comments on the performance of the learners

The report also gives the results of the whole cohort, from all schools, broken down by age and first language, so that schools may compare their own results with those of similar learners from elsewhere.

6. Exceptional Student Education

- *Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.*

Families are critical to the development of any child, and they are especially important to a child with a disability. The Kathleen C. Wright Leadership Academy (KCWLA) is committed to providing support to parents and families of children with learning challenges. It is our goal to help families obtain information and skills to help their children reach their fullest potential.

The KCWLA will follow the School Board of Broward County's Special Programs and Procedures for Exceptional Students. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes, Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administration Code. The educational program for exceptional students will include the following:

- **A Non-discriminatory** policy regarding the eligibility, identification, location, placement and evaluation process
- **Free appropriate public education (FAPE)** will be provided to every exceptional student enrolled in the School
- **Child Find Services** – Child Find is the entry point for ESE services from birth-to-five year-old children and their families in Broward County.
- **Individual Education Plan (IEP)** and Education Plans (EP) for gifted
- **Extended Years Services (EYS)** – for students needing specialized services as required by student IEPs
- **Least Restrictive Environment:** students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of

the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- **Federal State Report:** Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the School District and the State Department of Education.

Identifying Exceptional Education (ESE) Students – The School will follow the School Board of Broward County’s Special Programs and Procedures for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. In summary, the school will identify students as follows:

- Step 1: Teacher confers with staff for information assistance with the problem – data is gathered on instructional performance and behavioral/social functioning; the teacher advises parents about the concerns and plan ways they can collaborate in addressing the issues; interventions are identified and implemented.
- Step 2: Teacher makes request for assistance from the School Support Teach – the principal or support leader selects a school-based case manager; the case manager conducts a structured teacher interview which will focus on the students learning and behavioral characteristics to clarify problems and collaboratively identify additional interventions for the teacher and, if appropriate, other school personnel.
- Step 3: Teacher and case manager seek assistance from the team – present problem clarification data, interventions and results, and pertinent information obtained from the records review and data gathering activities and determines if there is a need for additional data.
- Step 4: Parent Conference is held to discuss student needs.
- Step 5: Additional interventions are identified and implemented.
- Step 6: Need for a psycho-educational evaluation is determined and evaluation is conducted; Parent signs consent for comprehensive evaluation; all referral procedures are completed; report is written and sent to the school
- Step 7: Evaluation results are discussed with parents - ESE eligibility is determined. The school convenes an Eligibility and Instructional Program (EIP) committee to determine the most appropriate educational setting to provide for the students identified needs.
- Step 8: Appropriate educational support is determined;

If student is **not ESE** eligible:

- The school will comply with Section 504 of the Rehabilitation Act of 1973 that states no person with a disability can be excluded from or denied benefits or access to any program receiving federal financial assistance. If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery and/or accommodations in the least restrictive environment. The determination of what services and accommodations are needed must be made by a group of people knowledgeable of the student. This team may consist of classroom teachers, specialists, administrators, and the LEA representative. An appropriate accommodation for an eligible student may consist of education in general classes with an accommodation such as additional time to meet the student's needs.
- If student is **ESE** eligible, an IEP is developed

Individual Education Plan (IEP):

The School will utilize all of the District's procedures (Easy IEP) and forms related to IEP and placement process procedures. The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will invite the District to any and all parent conferences, staffing, and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The school will support the education of the students with special learning needs within the regular classroom setting as first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized education plan for each student will include measurable annual learning goals and behavioral goals. Supplementary and Related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The school will offer various services include specialized gifted courses (as detailed in the Curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

The IEP may be reviewed at any time in order to write new goals if the student reached mastery. It is required by law to at least meet annually to revise and update the IEP. It is also required every three years to conduct a meeting to determine if a reevaluation or further testing is needed.

The school district sends monthly reports to the school to ensure the school's accountability and compliance with all IEPs.

The ESE Specialist – Confirms that students have current assessment data and are receiving the type of support they need in general education. This may include:

- Collaborating with the Reading Coach to confirm proper reading placement.
- Reviewing all schedules prior to the start of the school year and making necessary changes.
- Reviewing progress monitoring data on students in Intensive Reading Classes with Reading Coach and Support Facilitators and adjusting as necessary.

Least Restrictive Environment:

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As 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 District's personnel to ensure that the needs of these students are met.

Procedural Safeguards:

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development states, School staff will work closely with the District's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the School's ESE Specialist to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to student will meet all required licensure and/or certification requirements pertaining to their area of related service.

Federal and State Reports:

The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Districts and the State Department of Education.

- *Identify the staffing plan for the school's special education program, including the number and qualification of staff.*

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing service to the special education students. The number of special education staff will be based on the number of ESE students identified upon student enrollment.

It is imperative that highly qualified licensed ESE instructors are hired to meet the educational needs of the students. Similarly, all KCWLA personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP.

Speech-language, occupational, and physical therapy services will be vendor contracted services that the School may provide to students who qualify for these services. Eligibility for these services is determined by district policies and procedures.

➤ *Describe how the school will serve gifted and talented students.*

In accordance with State Board Rule 6A6.03019, the school will implement the following procedures for meeting the needs of gifted students:

Identification:

Gifted students will be identified for special instructional programs for the gifted if the student demonstrates needs of gifted students:

1. A need for a special program*
2. A majority of the characteristics of gifted students according to a standard scale checklist
3. Superior or more above the mean on an individually administered standardized test of intelligence

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community.

The following criteria may be used in identifying students:

- Performance on standardized tests as determined below
- Referrals from counselor/teacher regarding student motivational behavior, involvement in activities, etc.
- Recommendation from parents about student's academic areas of strength

Plan B gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) is if the student scores in the 80th percentile or above reading or mathematics on a standardized

achievement test such as the BAT or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning.

The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 115 on the screening measure of intellectual functioning or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

Services – The School will choose the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models as follows:

High Achieving Full-time, Self-Contained (For grades K-5 classes with under 20 gifted students per grade level or combination grade level) Students will be ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. High achieving students are determined by the following criteria:

- Grades K-1 Teacher Recommendation/School-based decision
- Grades 2-3 Scored at the 99th percentile in reading on the most recent SAT test. Keep dropping down through the (98, 97, etc.) until seats are filled.
- Grades 4-5 Scores at Level 5 in reading and math on the most recent FCAT. If there are more level 5s than available seats, the scaled scores are added together and the students with the highest combined scores are given priority. If there are multiple students who have the same combined scaled scores, and not enough seats left to accommodate them, then their GPAs must be calculated and taken into consideration and taken into consideration.

OR

Half-day Resource (for grades K-5 classes with fewer than 20 gifted students per grade level or combination grade level):

- Gifted students will receive instruction in specific content area(s) for 2 ½ hours per day. A minimum of 2 hours per day will be spent on content instruction.
- Students will be ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs.
- The gifted endorsed teacher will consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student.

If the school has enrolled less than 11 gifted students per grade level in grades K-3, then the School will use the Primary Elementary Alternative Model.

For Grades 6-8

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Student that contain gifted and high achieving students. (Content of Developmental Reading is appropriately differentiated for gifted students).

- Scored a Level 5 in reading on the most recent FCAT.
- If there are more level 5s than available seats, the students are ordered by their scaled scores
- If there are multiple students who have the same scaled scores, then their GPAs from the previous year must be considered.

For placement in the Gifted/High-Achiever model for math:

- Scored a Level 5 in math on the most recent FCAT.

EP Plan Development:

Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the students to give permission for testing. Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual function, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ELL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix.

Initial Education Plan (EP) Team Participants:

The EP team will include the following participants:

- The student's parents*
- The student
- The school's gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.
- School psychologist

- Staffing Specialist

*Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical inform regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum;
- Participating in the determination of what services the school will provide to the child and in what setting.

The Education Plan (EP) for each student will be individualized, measureable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

- A statement of goals, including benchmarks or short term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

Implementation:

The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and Instructional Strategies for Gifted – The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- Specialized gifted courses
- Acceleration
- Ability grouping
- Modifications of content through differentiated curriculum
- Career exploration and goal setting integrated into curriculum
- Enrichment
- Social skills development and/or counseling

- Real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring)

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Sunshine State Standards opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluation – A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student’s progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student’s giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the students as they relate to the EP will be considered when reviewing and revising the plan.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student’s parents
- The student
- At least one teacher of the gifted program
- General Education teacher
- At least the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines:

An EP will be in effect at the beginning of each school year for all gifted students for duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction.
- Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or upon request by the student’s parent or teacher, or any change in provided services.

➤ *Describe how the school’s effectiveness in serving exceptional education students will be evaluated.*

The goals for determining the School’s effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child’s IEP.

IEPs will be reviewed and updated as required. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

The School's effectiveness in serving special education students can be evaluated by its' ability to demonstrate student learning gains consistent with the annual goals specified in the child's IEP. Similarly, the school's ability to meet Adequate Yearly Progress (AYP), including AYP for the students with disabilities subgroup, would also demonstrate effectiveness in serving the School's special education population.

7. English Language Learners (ELL)

- *Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.*

The goal of the ESOL Program will be to ensure that all ELL students entering KCWLA will receive comparable and comprehensible instruction. This instruction will help these students to develop communicative and academic skills necessary for meeting National, State, and District educational standards.

All students who are classified as ELL will be provided an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program will be required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The content of the curriculum will be established by the Sunshine State Standards. ESOL strategies, supplementary materials, and native language assistance will be used to ensure that comprehensible instruction is being provided to every ELL.

KCWLA will provide ESOL service in accordance with Florida Department of Education guidelines to meet the needs of qualifying students. The School will establish guidelines for identification, placement, screening, and classification for ELL students. These procedures will be aligned to the Florida Department of Education's ESOL agreements and flowcharts under the terms of the "META Consent Decree."

KCWLA will implement the state-approved English Language Learner Program in effect in Broward County Schools. This plan is in accordance with the requirements of the LULAC et.al v. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

Identification:

Per FS 1003.56, the School will identify "English Language Learner" (ELL) as:

- An individual who was not born in the United States and whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home;
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Assessment and Placement:

- Upon registration, parents will complete a Home Language Survey. The Home Language Survey (HLS) is the first step in identifying a potential ELL, and it must be completed for all students in grades Pre-K through 12 entering a Broward County Public School for the first time. This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:
 - 1. Is a language other than English used in the home?**
 - 2. Did the student have a first language other than English?**
 - 3. Does the student most frequently speak a language other than English?**
- If a parent answers “yes” to ANY of these three questions on the Home Language Survey, a trained language assessor at the school site will administer the following assessments within 20 school days of completing the HLS survey:
- If the survey indicates a need, the child will be administered the Ideal Oral Language Proficiency Test (IPT1 Oral) Grades K-6 or IPT II Grades 7-12 to determine ESLO eligibility.
- Students scoring language level classification A1, A2, B1, B2 and C1 are placed in the ESOL program.
- K-2 Students who score at Non –English Speaking (NES) and Limited English-Speaking (LES) levels based on the IPT-I are assigned Broward County Language Classifications ranging from A1-C1. These NES and LES (A1-C1) students qualify for ESOL Program Placement
- K-2 students who score at Fluent English Speaking (FES) levels based on the IPT-I will be assigned Broward County Language Classification of C2. These FES (C2) students will not qualify for ESOL Program Placement unless recommended by an ELL Committee due to a lack of English proficiency in (K) or academic skills (Grades 1-2).

- Grades 3-12 students who score at NES or LES levels based on the IPT will be assigned Broward County Language Classifications ranging from A1-B2 and will qualify for ESOL Placement
- For FES (c1-C2) students in grades 3-12, test scores in reading and writing from the Kaufman Test of Educational Achievement-II Brief Form will be considered for ESOL Program entry. The following criteria will be used to determine student eligibility for the ESL Program
 - If both reading and writing test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program
 - If both reading and writing test scores are at or below the 32rd percentile, the student is placed in the ESOL Program
 - If either reading or writing test scores are at or below the 32rd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program
- For students in Grades 3*8, the Reading and Writing subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) will be administered by district ESOL Program staff
- A copy of the Home Language Survey will be placed in the students' permanent record file cumulative (cum) folder.
- An ELL committee will be formed to make program decisions for students who qualify for services.
- Classroom teachers will be required to receive training in the unique skills needed for the preparation to teach language minority students. ESOL endorsement training will be required, as it is state mandated due to the 1990 META Consent Decree that all teachers in the State of Florida must start their ESOL endorsement training once they are first responsible for the instruction of an ELL student.
- Parents/guardian will be notified in their home language regarding all committee meetings and all school to home communications. A translator will be provided when necessary.
- Per rule 6A.6.0903 all English Language Learners in grades K-12 must comply with the new ESOL Program exit criteria consisting of two measures:
 - Grades K-2 - a score of proficient on the CELLA composite score and the score of proficient on the CELLA Reading **AND** a score FES on the IPT-I.

- Grades 3-12 - a required score of Level 3 or greater or the equivalent developmental scale score on the FCAT Reading **AND** a score of proficient on the CELLA composite score and a score of proficient on the CELLA Reading tested on grade level. CELLA Proficiency Scores can be found in the ESOL Handbook. If only one measure is met, an ELL Committee is convened to determine placement.
- Exited student's academic performance will be monitored for two years from the exit date as documented in the ESOL Handbook.

ELL Student Plan:

Each student will have an ELL Plan maintained in a folder in his/her school's permanent record file. The plan will include:

- Part A: Student assessment data relative to program entry and exit
- Part B: ESOL Instructional Program Schedule, including summer school and any schedule changes
- Part C: Post-Reclassification Monitoring
- Part D: Documentation of Programmatic Assessment
- All required supporting documentation will be maintained in the folder

Accommodations for ELL Students:

- Test modifications will be provided as directed by state laws.
- Exemption of an ESOL student from statewide assessments is possible only upon ELL Committee recommendation on an individual basis for students in the ESOL program two years or less.
- Upon recommending exemption from statewide assessments, the ELL Committee determines the appropriate alternative assessment to be administered.
- Promotion/retention of ESOL students will follow the guidelines set forth in the District Pupil Progression Policy.

General Assurances:

KCWLA is committed to assure that ESOL Program and Services will help ELL Students achieve the Next Generation Sunshine State Standards. The School ESOL curricula and instruction will be aligned with the Next Generation Sunshine State Standards.

The School will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ESOL strategies, and the use of supplementary materials.
- ESOL strategies listed on the MATRIX are documented in the teacher's plan book.
- Students will be offered many opportunities to listen, speak, read and write.

- Lessons will be aligned with Sunshine State Standards and documented as required by the state.
- Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with an Academic Improvement Plan to assist the student in meeting state and district expectations for proficiency.
- A LEPSEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LUCAC and NCLB-Title III.
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials translated into the three predominate languages: Haitian-Creole; Portuguese, and Spanish.
- The School will not deny English Language Learner students access to any curriculum being offered to non-ELL students.

Personnel Training:

Teachers who are required to obtain ESOL training or certification will be notified of training requirements and opportunities as delineated on the Certification Department and Multicultural, ESOL and Program Services Department websites. It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Policy 4003.3 Participants may enroll in courses offered during the first, second, and summer semesters via the District's Professional Development Services System.

8. School Climate and Discipline

- *Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.*

The KCWLA will follow the annual calendar of the Broward County School District and similar hours of 8:30 a.m. - 3:30 p.m. each day. Morning and aftercare will be available for working parents to drop students off to school in a safe and supervised environment. Morning care will begin at 7:30 a.m. and aftercare will extend to 6:00 p.m. (The start and ending times of school may vary when transportation plans are finalized.) When appropriate, the School will follow early release days for staff planning. Following the district calendar will give the school 180 school days and a minimum of 810 hours of instruction. The school's instructional day will accommodate a minimum of 300 minutes.

- *Describe the school's philosophy regarding student behavior.*

The School's philosophy regarding student behavior ensures its commitment to the School's mission on a daily basis. It is our opinion that both teachers and students need to be provided

with a consistent behavior management system so that maximum time can be spent teaching and learning. Through the implementation of Positive Action, students will learn how both their positive and negative actions affect other people as well as themselves and how their thoughts influence their actions, and how their actions influence their feelings about themselves.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

Thus, behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. Pre-service and in-service training will be required of all teachers. Each teacher, then, will be given the opportunity to implement her/his own behavior management techniques in their respective classrooms. The ultimate goal will be to remove these systems from the classrooms, based on the theory that appropriate behaviors will be internalized and external reward systems will no longer be necessary.

➤ ***Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.***

The KCWLA will adopt the Student Code of Conduct and will follow the District's discipline and dismissal procedures. The policy will ensure due process for students giving all students the benefit of the doubt before any permanent action is taken. Student and staff safety is the number one priority for the school. Students and parents will be given the school rules, discipline policies and consequences during the orientation process.

Again, we believe in being proactive and design opportunities for students to experience success early and consistently. Students, who display behaviors that are not in line with the KCWLA philosophy and school mission, will be handled according to Code of Conduct.

The KWCLA strictly enforces the Code of Student Conduct policies and procedures of the plan in effect Broward County Public Schools. The expectations and policies of the School's Code of Excellence and the Progressive Disciplinary Plan are fully explained in the Student-Parent Handbook that will be distributed to all families once the student is enrolled.

The KWCLA Code of Excellence is a school wide plan that clearly outlines student expectations. Each parent and student is expected to take an active role in supporting and enforcing the Code of Excellence. The plan outlines expected student behaviors as follows: (sample from Code of Excellence)

1. Be honest and fair
2. Treat everyone with respect
3. Be a positive role model
4. Adhere to the school uniform policy

5. Treat school property with respect
6. Prepared for class (necessary materials and supplies, homework, etc.)

A progressive Disciplinary Plan will be in place. The objective is to ensure consistency in the school wide disciplinary procedures. All teachers are held accountable for enforcing the plan and will receive ongoing professional development in the area of classroom management, effective discipline strategies and motivating today's learners.

The plan also lists unacceptable behaviors that may lead to disciplinary action such as:

1. Fighting and arguing
2. Disruptive behavior that interferes with learning process
3. Failure to comply with dress code
4. Stealing, lying or cheating
5. Failure to follow directions
6. Use of electronic devices

Consequences are listed as classroom consequences and administrative consequences. Students and parents are made aware of the consequences in writing as well as in orientations and information sessions.

The KWCLA will implement the following school-wide discipline plan as a mean of issuing consequences for violation of classroom and/or school rules and policies:

Classroom Consequences:

- 1st Consequence – Verbal warning
- 2nd Consequence – Time out for an activity and/or loss of privileges
- 3rd Consequence – Parent contacted and referral note sent home
- 4th Consequence – Referral to school administration

Administrative Consequences:

- 1. Administrative Detention
- 2. In-school Detention (Principal's Discretion)
- 3. Saturday Detention – Alternate to Outdoor Suspension
- 4. Outdoor Suspension

The KCWLA believes that the most appropriate disciplinary action taken is the least extreme measure which can resolve the discipline problem. Teachers and administrators will use a variety of disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

Some of the disciplinary actions that may be utilized include:

- Removal of student from class
- Peer mediation

- Visit to school counselor
- Work assignment (i.e., cafeteria, school grounds)

Suspension

Only the school principal or designee may suspend a student for up to ten days for persistent disobedience and for gross misconduct. Before suspension may be imposed, the student is entitled to due process. The principal's decision regarding a suspension shall be considered final. The principal or designee will make reasonable attempts to contact parent/guardian by telephone and also send written notice within 24 hours. If a student is suspended for the possession, distribution, sale or attempted sale of illegal items, law enforcement officials shall be notified.

Outdoor Suspension may be utilized by the school under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the student will be given the opportunity to complete the work which was missed during the suspension. Failure to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades. In addition to making up assigned work, the student will be held responsible for the classroom material presented during the student's absence. The responsibility for securing assignments missed during the suspension period will be the student's responsibility. Upon completion of the makeup work, within a reasonable amount of time, the student should submit the work to the teacher. The teacher must grade and record the makeup work as received.

Severe Circumstances

The Zero Tolerance Policy: The administration reserves the right to apply severe disciplinary actions including possible dismissal from the Charter School. KWCLA is committed to the safety and welfare of all students and staff. The zero-tolerance policy also includes violence, drug, alcohol, and weapons brought on the school campus. All students have a right to attend a school free from drugs and violence.

KWCLA will employ any reasonable method to ensure that the Zero Tolerance (violence/drug/weapons) policy is not violated. Therefore, KWCLA reserves the right to conduct random searches as well as probable cause searches by authorized school personnel or authorized third parties.

The school administration reserves the right to apply severe disciplinary action including immediate suspension, recommendation for placement into an alternative educational setting or expulsion.

The use of corporal punishment, including physical force or physical contact to the body as punishment is prohibited by any member of the school staff and extends to parents/guardians on school grounds.

Dismissal of Recommendation for Expulsion

In accordance with the School's Code of Excellence, and following a hearing before the KWCLA Governing Board, the Principal may request to the School Board of Broward County that a student be expelled. The Principal may take this action when they have exhausted less severe administrative disciplinary action, or when they have considered those alternatives and rejected them as inappropriate in the given situation.

Students with Disabilities

For students whose behavior impeded their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of the student's individual education plan (IEP). Procedures for providing discipline for students with disabilities are in accordance with the requirements of Rule 6A-6.03312 FAC. KWCLA will comply with all state and federal laws as it relates to students with disabilities and discipline procedures. In the event that a student with a disability should engage in behavior that violates the Code of Excellence and results in dismissal or change of placement for more than ten (10) days, the charter school will immediately notify the student's parents/guardians of the rendered decision. The student's IEP Team will conduct a review in accordance with the requirements of IDEA to determine the relationship between the student's behaviors subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the IEP Team will review the student's plan and modify it, as necessary to address the behavior.

II. ORGANIZATIONAL PLAN

9. Governance

- *Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)*

The Kathleen C. Wright Leadership Academy (KCWLA), a 501(c)(3) non profit corporation (Appendix D) in the state of Florida, is the legal entity as per the Articles of Incorporation and Bylaws (Appendix E). The governing board of directors will have the responsibility for the affairs and management of the School and will provide continuous oversight of school operations. The most important roles and responsibilities for the Governing Board are to:

- set policy for the Charter School;
- approve the budget;
- raise funds to help the school fulfill its mission and achieve its goals;

These strategic roles of the Board ensure constant vigilance of the long-term academic and performance goals for the school and local community. Essentially, the Governing Board has the responsibility to set the academic and performance goals of the School and to evaluate the execution of these goals, especially by utilizing the ideas and recommendations from the various stakeholders. Ultimately, the Governing Board is responsible for the operation and the success of the school. The members of the Board shall serve as unpaid fiduciaries of the school and shall be held accountable for all aspects of school operations. At no time shall any member be employed at the school, contract for services, provide procured good or otherwise receive remuneration(s) of any kind whatsoever while serving on the board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to board activities. Such reimbursements shall be presented by the Board Chair and approved by vote of the Board at a regularly scheduled and noticed public meeting. To that end, the Board of Directors will be required to attend training to fully understand their roles and responsibility as Directors. Training will be held at least annually to give members specific duties.

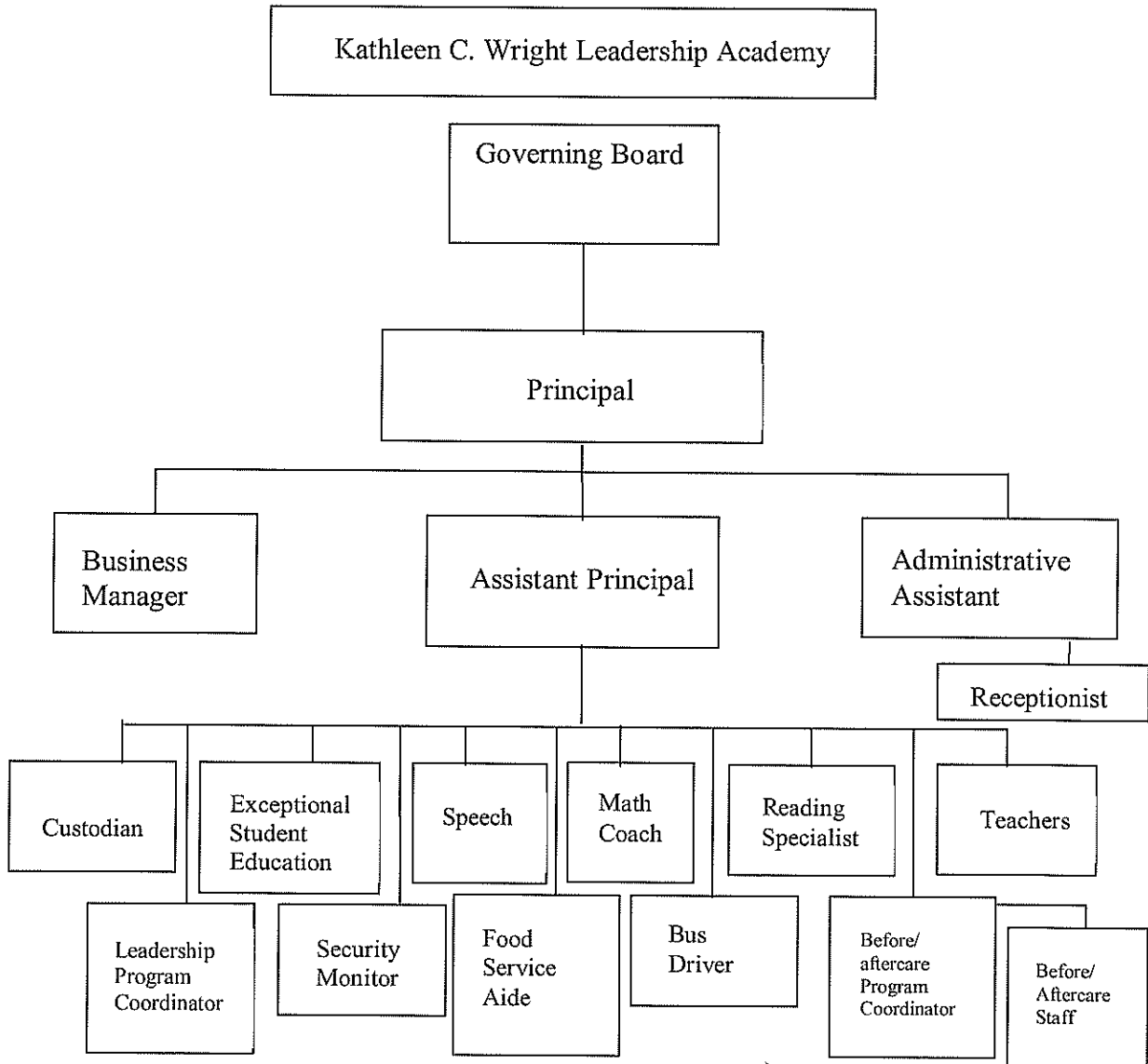
- *Provide an organization chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.*

The KCWLA Board is responsible for the overall operation and success of the school. The members possess a wide range of knowledge and skills to contribute to the Board and the success of the school. KCWLA Education Bylaws provide policies and procedures for board operations. The Bylaws were carefully written to reflect the purpose of the organization to delineate responsibilities of the members. The role of the Governing Board is to serve as a policy making and oversight body and conduct regularly scheduled public meetings every month at a predetermined location. The Board holds meetings regarding all aspects related to the school's operation. Other specific roles and responsibilities of our Governing Board include but are not limited to determining our schools purpose, insuring effective organizational planning,

supporting the principal, managing resources effectively, determining and monitoring the school's programs and services and enhancing our public image. The Governing Board approves and monitors the school's budget and raises funds to sustain the school. These roles will ensure constant vigilance of the long-term academic and performance goals for the school and local community. The Governing Board serves as the sole responsible fiscal agent for setting the policies, guiding the financials and operations.

Executive Flow Chart:

The Governing Board of the School is the policy-making body that determines the academic focus, curriculum, and overall operation of the school. The day to day operations of the school will be under the direct supervision of the Principal who will be assisted by the Assistant Principal. The Principal will be responsible for the supervision, implementation, and assessment of curriculum and instruction.



- *Provide a description of the responsibilities and obligations of the governing board as a whole, individual members, and officers of the board.*

The KCWLA Governing Board shall operate and oversee all aspects of school activities and otherwise be fully responsible for the governance of and accountability for the school.

Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified therein the Applicant's Bylaws:

- Approval of all policies and procedures used at the school (procurement authority, non-discriminatory hiring & retention, enrollment, etc.)
- Approval of personnel recommendations
- Review of student discipline procedures and appeals
- Financial review and fiduciary oversight
- Adherence to Florida Government in the Sunshine laws
- Review and approval of annual school budget
- Negotiations and execution of all contract
- Ensure compliance with operations in accordance with Florida laws, Department of Education regulations, Charter and terms of District Contract
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 1. Student achievement performance data
 2. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Additionally, per Section 1002.33(9)(j), F.S., the governing body of the charter school shall be responsible for:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the financial audit, who shall submit the report to the governing body.

- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Monitoring a corrective action plan or financial recovery plan in order to ensure compliance.
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

In order to facilitate efficient and effective daily operations, Board members shall define roles of board members and staff as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure. Board members shall avoid any circumstance which creates undue influence on employees of the school, members of the School Advisory Council and shall only participate in responsibilities to the extent of approved board policies.

In accordance with Florida Statute 1001.452, the KCWLA will establish a School Advisory Council (“SAC”). The SAC shall be comprised of members from the school leadership, instructional & non-instructional staff, parents, students and interested community members. The initial chair-person for the SAC shall be the principal. The SAC shall elect from its membership one member to serve as vice-chairperson, secretary and treasure (should the school receive gifts, donations, and fundraisers).

All board members shall make every effort to attend scheduled board meetings. Board meetings shall be noticed and open to the public. All meetings shall make agendas of items to be discussed and shall provide an appropriate time to hear public comment concerning the school at each meeting. One board member shall also serve as a non-voting member of the School Advisory Council and be a liaison to the board.

Board Member Roles:

KCWLA Bylaws provide policies and procedures for board operations. The Bylaws were carefully written to reflect the purpose of the organization to delineate responsibilities of the members. The role of the Governing Board is to serve as a policy making and oversight body and conduct regularly scheduled public meetings every month at a predetermined location. The Board holds meetings to regarding all aspects related to the school’s operation. Other specific roles and responsibilities of our Governing Board include but are not limited to determining our schools purpose, insuring effective organizational planning, supporting the principal, managing resources effectively, determining and monitoring the school’s programs and services and enhancing our public image. The Governing Board approves the school’s budget and raising funds to sustain the school. These roles will ensure constant vigilance of the long-term academic and performance goals for the school and local community. The Governing Board serves as the sole responsible fiscal agent for setting the policies, guiding the financials and operations.

The KCWLA Board is responsible for the overall operation and success of the school. The members possess a wide range of knowledge and skill to contribute to the Board and the success of the school.

Officers and their roles on the Board are as follows:

- Chairperson – The Chairperson shall convene and preside at all regular and special meetings of the Board of Directors of the corporation, appoint all committees and taskforces, serve ex-officio on all committees and task forces except nominating, and generally supervise the overall affairs of the corporation. He or she shall be the corporation’s official spokesperson on matters of policy before the public, and shall perform all other such duties as prescribed by the Board, as well as those usual to such office. The Chairperson shall be the corporation’s official spokesperson on operational matters before the public.
- Vice Chairperson – The Vice Chairperson shall fill in for the Chairperson in his or her absence, and perform such other duties as may be assigned by the Chairperson in his/her absence and Board of Directors from time to time. In the event of the Chairperson’s disability, resignation or death, the Vice Chairperson shall ascend to the Chairperson and exercise full powers and authority of that office for the unexpired term. He/she shall serve as chairperson of ad-hoc and special committees and task forces of a temporary nature as assigned by the Chairperson, and be a signatory to checks and legal documents.
- Secretary – The Secretary will be responsible for the recording of all official proceedings of the corporation, including, while not being limited to: recording minutes of meetings, mailing of meeting notices, and have charge of all official records of the corporation and its seal. He or she shall be a signatory to legal documents, and perform other such duties as may be assigned by the Board.
- Treasurer – The Board Treasurer shall be responsible to the corporation for an accurate accounting of the corporation’s funds in accordance with generally accepted accounting principles (GAAP), and shall render a report to the Board of Directors at each regular meeting and the Annual Meeting. He or she shall supervise the drafting of the corporation’s annual budget, and perform other related duties as may be assigned by the Board. The Treasurer shall be bonded and have custody of all corporate funds, securities, and financial records, and ensure that its books are audited annually by a certified public accountant approved by the Board. The Treasurer shall also be a signatory to checks and legal documents, and ensure that all assets of the corporation are maintained in the name of the corporation in such a manner as the Board directs. The Treasurer supervises the recruitment, selection, and work of any accountant, CPA, internal auditor, or other financial consultants that may be called upon to assist the corporation from time to time.
- Parent Member – Provides insight for the perspective of the parent community to ensure that KCWLA is in tune with parental needs and concerns as it relates to student achievement.
- *Description of the policies and procedures by which the governing board will operate, including board powers and duties, board members selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.*

- *Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

KCWLA Bylaws provide policies and procedures for board operations. The Bylaws were carefully written to reflect the purpose of the organization to delineate responsibilities of the members. The role of the Governing Board is to serve as a policy making and oversight body and conduct regularly scheduled public meetings every month at a predetermined location. The Board holds meetings to regarding all aspects related to the school's operation. Other specific roles and responsibilities of our Governing Board include but are not limited to determining our schools purpose, insuring effective organizational planning, supporting the principal, managing resources effectively, determining and monitoring the school's programs and services and enhancing our public image. The Governing Board approves the school's budget and raising funds to sustain the school. These roles will ensure constant vigilance of the long-term academic and performance goals for the school and local community. The Governing Board serves as the sole responsible fiscal agent for setting the policies, guiding the financials and operations. The KCWLA Board is responsible for the overall operation and success of the school. The members possess a wide range of knowledge and skill to contribute to the Board and the success of the school.

Board Member Selection & Removal Procedures & Term Limits: The KCWLA Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Board of Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting and announced to the public.

Removal Procedures: Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors that make up the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of Boards. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected.

Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Code of Ethics: It is the policy of KCWLA that its employees and board members uphold the highest standards of ethical, professional behavior. See Code of Ethics (Appendix F).

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operation of KCWLA is a public interest and accountable to the public. The purpose of the conflict of interest policy is to protect KCWLA (the Corporation's) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. An example of an interest that might arise through:

- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Holding office, serving on the Board, participating in management, or otherwise employed (or formerly employed) with any third party associated with the Board.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board approved activities, programs and purposes.

Board of Directors (BOD) terms:

Term Limits: A Director shall be elected for a term of no more than two (2) years. The initial officers shall serve from the date of their election through June 30, 2011. At the Annual Meeting in April, 2011 the Board members will elect officers to serve terms in the same office, after which they must be out of that office for one year before standing for re-election to another term. Any Board member may stand for election to a different office at any time. Vacancies occurring on the BOD prior to the expiration of a term shall be filled by a majority vote of the remaining Directors. The individual thus appointed shall serve for the remainder of the unexpired term, and may then stand for election to a full two -year term as provided for in these by-laws.

Any Director may be removed from office at any time for reasonable cause by the affirmative vote of a majority of Board Members in good standing of the corporation then entitled to vote at an election of Directors. Any officer of the corporation may be removed for reasonable cause at any time by the affirmative vote of a majority of the Board of Directors at a duly called regular or special meeting of the Board.

- *Explain how the founding group for the school intends to transition to a governing board.*

Once the charter application has been approved, three of the Founding Board members of the School intend to transition into active members of the Board of Directors for KCWLA. Two of the three members will become Ex-Officio (non-voting members). Additional members will be recruited. The Board is committed to ensuring that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

- *Describe the plans for board members recruitment and developments, including the orientation process for new members and ongoing professional development.*

All Board members will agree to oversee the operation of the Board policies, and ensure academic success and financial controls. The Board will participate in charter school governance training and undergo a background check by the Sponsor, as specified by law.

Governance Training:

The administrator and Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by an approved vendor. Additionally, on going training sessions and professional development will be provided by the approved vendor as set forth in the new rule 6A-6.0784 pursuant to Section 1002.33 to ensure continuous preparation for existing and new members.

Human Resources Training: Administrators and governing board members will be trained each year in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

- *List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that illuminates the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.*

The KCWLA Founding Board is made up of members who possess the expertise in the areas of curriculum, nonprofit management, community and economic development, and charter school administration. The following is a sample of the Board members and their expertise:

Anthony Wright

Anthony Wright, the son of the late Dr. Kathleen C. Wright, is currently employed at Minority Builder's Coalition where he serves Program Director of the Home Touch Program, a program that provides home repairs and maintenance to Broward County's senior citizens.

He formerly served (2005-2009) as Senior Vice President of Operations, TechEdVentures, Inc., a Fort Lauderdale, Florida, Charter School Management Company. He was responsible for all non-academic operations for two Broward County Charter Schools.

Previously, he served 21 years as Chief Executive Officer/President/Owner of Sir Clean Building Services, Inc., a full service Contract Cleaning Company with operations throughout the State of Florida.

Anthony Wright holds a Bachelor's degree in Finance from Florida A&M University and is currently pursuing a Master's of Public Administration degree at University of West Florida.

Mr. Wright has formerly served as Treasurer, Girl Scouts of America, Inc., Board of Directors in Broward County.

He is an active member of Omega Psi Phi Fraternity, Inc. **He facilitated the "Lamplighter's at Sunland Park Elementary" Program which was named 2010 Mentoring Program of the Year by Broward County Public Schools.**

Olivia Hilton

Olivia Hilton is currently Director of Finance at Broward House, Broward County Florida's oldest and largest HIV/AIDS community service non-profit organization providing housing, medical, and services to over 6000 women, children, men and families.

She formerly served (2004-2009) as Chief Financial Officer, TechEdVentures, Inc., a local Charter School Management Company. Previously, she has worked for over 13 years in the nonprofit financial management arena in Secondary education, Higher education and local, State and Federal government sectors.

Ms. Hilton holds a Bachelor's degree from Southern Illinois University at Carbondale. She is presently pursuing a Master's degree in Educational Leadership at University of West Florida. She is an active member of Alpha Kappa Alpha Sorority, Inc. She spends much of her spare time mentoring high school students in the college admissions process. She works closely with the Florida A & M University Admissions Office in recruiting prospective students and scholarship recipients from Broward County High Schools.

Anthony Carter

Anthony Carter holds a BA degree in Music Education from Bethune-Cookman College and a MS degree in Educational Leadership from Nova Southeastern University. Currently Anthony is a grant consultant for the Dorsey Riverbend, Inc and has 16 years working with the Broward County School District as a classroom teacher and a school assistant principal. Mr. Carter is also the founding member of V. T. & D. Community Development Corporation, Inc., where he served as President and C.E.O. He also has worked extensively in the nonprofit and public sectors, providing nonprofit management and grants development.

Dawna Taylor-Thornton

Dawna Thornton is the Principal of RISE Academy School of Science & Technology, one of Broward County's newest charter schools. Previously she served as the Director of the Middle School for Imagine Charter School @ North Lauderdale. During her tenure with Imagine Schools she also served in the capacity of Academic Dean of Students and Assistant Principal for students in Grades K-8. She served as an Interim Principal for Imagine International Academy of Smyrna located in Smyrna, GA and SACS CASI Consultant for Kennesaw Charter School in Kennesaw, GA.

Before joining Imagine Schools, Mrs. Thornton served in school administration for Charter Schools USA at the North Lauderdale Academy High School and North County Charter School. She is also a former teacher for Broward County Public Schools.

- Mrs. Thornton is a current SACS CASI Advanced-ED QAR Team Member that has served on several visitation teams throughout the State of Florida. She is an active member of Florida Association of School Administrators, National Association of

Elementary School Principals, and the Association for Supervision and Curriculum Development (ASCD). She is also a member of Alpha Kappa Alpha Sorority, Inc.

- Mrs. Thornton is a graduate of Florida A&M University in Tallahassee, Florida where she majored in Elementary Education and Jones International University of Colorado where she received her Master of Science Degree in Educational Leadership & Administration.

Résumés of the founding board are found in Appendix G.

- *Explain how parents and the community will be involved in the governance of the school. Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the School.*

The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Parents will serve on various committees, including the School Advisory Council (SAC);
- An SAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTSA, if they elect to do so.

10. Management

- *Describe the management structure of the school, including job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.*

The Governing Board of the School is the policy-making body that determines the academic focus, curriculum, and overall operation of the school. The day to day operations of the school will be under the direct supervision of the Principal who will be assisted by the school Assistant Principal. The Principal will be responsible for the supervision, implementation, and assessment of curriculum and instruction. The Business Manager will report to the Principal and Board Treasurer and be responsible for day to day non-academic operations of the school including administration, facilities management, security, transportation, and contracted services.

The Principal, Assistant Principal, Exceptional Student Education Specialist, Speech Therapist, Math Coach, and Reading Specialist will make up the Leadership Team at the school site.

School's Organization

The school's organization model is comprised of the Primary Grades (Grades K-3), the Lower Secondary (Grades 4-5) and Middle Grades (Grades 6-8). This structure will help to coordinate curriculum mastery with learner developmental traits and needs. Articulation is an important feature of student preparedness as they move from one grade to the next. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next with more intensity and rigor as the grades progress. Students continue to build upon what they

learn and are prepared for more challenges from year to year. This also invites a more cooperative planning opportunity for the teaching staff, which begins planning with prior year information and future preparation for the next grade level.

Principal (Instructional Leader) – will be certified, highly qualified and trained in educational leadership. The principal will attend all trainings to remain current on best practices and the most effective strategies to increase student achievement.

JOB DESCRIPTIONS – Refer to Appendix H.

- *Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.*

The Governing Board of the School will be responsible for recruiting, interviewing, and selecting the school's Principal. The Board will advertise the vacancy extensively and will utilize a rigorous process of interviewing candidates and reviewing their credentials in order to secure the best possible candidate to lead the School. The Board will look for certified and highly qualified candidates who possess the certification, instructional, operational and leadership experience needed to guide the school as well as shares in the mission of KCWLA. The Board will use Florida Principal Leadership Standards in the selection of a Principal that is high performing.

The School Principal will be able to:

1. Manage the day-to-day academic function of the organization. The Principal will ensure the effective and efficient use of personnel to maintain a safe, secure learning environment.
2. Ensure the alignment of curriculum, instruction and assessment processes to promote student achievement through the use of performance feedback measures, benchmarks and learning opportunities for all students.
3. Plan and integrate the use of technology in teaching and learning, communication and management.
4. Recruit; grow through professional development opportunities, teachers and volunteers to be effective educators and leaders.
5. Carry out the mission and vision of the school with the ability to communicate with staff and share the mission and vision with the community.
6. Work effectively with families, businesses, and community members to better understand the diverse needs of the community and various resources available within the community.
7. Understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Evaluation of Principal: The Board of Directors, using a board designed evaluation instrument, will evaluate the principal. This instrument incorporates the Florida Principal Competencies. These standards center on Commitment to Vision and Mission, Tactical Adaptability, Concept Formation, Self-Presentation, Written Communication, Achievement and Developmental Orientation, Management Control and Budget, Organizational Ability, etc. Other areas included

in the principals' evaluation will be parent participation, parent, student and teacher climate surveys, FCAT and AYP reports, Attendance statistics and overall Professionalism.

➤ *Provide a staffing plan for each year of the charter term.*

The School's targeted staffing plan is to have one fully certified teacher for each core classroom and selective elective teachers. Our projected student to teacher ratio is 18:1 in Primary Grades and 22:1 in Lower Secondary Grades and for grades six through eight. The school will open with a student teacher ratio of 18:1 for K-3 and 22:1 for students in grades 4-8. The goal is to meet the class size reduction by maintaining the student teacher ratio according to the class size reduction law. The staffing plan below will be implemented each year of the charter term. Salaries will be comparable to those outlined in the teacher salary schedule implemented by the local school district.

Certified and Highly Qualified staff will be employed in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act.

The following represents the minimum KCWLA staffing plan for each charter term:

School Year	Leadership Team	Instructional	Non-Instructional
Year 1	Principal (1) ESE Specialist (1) Reading Specialist (1) Speech Pathologist (1)	Primary Grades (12) Lower Secondary (4) Middle Grades(2) Performing Arts (1/2) Physical Education (1)	Business Manager (1) Administrative Assistant (1) Custodian (1) Food Service Aide (1) Bus Driver (1) Before/Aftercare Program Director (1) Before/Aftercare Staff (7)
Year 2	Principal (1) Assistant Principal (1) ESE Specialist (1) Reading Specialist (1) Speech Pathologist (1) Math Specialist (1)	Primary Grades (12) Lower Secondary (4) Middle Grades(4) Performing Arts (1) Physical Education (1)	Business Manager (1) Administrative Assistant (1) Receptionist (1) Custodian (2) Food Service Aide (1) Bus Driver (1) Before/Aftercare Program Director (1) Before/Aftercare Staff (8)
Year 3	Principal (1) Assistant Principal (1) ESE Specialist (1) Reading Specialist (1) Speech Pathologist (1) Math Specialist (1)	Primary Grades (12) Lower Secondary (4) Middle Grades(6) Performing Arts (1) Physical Education (1)	Business Manager (1) Administrative Assistant (1) Receptionist (1) Custodian (2) Food Service Aide (1) Bus Driver (1) Before/Aftercare Program Director (1) Before/Aftercare Staff (9) Security Monitor (1) Leadership Program Coordinator (1)
Year 4	Principal (1)	Primary Grades (12)	Business Manager (1)

	Assistant Principal (1) ESE Specialist (1) Reading Specialist (1) Speech Pathologist (1) Math Specialist (1)	Lower Secondary (4) Middle Grades(6) Performing Arts (1) Physical Education (1)	Administrative Assistant (1) Receptionist (1) Custodian (3) Food Service Aide (1) Bus Driver (1) Before/Aftercare Program Director (1) Before/Aftercare Staff (9) Security Monitor (2) Leadership Program Coordinator (1)
Year 5	Principal (1) Assistant Principal (1) ESE Specialist (1) Reading Specialist (1) Speech Pathologist (1) Math Specialist (1)	Primary Grades (12) Lower Secondary (4) Middle Grades(6) Performing Arts (1) Physical Education (1)	Business Manager (1) Administrative Assistant (1) Receptionist (1) Custodian (3) Food Service Aide (1) Bus Driver (1) Before/Aftercare Program Director (1) Before/Aftercare Staff (9) Security Monitor (2) Leadership Program Coordinator (1)

The plan will be adjusted in accordance with actual student enrollment figures. Recruitment and staffing for each year of the charter term will be determined according to the projected student enrollment as detailed in the School’s budget in accordance with the Class Size Reduction Act and will be adapted accordingly to meet the future needs of the School. Other instructional staff may be included if the School decides to hire additional staff for special areas (e.g. media specialist, reading coaches, etc.).

➤ *Explain the school’s plan for recruitment, selection, development and evaluation of staff.*

Recruitment of Staff:

The Kathleen C. Wright Leadership Academy (KCWLA) will seek the most qualified teachers available to teach and promote the KCWLA mission. We will employ certified and highly qualified teachers committed to continual professional growth and development and express a high level of ownership in the education of the students that attend KCWLA. In order to recruit and retain the best certified and highly qualified teachers and staff, KCWLA will use the following strategies:

1. University/College Fairs and announcement bulletins
2. Print media – local newspapers, Education Weekly, other publications
3. District Teacher Fairs
4. Teach – In Florida Website
5. CareerBuilders.com and other career websites
6. Teacher-Teacher.com
7. Professional Word of Mouth

Selection of Staff:

The School will look for candidates with the following qualifications:

School Administration

- Educational background: Masters Degree or Higher
- Teaching and administrative experience
- Highly Qualified and Certification in Educational Leadership
- Strong Managerial skills
- Excellent communication skills
- Knowledge of the needs of the student population served
- Experience working with schools or advisory educational boards
- Letters of recommendation

Instructional Staff

- Educational background: Bachelor's Degree or higher
- Highly Qualified and State Certification for the required position
- Excellent presentation and communication skills
- Personal characteristics, knowledge, and belief in the School's mission and vision
- Motivation to work as a team player
- Demonstrates initiative and drive to accomplish a task
- References/Letter of Recommendation

The following process will be employed to hire staff:

1. Each applicant will be screened to determine if they meet the basic qualifications of being highly qualified and certified as required by Florida Statutes and meet the guidelines established by the No Child Left Behind Legislation.
2. Interviews are then scheduled with the interview panel that will include the Principal, and if possible a Board Member.
3. Teachers will be asked to present a resume, portfolios and participate in a classroom observation and feedback conference (if possible).
4. Selected candidates will undergo extensive background checks and fingerprinting to verify prior experiences and insure the safety of the students.

The School may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides in the same manner as defined in Florida Statutes 1002.33(7) (a) 14. We will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state, as per Florida Statute.

We reserve the right to mandate whatever testing of employees is deemed necessary to protect the students. We will not violate the anti-discrimination provisions of The Florida Education Equity Act.

The Governing Board will appoint a school-site screening committee to interview and recommend hiring of all employees. The screening process will be similar to below:

Governing Board	Interviews and Hires the School Principal	Develop partnerships with local universities to attain highly qualified, certified teachers	Appoints a school-site screening committee
Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Post positions on Teach in Florida, Teacher-Teachers.com, and other websites. Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verify credentials of interviewees (proper documentation, certifications, and background checks are conducted)	Make official recommendations to the specific department or administrators
The Department Chair, Lead Staff or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Make official recommendations to the Principal or Board
The Principal:	Conducts final interview	Reviews recommendations of both interviewees; and	Make final decisions and reports to the Governing Board

The Leadership Team, and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices. These practices comprise the knowledge, skills, and abilities needed to effectively support high student achievement. These essential educator practices include: Assessment, Communication, Continuous Improvement, Critical Thinking, Diversity, Ethics, Human Development & Learning, Knowledge of Subject Matter, Learning Environments, Planning, Role of the Teacher, and Technology.

Three to four formal teacher observations will be conducted for new teachers and at least two observations for experienced teachers. Additional observations may be scheduled as needed, to address areas of deficiency or concerns. Specific improvement plans may be developed for teachers and include specific strategies, resources and timelines for improvement. Teachers will be evaluated on their instructional strategies, classroom management skills and their ability to engage all learners.

In order to remain competitive and retain talented teachers, the School will look to incorporate the Florida Department of Education (FDOE) newly initiated merit pay program, which is based on student performance and learning gains on the FCAT.

Retaining Certified and Highly Qualified Staff:

The KCWLA will try to provide the best benefits and employee services possible. Employee morale is an important part of the learning community and building an effective team. KCWLA will strive to meet the needs of staff in a safe learning environment that fosters professional growth and development. The School will provide a wide range of benefits to ensure the retention of qualified staff such as health insurance, retirement savings plan, paid holidays, life insurance, direct deposit, etc.

Other benefits may include:

Credit Union

Employee Assistance Program

Professional Development

Support for Beginning Teachers

Education Assistance/Tuition Reimbursement (to maintain and improve job related skills)

Staff Development:

KCWLA is committed to the professional development of its staff and will provide on-going sustained professional development programs, offering a range of professional growth opportunities for its instructional staff to enhance their ability to maximize student learning. The School will design and/or select professional development programs based on the school's needs. KCWLA will seek relationships with local colleges and universities for professional development opportunities. Training may be provided, but not limited to, areas such as the use of technology for teachers and support staff, effective "best" teaching practices and teacher evaluation processes. All new teachers will be assigned an experienced teacher to serve as a "mentor". All teachers will be required to develop and maintain a professional development plan where professional goals are identified and workshops/in-services are attended in order to fulfill the requirements of said plan. In-house workshops and meetings will be held monthly by administrators in order to facilitate, support, and troubleshoot concerns and staff needs. Additionally, the Governing Board and key administrators will participate in governing board training and various other training programs offered to charter schools by the Sponsor, the State or non-profit charter school entities.

The Cambridge International Programs offer professional development opportunities for teachers and trainers. The Cambridge International Diploma and Cambridge International Certificate for Teachers and Trainers are practice-based qualifications for continuing professional development, relevant to all teaching and learning contexts. Candidates can be teaching in CIE Programs, e.g. the Cambridge Primary Program or IGCSE, or in other international, national or local programs.

The Certificate encourages candidates to refresh their approach to teaching and learning. It is ideal for anyone in a teaching or training role that needs to innovate and to update their skills. As it is a short program, the Certificate can quickly help improve thinking and practice. The Diploma enables candidates to develop and demonstrate their all-round competence as reflective practitioners. Cambridge has based the Diploma on a range of relevant professional activities, to match the particular needs of candidates and context. As it is an extended modular program, the Diploma provides many opportunities for candidates to apply new ideas and approaches and achieve a sustained improvement in their professional thinking and practice.

Staff Evaluations:

The administrative team, and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (*prepared by the Florida Education Standards Commission*). The twelve *Florida Educator Accomplished Practices* comprise the knowledge, skills and abilities needed by all teachers to effectively support high student achievement.

Research-based, these essential educator practices include:

- Assessment
- Communication
- Continuous improvement
- Critical thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of improvement plans that may include specific strategies, resources, and timelines for improvement deficiencies.

The CWT (Classroom Walk Through) program will be used frequently to provide feedback on objective setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, the School will incorporate the Florida Department of Education's newly

initiated Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the FCAT.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the Principal or his/her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP) ²:

- *Describe the services to be provided by the ESP.*

The Kathleen C. Wright Leadership Academy (KCWLA) does not intend to engage the services of an Education Service Provider.

- *Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).*

Not Applicable (N/A)

- *Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection.*

Not Applicable (N/A)

- *Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and internal controls that will be in place to guide this relationship.*

Not Applicable (N/A)

- *Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.*

Not Applicable (N/A)

- *Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.*

Not Applicable (N/A)

- *Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.*

Not Applicable (N/A)

12. Employment

- *Explain the School's compensation plan, including whether staff will be publicly or privately employed.*

Our Charter School will be a private employer and we will not participate in the Florida Retirement System. The compensation plan below outlines our plans for salaries, contracts, hiring and dismissal, the benefits plan.

Salaries:

We will provide teacher salaries competitive with the local school district taking into consideration experience, education, professional certifications, and past employment history. Administrative salaries are developed in accordance with the candidate's degrees and years of experience. Kathleen C. Wright Leadership Academy's employees have the potential to receive a reward bonus for exemplary performance. A percentage cost of living increase is considered annually.

Contracts:

We hire staff on a year-to-year basis, with contract extensions recommended on an annual basis. We hire all employees on an at-will basis. All contracts include a 90-day Introductory Period. All instructional personnel are ten month employees paid over twelve-months. Staff will begin work at least one week prior to the start of school and work several days after the end of school. Each prospective candidate's credentials, including teacher certification, will be verified and monitored and an individual personnel file is kept at Kathleen C. Wright Leadership Academy to ensure that their certification is current.

Teacher Certification:

All teachers will be highly qualified and hold the appropriate certification for each course they offer, as outlined in the Florida Course Code School Leader System. Sixth grade courses have the option of utilizing the elementary certification (K-6 or 1-6), the subject area certification, or an Integrated Curriculum certificate.

Out-of-field teachers will, as a condition of employment, successfully complete all requirements for certification. The KCWLA Board and the parents will be notified of all out-of-field teachers.

Hiring and Dismissal:

Our School will follow the same protocol established by the School District for post-hiring screening of all potential school employees. This includes pre-employment fingerprinting and

background checks. Legal inquiries will be included on the employment application in relation to past felony convictions, probation, pleadings, etc. If a candidate misrepresents themselves on their application, we reserve the right to end the hiring process. We expressly reserve the right to discharge employees after exhausting an internal due process hearing. We will include in the employment contract thorough, consistent and even-handed termination provisions that include appropriate due process procedures.

Benefits Package:

The benefits package includes the following: All full-time employees (35 hours or more) are offered medical, dental, vision, life-insurance, supplemental life insurance, dependent insurance, short and long term disability, flexible spending for medical and dependent care plan, direct deposit, holiday pay, sick pay, and vacation pay if the position allows. We also offer accidental death/dismemberment and paid time off. If benefits are not selected during the first month following 30 days of service, an annual “open enrollment” is offered each August and January for any changes.

- *Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program.*

All faculty and staff members employed by the KCWLA will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as the ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor’s degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise

detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The KCWLA expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Professional Development:

In setting high expectations for both students and teachers, the KCWLA will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Governing Board may also prepare staff development meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may

occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete a Professional Development Plan (PDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All PDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The Principal or member of the administrative staff, together with the teacher will commit to the PDP including the allocation of necessary resources for plan implementation.

Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. The NESS (New Educator Support System) format will also be utilized as a means to offer support to beginning teachers, through the assignation of a willing mentor, who will be assigned for struggling and/or beginning teachers.

13. Parent and Community Support and Partnerships

➤ *Describe how the school will involve parents in its operation.*

Parental involvement is vital to the success of school operations and student achievement. Parents will have extensive opportunities for involvement in aspects of KCWLA operations. Parents will participate in the governance and operation of the school via representative participation on the School Advisory Council. The Kathleen C. Wright Leadership Academy (KCWLA) will also establish a PTSA/PTO to encourage parent participation and advocacy. The organized structure of the PTSA/PTO will provide program ideas, resources, support and volunteer leadership training. Our Charter School, through the PTSA/PTO, will establish consistent, communication channels between parents, teachers and administrators using a variety of proven techniques and methods. All parents and guardians will be encouraged to participate in the PTSA/PTO to make sure that the needs of the students and their families always come first.

The School will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the School. Examples of areas where parents and community members will be involved are listed below.

- Quarterly Parent/Teacher Conferences – are hosted in the evenings at the school for parents to discuss topics that affect their children's educational progress
- Open houses, Career Fairs, Family Picnic - events are held yearly to maintain communication and active involvement between the school and the surrounding community
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community

- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child’s teacher and/or be involved in school activities
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community
- Parents and Community Members - serve as a voting members of the Governing Board

Student achievement will also rely on the joint efforts and teamwork of the entire KCWLA community. Neighborhood businesses, local residents and others interested in our students’ success will be welcomed partners at the school. KCWLA will maintain close relationships with local business and civic groups to serve as Partners in Education. The School will encourage community volunteers including local high school students and senior citizens to support our students in their quest for excellence. It is our belief that diversity adds to our strength, so significant efforts will be made to ensure the School is an inclusive environment for those who want to participate.

➤ *Describe any community partnerships.*

KCWLA is working diligently with the Kathleen C. Wright Foundation, Inc. and is currently soliciting various fraternities, sororities, churches, and other community and civic based organizations as partners. KCWLA will continue to work toward broadening current partnerships as well as developing new ones.

➤ *Outline the methods that will be used for resolving disputes between parents and the school.*

As a School of Choice, we view our parents as customers. If a conflict arises between the Charter School and parents the Charter School will take action to resolve the conflict. Since parents are an integral part of the School, we believe that working together with parents to assist in teaching values at home and during the school day should be an integral part of the student’s education.

KCWLA has every intention to resolve all conflicts with the parents as quickly and graciously as possible. We realize, however, that not every scenario can be addressed so easily and therefore, the School has outlined the following method for resolving conflicts.

Parents in dispute with the school will be able to handle their issues in the following order:

- Make appointment to clarify issue with student’s teacher;
- Make appointment to clarify issue with school administration;
- Contact the Chairman of the Governing Board; and
- State concerns at a scheduled Governing Board meeting.
- Seek mediation with the Charter School Sponsor

Parents will be informed, orally and in writing, of the steps that should be taken in case a conflict arises. Written communication will be made available to each parent, at the beginning of the school year, which delineates the steps that must be taken for resolving disputes, and provides phone numbers for each contact person in the process described above.

Every effort will be made to make parents partners in their children's education. Our hope is that an active parent teacher partnership will be developed to help resolve any conflicts that may arise.

14. Student Recruitment and Enrollment

- *Describe the plan for recruiting students, including strategies for reaching the school's targeted population and those that might otherwise not have easy access to information on available educational options.*

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. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. The School will provide copies of its promotional materials and announcements in English, Spanish, Hebrew, and Creole to local community organizations to make sure "harder-to-reach" families (e.g. single-parent families, low socio-economic households, etc.) are aware of the School and their eligibility to apply for enrollment.

Beginning approximately one year prior to the School opening or upon charter approval, the KCWLA will implement a student recruitment and marketing strategy throughout the targeted area that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. These efforts will include, but not be limited to:

- Development of a school website accessible via the internet, with email options
- Distribution of brochures and pamphlets about the School and the programs offered
- Local print media
- Participation in "town hall" type meetings with local organizations
- Direct mailings to the community
- Local radio and television public service announcements

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented, which will include display signs and posters throughout the immediate and surrounding communities and presentations/information sessions to the local community, neighborhood clubs, libraries, and other organizations.

Students will be considered for admission regardless of ethnicity, national origin, gender, or achievement level. Due to the racial and ethnic mix of Broward County, we expect to achieve similar diversity reflective of the community it serves.

- *Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.*

Efforts will be made to make information available to these families. These efforts include the use of multi-lingual print and media materials. Door-to-door community walks to talk about the school and to distribute these materials will also be conducted. The School will solicit community volunteer representatives of the same ethnicity to assist in these efforts. Additionally, the admissions application will contain an item to record ethnic group for statistical tracking purposes only. The goal will be to maintain the balance reflective of the target community to be served by the School.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1022.33(10)(b)- Eligible students, the charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. The KCWLA Student Application is shown in Appendix I. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in FS1002.33 (7)(a)8. In accordance with 1022.33 (10)(d), a charter school may give enrollment preference to the following populations:

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the Sponsor;
- Students that are the siblings of a student enrolled in the charter school; and
- Students that are the child of an employee of the charter school.
- Students that are the child of a member of the Board of Directors of the School.

Applications will be made available online, accessible on the school website, and in paper form at local distribution sites.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the Open Enrollment, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by the School District is collected for review and verification. The following items are generally required for all students:

- Authorization for request of cumulative folder
- Proof of residence
- Social security number (optional)
- Birth certificate
- Report card, transcript

- Current immunization/medical history
- When appropriate, ESE, ESOL/ELL, literacy folder, and any conduct/discipline actions.

Reports detailing status of student registration items are produced using these data. Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list.

➤ *Describe the Schools' enrollment policies and procedures, including an explanation of the enrollment timeline, criteria, and/or any preferences for enrollment, and lottery process.*

The Kathleen C. Wright Leadership Academy (KCWLA) is open to all students however, we see our mission as being able to attract students who meet reasonable academic requirements and are suitable to work in a very rigorous and competitive environment. Students begin to express special interest at an early age.

The school has an open admissions procedure, utilizing a first come, first serve policy. If applications exceed capacity, a lottery will be held to determine admission, and a list is maintained by grade level in the order of the lottery.

As provided for in Florida's Charter School Legislation 1002.33(10)(e) the School will give enrollment priority to the following student populations:

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;
- Students that are the siblings of a student enrolled in the charter school; and
- Students that are the child of an employee of the charter school.
- Students that are the child of a member of the Board of Directors of the School.

Projected Enrollment Timeline:

- January – March 2011 Initial student registration period begins.
- March 2011 Students who have registered will be officially enrolled.
- April – June 2011 Second registration period begins. If number of applicants exceeds capacity, student lottery will be conducted.
- July 22, 2011 Lottery Scheduled
- July 30, 2011 Parent Notification
- August (TBD) Parent Open House prior to first day of school

Lottery Process:

As in-district applications are received, each will be given a number. These numbers are then the identification during the lottery process. The actual lottery process will be conducted by a Lottery Committee which includes the Executive Director, Principal, and Director of Operations. As each number is drawn, it is placed in order by grade on a Lottery Chart. Out of district

applications are similarly drawn with separate identifiers and are then placed by grade on the chart behind the in-district applicants.

The Lottery Committee compares the already determined class openings with the Lottery Chart results and identifies those applicants who will be offered a space in KCWLA. These applicants will be contacted by phone and mail to inform them that the applicant is eligible for enrollment. KCWLA must receive a signed contract within ten days. If the available class spaces are not filled after those ten days, the next applicant on the Lottery Chart for that grade will be offered enrollment. The applicant will have ten days to return to KCWLA their enrollment confirmation. This process continues as needed until all class spaces are full.

- *Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.*

Students and their parents will be required to complete and sign a school application and contract (see below) binding the student and his/her parents to adherence to the school rules as adopted by the Board and to a volunteer requirement of 20 hours per family. This parent contract will be required from each parent at the time of enrollment.

SAMPLE PARENT CONTRACT

I (we) the parent(s)/guardian(s) of _____ have read and agree to adhere to the Code of Conduct and the Dress Code of the Kathleen C. Wright Leadership Academy (KCWLA).

As a parent of the Kathleen C. Wright Leadership Academy, I (we) will:

- Become an active partner in the education of my (our) child.
- Attend all school meetings, conferences and parent activities as scheduled.
- Notify the school within 5 days of changes in my home address and/or telephone number.
- Purchase uniforms for my (our) child no later than the end of the first week of enrollment. I (we) will also ensure that my (our) child is in uniform everyday.
- Enroll my (our) child in after school tutorial classes if advised by school officials that such enrollment is needed for academic improvement.
- Pay for any textbooks assigned to my (our) child that become damaged or lost while in my (our) child's care.
- Respect the administration and staff of the school and agree that my (our) child can be removed from the school if I (we) use profanity, threatening or disrespectful language towards faculty/staff or administration.

I understand and agree that my child can be withdrawn at any time from the Kathleen C. Wright Leadership Academy for the following:

- Using profanity toward any school official or classmate.
- Fighting.
- Bringing a weapon to school (if this occurs law enforcement will be contacted).
- Excessive detentions.
- Using disrespectful and threatening language towards any school official or classmate.
- Insubordination.
- Excessive absences and tardiness.
- A constant failure to complete assignments.

I understand that by signing this contract I agree to fulfill all contractual obligations listed above. I understand that breach of this contract may result in my child not being considered to reenrollment to the school at the sole discretion of the Principal. I understand charter schools operating in Broward County are under the authority of The School Board of Broward County, Florida, therefore our students are BCPS students.

Signature of Parent(s)/Guardian(s) _____ Date _____

Signature of School Representative _____ Date _____

III. BUSINESS PLAN

15. Facilities

If site is not secured.

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

Kathleen C. Wright Schools, Inc. assumes the responsibility for finding a facility for the KWCLA and is actively researching a specific location within the central Broward County area, which is its primary attendance zone. Kathleen C. Wright Schools, Inc. is seeking a space of approximately 25,000 square feet that has the potential to expand to approximately 35,000 square feet over the next five years.

Within the space allocation the Kathleen C. Wright Schools, Inc. expects to provide space for school administration, academic classrooms, resource rooms, and common areas for gatherings. Designated pick-up and drop off zones will be identified as well as parking for staff and visitors.

- ***Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. The financial plan for the proposed school should align with the facilities-related costs described.***

Kathleen C. Wright Schools, Inc. intends to lease a facility, which may require renovations. Kathleen C. Wright Schools, Inc. is considering stand-alone facilities, space within existing buildings and shared space with existing schools. Kathleen C. Wright Schools, Inc. expects to find space suitable for this purpose at market rates. The Board will lease the facilities at a fixed annual rate so that the school does not incur construction risks. Lease payments will commence upon the taking of possession of the facility by the School.

The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budgets (Appendix K-1). Utilities and maintenance cost estimates are also shown in the proposed budgets. These estimates have been derived from information provided by Realtors specializing in Commercial Real Estate and Board members previous knowledge of leasing charter school facilities.

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

Kathleen C. Wright Schools, Inc. intends to engage a Realtor specializing in Commercial Real Estate to assist in identifying a location and negotiating a lease for KCWLA. Prior to occupying any facility, Kathleen C. Wright Schools, Inc. is committed to assuring that its facility:

- Receives a Type "E" Certificate of Occupancy.

- Meets all the requirements of Chapter 553 of the Florida Building code.
- Complies with the Florida Fire Prevention Code.
- Meets ADA compliance.
- Is inspected for asbestos and tested for Radon gas.
- Complies with Health Department requirements regarding general health and sanitation such as standards for food service, drinking water, and sewer/sanitary facilities.

Kathleen C. Wright Schools, Inc. will obtain an approved School Traffic Plan from the local governing agency.

Kathleen C. Wright Schools, Inc. will use the enclosed Facility Acquisition Plan and Site Checklist (Appendix J) as a guide in securing a site for KCWLA.

Estimated Facility Timeline:

August – October

Site selection and due diligence.

November – December

Negotiate lease and build-out.

January

Finalize lease and begin build-out.

February – April

Continue build-out.

May – June

Complete build-out.

Complete all required inspections.

Obtain Type “E” Certificate of Occupancy

July

Occupy the Facility.

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

It is the goal of Kathleen C. Wright Schools, Inc. to operate the KCWLA in the 2011 - 2012 school years. This is contingent upon a completed facility lease. While we are optimistic, we are realistic. If we’re unable to secure a facility by January 2011, our back-up facilities plan is to have the Governing Board request a one year extension from the School District for an August 2012 opening and a planning year for the 2011 - 2012 school year. The success of the School is contingent upon providing a facility that will be educationally sound, be a safe environment, and be able to accommodate enough students to generate the revenue needed to operate the School.

- *Describe the plans and methods the school will employ to comply with Florida’s constitutional class size requirements.*

The School will comply with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School’s staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time our school design will be modified to achieve necessary compliance, which may include modification to staffing, enrollment, and additional revenue that are not in our current projections.

16. Transportation

- *Describe the school’s plan for transportation, including any plans for contracting services.*

The Kathleen C. Wright Leadership Academy (KCWLA) will contract with Broward County Public Schools to provide transportation for its students. In compliance with F.S. 1002.33(20)(c), the School and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students. If needed, special bus accommodations for students with disabilities (as per their IEP) will be provided in order to meet the specifications of “equal access” for all students.

The KCWLA will comply with Florida Department of Education Administrative Rules 6A-3.001, bus transportation shall be limited to students living two (2) or more miles from the student’s assigned school and students who qualified by law and state board administrative rules to be transported.

The School anticipates approximately 30% of its population to require bus transportation. Pursuant to section 1011.68(5) Florida Statutes, the School is entitled to receive its proportionate share of categorical program funds related to transportation.

The KCWLA will provide in-house transportation for pre-approved, off campus activities. KCWLA intends to lease a bus through a state approved bus vender. The bus will meet appropriate Florida School Bus Specifications and federal requirements for school buses. The School will contract with the vender to provide all necessary preventive maintenance and repairs of the leased bus. A Florida Department of Education state certified school bus inspector would be contracted to provide the required 28-day inspections.

The School will hire a bus driver that has a valid driver’s license with a CDL permit, Class B with P (passenger) and S (safety) endorsements necessary to operate a school bus. The bus driver will also be required to meet local, state and federal requirements for licensure. The driver will also be required to meet all training, health, safety and physical guidelines required by Broward County School District.

17. Food Service

- *Describe the school's plan for food services, including any plans for contracting services.*

The KCWLA will contract directly with a Florida Department of Education (FDOE) Office of Food and Nutrition Management (FNM) approved food vendor to provide food service to its students. The School will follow all requirements set forth by the National School Lunch Program. The Broward County School District, Health Department, and Broward County Fire Marshall will be allowed to inspect the facility at least twice per year to make sure the School meets sanitation, safety and fire codes.

Upon approval of its Charter, the Governing Board of KCWLA will apply to the Florida Department of Education to participate in the National School Lunch Program in advance of the school year on behalf of the School. If, for any reason, the School's application for participation in this program is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the National School Lunch Program.

The School will use the FNM RFP model to solicit bids from state approved food vendors to provide lunch service pursuant to the guidelines and regulations of the National School Lunch Program. The RFP will specify all requirements as to the quality of food, equipment, staff, documentation, sanitation, health and safety required to meet the National School Lunch Program.

Free/reduced lunch applications will be distributed to ALL students at the School when the parent registers their child and during the first 20 days of school. There will be someone on staff assigned to collect and process the applications. Efforts are made to ensure that all qualified applicants are given an opportunity to obtain free or reduced lunch.

In accordance with the National School Lunch Act (42 U.S.C 1751(b)(2)(C), a confidential list is compiled and forwarded to the cafeteria staff. Meal benefits begin on the day the application is approved and continue throughout the school year and approximately the first twenty days of the next school year.

The school will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and claiming. All students will be assigned an account number at the beginning of the school year and can add funds to their account in the office. Regardless of account balance, no child is ever denied a meal. The serving lines will be designed with the point of sale station at the end. This set up ensures the cafeteria staff can see that students are receiving all of the required components to make up a reimbursable meal.

At the end of each month the cafeteria staff will be responsible for sending the monthly historical edit check report to the National School Lunch Program Director or Business Manager which will be used in the submission of the reimbursement claim.

18. Budget

- *Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.*

K.C. Wright Schools, Inc. has developed Budget Projections for a five year period. These budgets assume a gradual increase of enrollment, staffing, purchases, and facility. This budget can be found in Appendix K-1

- *Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balances.*

K.C. Wright Schools, Inc. has developed a Start-up Budget. This budget can be found in Appendix K-2.

- *Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.*

Start-Up Budget Assumptions

The funds for start-up will be advanced by K.C. Wright Foundation, Inc. (Appendix K-3). The assumptions are identified on each of the budget line items in Appendix K-2.

Operating Budget Assumptions for Year 1

These assumptions are identified on each of the Year 1 Operating Budget line items (Appendix K-4)

- We assume the same FTE rate projection for Year 1 for Years 2 – 5
- We assume the Capital Outlay rate for both Years 4 and 5 to be \$700.00 per student

We have completed a FEFP form with the breakdown of projected students by grade level and percentage of ESE and ELL. (Appendix K-5) For budget purposes, we adjusted the percentage of targeted student enrollment to reflect actual FTE. The enclosed financials project 100% of the targeted students to be enrolled.

KCWLA intends to make application for the Charter School Program Grant to further support the success of this Charter School. However, we did not include any revenue or expense projections related to this grant in our budgets.

- *Explain the school's spending priorities.*

Primary spending priorities are for expenses directly related to student instruction and well being. This would include: salaries and benefits of instructional staff, instructional materials and supplies, contracted services for special education, assessment, transportation, food services,

insurance and facility costs and support personnel costs necessary to provide a safe and healthy learning environment for children.

Secondary spending priorities are for those non essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity.

- *Provided monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.*

The monthly cash flow projections for the start-up period and for the five fiscal years of operation are included in Appendices K-6 through K-11.

- *Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.*

The budgets included in our Charter Application do not include projections from fundraising activities. The budgets are designed for all ordinary and necessary costs of operating the School to be met primarily by the State FEFP. To date, no fundraising activities have been conducted.

Once the School is operating, fundraising activities will be developed which will involve the Governing Board, PTO, students, and/or school clubs and organizations, and all stakeholders. The School will also develop a fund development strategy to pursue grants and other sources of revenue to support its mission.

19. Financial Management and Oversight

- *Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.*

The Board is responsible for the School's finances, and as such will contract an accounting firm with expertise in "Financial and Program Cost Accounting and reporting for Florida Schools" as well as not-for-profit" accounting procedures. The School will employ a Business Manager to perform day-to-day bookkeeping, bank reconciliation, and payroll tasks as well as maintain all accounting records. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

The accounting firm selected by the Governing Board will assist the School with the start-up requirements for setting up appropriate accounting procedures and controls. The School will develop a written internal audit procedure and establish controls to ensure that financial resources are properly managed.

The School will maintain a number of internal controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted accounting audit standards. All monies will be deposited into FDIC insured banks. All cash collected on campus will be collected by an Office Manager who will follow written internal cash procedures as determined by the Board.

The Principal will manage the day-to-day operations and site-based finances. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

- *Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.*

The School will utilize accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The School will prepare quarterly financial statements, and annual, audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The Charter School's financial management and internal accounting processes will be set up in accordance with the Department of Education and Broward County School District procedures. In the event of the State or District changes to a new accounting and reporting system, the School will adopt the new standards. All requested reports will be forwarded to the School Board in a timely manner.

In compliance with F.S. 1002.33(9)(g), the school will obtain an annual financial audit to be performed by an independent Certified Public Accountant selected by the Governing Board. The School's audited financial statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves. The fiscal audit will be delivered to the District within 90 days following the end of the district's fiscal year.

The School Board of Broward County's internal auditors or external auditors may request review and inspection of books and records. In addition, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the School's administration.

The school will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. All monies will be deposited into FDIC insured banks. All cash collected on campus will be managed by an Administrative Assistant who will follow written internal cash procedures as determined by the Board. Bank statements

will be reconciled on a timely basis. The School will provide quarterly financial statements to the District including a statement of revenues and expenditures and changes in fund balances.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement is provided for the general fund to demonstrate compliance with the budget. This budget vs. actual report will be presented monthly to the Board to ensure finances are adequately managed and safeguarded. This report compares budgeted projections for revenue, expenditures, and student enrollment to actual revenue, expenditures, and student enrollment.

➤ *Describe the method by which accounting records will be maintained.*

The School will utilize acceptable coding of accounts pursuant to the “Financial and Program Cost Accounting and Reporting for Florida Schools” as recommended in F.S. 1002.33(9)(h) in all transactions pertaining to its operations. Accounting records will be stored on the School’s accounting information system utilizing QuickBooks for Nonprofits software application.

➤ *Describe how the school will store student and financial records.*

Student and Financial Records Storage:

The Charter School will comply with the provisions of the Family Education Rights and Privacy Act (FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

All student records will be protected and stored in a secure fireproof and waterproof cabinet. In addition, back up copies of all records will be stored on servers. Student records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained in the School’s Business Manager’s office, in a secured environment. Access is limited to pertinent KCWLA employees. However, should the District request or require an examination of financial records, KCWLA will either accommodate the District at its Fort Lauderdale location, or will arrange to bring the requested documentation to the District offices for review.

- *Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.*

Insurance/Liability:

As set forth in Florida Law, chapter 2006-190, the school shall meet all applicable state and local health, safety and civil rights requirements. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

The School will comply with requirements specified by the School board of Broward County or applicable state statutes regarding insurance and liability coverage. The School will maintain appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. Evidence of insurance will be provided by the School to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement as follows:

- Workers' Compensation/Employer's Liability as \$1,000,000 per occurrence/\$2,000,000 annual aggregate
- School Leader's Errors and Omissions Insurance at \$1,000,000 per claim/annual aggregate
- Fidelity Bonds shall not be less than \$1,000,000
- Commercial General Liability Insurance at \$1,000,000 per occurrence and a \$2,000,000 annual aggregate
- Business Automobile at \$1,000,000 limit per occurrence, and, if subject to an annual aggregate, \$3,000,000 annual aggregate
- Employees Liability Insurance at \$1,000,000 per disease, accident and employee
- Property Insurance
- Officers and Directors Liability Insurance at \$1,000,000 per claim/annual aggregate
- Employees Health Insurance

The insurance companies that provide coverage will have a rating of "A-" or better and a financial size category of "VI" or better, according to A.M. Best Company, a national insurance rating company.

Where applicable, the School Board of Broward County will be named as an additional insured. The Charter School shall, at its sole expense, maintain current policies throughout the entire term of the Charter.

20. Action Plan

➤ *Present a timetable for the school's start-up.*

2010:

August: Submission of charter school application.

August - October: Site selection and due diligence.

November – December: Expected approval of charter application.
Negotiate lease and build-out.

2011:

January: Contract negotiations with Broward County Public Schools.
Finalize lease and begin build-out.
Recruit Principal.

February – April: Approval of contract.
Continue build-out.
Hire principal and administrative support staff.
Begin marketing and staff and student recruitment.
Order FF&E.

May – June: Complete build-out.
Complete all required inspections.
Obtain Type “E” Certificate of Occupancy.
Continue marketing and recruitment.
Begin student registration and enrollment.

July - August: Occupy the facility.
Select and hire staff.
Continue student registration and enrollment.
Continue purchasing.
Staff orientation and training.
Emergency Action Plan training.
Classes commence as per District calendar.

Dates subject to change

Emergency Action Plan

KCWLA School-Emergency Management and Recovery Plan - The School will implement an Emergency Action Plan articulated in its Staff Handbook that prepares all staff for anticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings. Below is an overview of the Emergency Action Plan for the School:

ACTION PLAN - REFERENCE CHART

School Safe Team

Principal

Assistant Principal

Staff Actions in Emergency Response

Staff should take the following actions in the event of an emergency:

- Notify Principal; then Principal or designee will call 911 if necessary.
- Call 911 *only* if an imminent risk to life or safety is present, and then call Principal.
- Move students from immediate vicinity of danger (whether the event is Natural, technological or interpersonal in origin).
- Assist students needing special assistance.
- Provide basic first aid (if needed) until emergency responders arrive.
- Report missing or injured.
- Reassure students and occupy students with an activity as appropriate
- Document all activities.

In an emergency situation, Staff actions consist primarily of maintaining appropriate supervision of students in their care, and notifying the Principal of the emergency at hand. The **SAFE TEAM** will have specific roles & responsibilities, but may request assistance for larger-scale incidents.

Emergencies can range from severe weather and chemical spills, to suicide risk and threats of harm. All staff will be trained and expected to recognize the School's Code Definitions for an Emergency or Critical Incident that will most likely require the initiation of a school wide "Code Alert". The following Code Alert emergency system was devised to provide school staff with a

standardized method to alert staff and students to an emergency. By standardizing the emergency response in the School, all staff members regardless of their assignment and duties will have a common base of knowledge during an incident:

Code Red – (No Movement) - Threat/Incident to the facility when the best course of action is to keep everyone in Place to include the School SAFE Team. The following are sample incidents that could occur but are not limited to:

- Drive-By-Shooter
- Outside Disruption
- Terrorist threat

Code Yellow - (SAFE Team React/Limited Movement) - Threat/Incident to the facility, when the best course of action is to keep everyone in place but requires the School SAFE Team or others depending on situation to react. The following are sample incidents that could occur but are not limited to:

- Neighborhood Robbery
- Suspect in neighborhood
- Police Directed

Code Brown - Incident within the facility when the best course of action is to implement the school Shelter-In-Place

- Accidental Chemical or toxin release
- Chemical, Biological, radiological, Nuclear and High Yield
- Explosive

Code Blue - Incident when the best course of action is to notify SAFE Team of a medical emergency.

Code Black - Evacuate Facility

- Fire
- Gas Leak
- Bomb(s) detected or exploded
- Bomb Threat

Code Green All clear return to classrooms and resume normal activities

- All Clear
- Resume Activities

Code Orange - Evacuate: when a situation warrants beyond previous codes

ALL STAFF IS REponsible FOR LEARNING PROCEDURES FOR:

<p><u>Evacuation Routes/Exits- RED LINE</u> ALL STAFF: Follow RED LINE Evacuation Route marked on Map posted near exit of room.</p> <ul style="list-style-type: none"> • Report to Assembly Area • Do NOT leave area until directed. 	<p><u>Severe Weather Safe Area: GREEN DOT</u> ALL STAFF:</p> <ul style="list-style-type: none"> • Follow Evacuation Route Map to nearest area marked with a GREEN DOT on the map • Do NOT leave until directed
<p><u>Shelter in Place- Yellow Dot</u> ALL STAFF:</p> <ul style="list-style-type: none"> • Follow Evacuation route Map to nearest area marked with a YELLOW DOT on the map • Do NOT leave until directed 	<p><u>Student Accounting</u></p> <ul style="list-style-type: none"> • Teacher takes roll and is <u>responsible for checking bathroom</u> for students • Teacher reports their name and a “GREEN” statement if all students accounted for and a “RED” to indicate assistance needed. • SAFE TEAM Members will direct assistance.
<p><u>ASSEMBLY AREAS</u></p> <p>Room # _____ for SHELTER IN PLACE - PRIMARY</p> <p>Room # _____ for SHELTER IN PLACE - SECONDARY</p>	<p><u>CODES:</u></p> <p>YELLOW (limited movement) Threat/incident Inside the facility, when best course of action is to keep EVERYONE in, but requires SAFE team to react.</p> <p>RED (NO MOVEMENT) Threat/incident outside the facility when the best course of action is to keep everyone in place.</p> <p>BROWN- SHELTER IN PLACE</p> <p>BLACK- BOMB</p> <p>GREEN- ALL CLEAR</p> <p>ORANGE- EVACUATE</p> <p>BLUE- MEDICAL</p>

TEACHER RESPONSIBILITIES

In an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area
- Report missing students and staff to Principal (using color cards)

- Assist as directed by the Principal, or representative of the Emergency Management Team.

Universal Emergency Procedures

Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The Principal as Incident Commander, or designee, will activate appropriate emergency procedures, based on the situation. There are six basic procedures, which can be utilized in responding to various emergencies. Each is outlined below:

<p><u>Evacuation</u> (For use when conditions outside are safer than inside) When announcement is made:</p> <ul style="list-style-type: none"> • Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) • Take roll book or class roster for student accounting • Do not stop for student/staff belongings • Go to designated Assembly area • Check for injuries • Take attendance; report missing students • Wait for further instructions 	<p><u>Reverse Evacuation</u> (For use when conditions inside are safer than outside) When the announcement is made:</p> <ul style="list-style-type: none"> • Move students and staff inside as quickly as possible • Assist those needing assistance • Report to classroom • Check for injuries • Take attendance; report missing students • Wait for further instructions • Do not use computer/cell phone to look up news 	<p><u>Severe Weather Safe Area</u> (For use in severe weather emergencies) When the announcement is made:</p> <ul style="list-style-type: none"> • Take the closest, safest route to shelter. Use secondary route if primary route is blocked or dangerous. • Take roll for student accounting, report missing students • Assist those needing special assistance.
<p><u>Shelter in Place</u> (For use in external gas or chemical released) When announcement is made:</p> <ul style="list-style-type: none"> • Take closest and safest route to shelter in designated shelter in place area • Assist those needing special assistance 	<p><u>Lockdown</u> (For use to protect building occupants from potential dangers in the building) When announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and to report to nearest available classroom. 	<p><u>Drop, Cover, and Hold</u> (For use in imminent danger to building/our immediate surroundings) When the command “Drop” is made:</p> <ul style="list-style-type: none"> • DROP- to the floor, take cover under a nearby desk or table, face away from windows

<p><u>Shelter in Place (cont.)</u></p> <ul style="list-style-type: none"> • Close and tape all doors that can be opened • Take attendance; report missing students • Do not allow anyone to leave the shelter area • Wait for further instructions. 	<p><u>Lockdown (cont.)</u></p> <ul style="list-style-type: none"> • Assist those needing special assistance • Close and lock all doors. Do not leave for any reason. • Stay away from all doors and windows and move students to interior walls and drop • Leave lights on in room • Wait for further instructions 	<p><u>Drop, Cover, and Hold (cont.)</u></p> <ul style="list-style-type: none"> • COVER-your eyes by leaning your face against your arms • HOLD-on to the table or desk legs, and maintain present location/position. • Assist those needing special assistance • Wait for further instructions

APPENDICES

Appendix A
School Daily Schedules

SAMPLE DAILY SCHEDULE

ELEMENTARY SCHOOL:

Homeroom	8:30 – 9:00
Reading	9:00 – 10:30
Language Arts	10:30 – 11:15
Math	11:15 – 12:00
Lunch	12:00 – 12:30
Social Studies	12:30 – 1:15
Science	1:15 – 2:00
PE	2:00 – 2:45
Music	2:45 – 3:30

MIDDLE SCHOOL:

Period:	Time:
Homeroom	8:30 – 8:50
1	8:55 – 9:40
2	9:45 – 10:30
3	10:35 – 11:20
4	11:25 – 12:10
5	12:15 – 1:00
6	1:05 – 1:50
7	1:55 – 2:40
8	2:45 – 3:30

Note: All reading classes will be scheduled as 2 consecutive periods in order to accommodate the 90 minutes of uninterrupted reading time. Lunch will be served between 3rd and 6th periods.

Appendix B
Core Knowledge Course Sequence

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ol style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ol style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ol style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ol style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ol style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ol style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ol style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ol style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ol style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ol style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ol style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ol style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ol style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement
Science	<ol style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ol style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ol style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ol style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ol style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American: I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American: I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American: I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: "The Great War," 1914-1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera, American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra	I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Core Knowledge at a Glance

Appendix C
Progress Monitoring Plan

Progress Monitoring Plan

Kathleen C. Wright Leadership Academy

2011-2012

Student Name:	School Name:	School Year:
PMP Status:	Grade Level:	Student #:
Parent/Guardian:	Address:	Phone:

CONTENT AREA:		Development Area:	
Created Date:	Status:	Teacher:	
ELIGIBITLITY CRITERIA REASON:			
Eligibility Factor:		Eligibility Reason:	
DIAGNOSTIC RESLUTS:			
Date:	Diagnostic Source:	Result:	Recorded By:
INTERVENTION STRATEGIES:			
			Comment:
PROGRESS UP DATES:			
Date:	Progress Type:	Comment:	Recorded By:

Appendix D
501C-3 Notice

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

Employer Identification Number:

27-0365153

DLN:

17053236339019

Contact Person:

ANDREA SPECK

ID# 95044

Contact Telephone Number:

(877) 829-5500

KATHLEEN C WRIGHT SCHOOLS INC
DBA KATHLEEN C WRIGHT LEADERSHIP
ACADEMY
C/O OLIVIA HILTON
2421 E ARAGON BLVD UNIT 6
SUNRISE, FL 33313

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

June 9, 2009

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Appendix E

Articles of Incorporation and Bylaws

FILED

Articles of Incorporation
Of
KATHLEEN C. WRIGHT SCHOOLS, INC.

09 JUN -9 AM 10: 53

SECRETARY OF STATE
TALLAHASSEE, FLORIDA

THE UNDERSIGNED, as Incorporator and on behalf of the not-for-profit and non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1 The name of the corporation is **KATHLEEN C. WRIGHT SCHOOLS, INC.**, (the "Corporation").

ARTICLE II
DURATION

Section 2.1 The Corporation shall have a perpetual existence unless dissolved pursuant to law.

ARTICLE III
NON-STOCK CORPORATION

Section 3.1 The Corporation shall be organized on a non-stock basis under the Florida Not-For-Profit Corporation Act and may issue Certificates of Membership.

ARTICLE IV
PURPOSE

Section 4.1 The purpose for which the corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to distribute the whole or any part of the income there from and the principal thereof exclusively for charitable, educational, literary, religious, or scientific purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the internal Revenue code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 4.2 The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any such purposes. Notwithstanding anything herein to the contrary, the Corporation shall

exercise only such powers as are in the furtherance of the exempt purposes of organizations set forth in section 501(c)(3) of the Code as the same now exist or as the may hereinafter amended from time to time.

Section 4.3 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5 The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6 The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7 The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8 The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9 The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10 Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11 Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the

Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, literary, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for which purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V **MEMBERS**

Section 5.1 This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

ARTICLE VI **DIRECTORS**

Section 6.1 The Affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board"), subject to the restriction that, except as specifically set forth to the contrary in the Bylaws, the exercise of any powers or actions of the Board shall require the approval thereof by a majority vote of the Board present at a meeting at which a quorum of no less than two (2) Directors are present. The affirmative vote of at least any two (2) Directors shall be necessary for all corporate action requiring a vote of the Board.

Section 6.2 The number of the members of the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than three (3) members on the Board of Directors.

ARTICLE VII **ADDRESS**

Section 7.1 The street address of the principal office of this Corporation in the State of Florida is:

4897 NW 67 Avenue
Lauderhill, FL 33319
Attn: Anthony D. Wright

The Board may, from time to time, move the principal office in the State of Florida to another place in this state.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1 The Registered agent and registered office of the Corporation shall be:

<u>Name</u>	<u>Address</u>
Anthony D. Wright	4897 NW 67 Avenue Lauderhill, FL 33319

ARTICLE IX
AMENDMENT

Section 9.1 These Articles of Incorporation may be amended in the manner and with the vote provided by law.

ARTICLE X
BYLAWS

Section 10.1 The Board of Directors of this Corporation shall adopt Bylaws for the governance of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of directors.


ARTICLE XI
INCORPORATOR

Section 11.1 The name and address of the Incorporator of this Corporation is as follows:

<u>Name</u>	<u>Address</u>
Anthony D. Wright	4897 NW 67 Avenue Lauderhill, FL 33319

IN WITNESS WHEREOF, the undersigned Incorporator has executed the Articles of Incorporation this 3rd day of June, 2009.

INCORPORATOR:



Anthony D. Wright

09 JUN -9 AM 10:53
FILED
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

In pursuance of Section 48.091 and Section 617.0501(3), Florida Statutes, the following is submitted in compliance with said Sections:

Kathleen C. Wright Schools, Inc., desiring to organize under the laws of the State of Florida with its principal office as indicated in the Articles of Incorporation, at 4897 NW 67 Avenue, Lauderhill, FL 33319, appoints Anthony D. Wright, 4897 NW 67 Avenue, Lauderhill, FL 33319 as its agent to accept service of process within this State.

ACKNOWLEDGEMENT:

Having been named to accept service of process for the above named Corporation, at the place designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the provisions of said sections relative to keeping open said office.

REGISTERED AGENT:

Date: 6-8-2009

A. D. Wright
Anthony D. Wright

09 JUN -9 AM 10:53
FILED
SECRETARY OF STATE
TALLAHASSEE FL 32310

BY-LAWS
OF
KATHLEEN C. WRIGHT SCHOOLS, INC.

ARTICLE I – OFFICES

The principal offices of the Corporation shall be located in the City of Lauderhill in the County of Broward in the State of Florida.

The Corporation may also have offices at such other places within or without this state as the Board may from time to time determine or the business of the Corporation may so require.

ARTICLE II – PURPOSE

The purpose of the Board is to govern Kathleen C. Wright Schools, Inc. Its areas of decision making may include, but are limited to the following: fiscal management, curriculum/instruction, personnel policies, student admission and enrollment policies, student conduct policies, fund development, and community relations.

ARTICLE III – BOARD OF DIRECTORS

Representation: The Board of Directors shall consist of at least three directors. Each director shall be at least eighteen years of age. The number of directors may be increased or decreased by a vote of the majority of all of the directors. However, at no time shall the number of directors be less than three.

Election and Term of Office: At each annual meeting of members, the membership shall elect directors to hold office until the next annual meeting. Each director shall hold office until the expiration of the term for which he/she was elected and until his/her successor has been elected and shall have qualified, or until his prior resignation or removal.

Removal or Resignation: Any or all of the directors may be removed for cause by action of the Board. Directors may be removed due to nonfulfillment of duties required by the Board, misconduct, theft and misrepresentation of our organization all by majority vote of the Board members.

A director may resign at any time by giving written notice to the Board, the chairperson or the secretary of the Corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

Regular Meetings: The Board will meet on a regular basis, at least quarterly. One of these meetings will be designated the annual meeting.

Special Meetings: Special meetings may be called by the Board chairperson or majority vote of the Board. Only such business shall be conducted at a special meeting as shall have been noticed in the agenda and in accordance with the Florida Government in-the-sunshine laws.

Meeting Notice: Notice of regular meetings, including an agenda, shall be given to each Board member by email or fax and shall be set forth in other communication distributed through the students, posted on the administrative office door, and placed in faculty boxes at least five (5) days in advance of the meeting. Notice of special meetings, including an agenda, shall be given to each Board member by email or fax and shall be set forth in other communication distributed through the students, posted on the administrative office door, and placed in faculty boxes at least three (3) days in advance of the meeting.

Deliberations: All Board meetings shall be open to the public and the public is encouraged to attend. Board members shall consider all points of view and shall solicit the advice of all interested parties as needed. The ideas and opinions of each Board member are equally important in arriving at decisions.

Voting: Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. Each director present shall have one vote.

ARTICLE VI – COMMITTEES

Standing and Special Committees: The Board may from time to time establish and abolish such standing or special committees, as it may desire. All committee meetings shall be open to the public and the public is encouraged to attend. No standing or special committee may exercise the authority of the Board.

Committee Membership: Committee membership is open to all members of the public. Committee members may be appointed by the Board or by the chairperson. The directors shall be ex-officio members of each committee. Each committee shall elect a chairperson that will staff the committee, organize meetings, and report to the Board as necessary.

ARTICLE VII – AMENDMENTS

The by-laws may be amended at any regular meeting of the Board if notice of such amendment was noticed in the agenda of such meeting. Amendments to the by-laws require a majority vote of the voting members of the Board.

Filling Vacancies: Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the Board for any reason except the removal of directors without cause may be filled by a vote of the majority of the directors then in office, although less than a quorum exists, unless otherwise provided in the Articles of Incorporation. Vacancies occurring by reason of the removal of directors without cause shall be filled by vote of the directors. A director elected to fill a vacancy caused by resignation, death, or removal shall be elected to hold office for the unexpired term of his predecessor.

ARTICLE IV – OFFICERS

Election and Term of Office: Unless otherwise provided for in the Articles of Incorporation, the Board may elect or appoint a chairperson, a secretary and a treasurer, and such other offices as it may determine, who shall have such duties, powers and functions as hereinafter provided. All officers shall be elected or appointed to hold office until the meeting of the Board. Each officer shall hold office for the term for which he/she is elected or appointed and until his/her successor has been elected or appointed and qualified.

Removal or Resignation: The Board with or without cause may remove any officer elected or appointed by the Board. In the event of the death, resignation or removal of an officer, the Board in its discretion may elect or appoint a successor to fill the unexpired term. The same person, except the offices of chairperson and secretary, may hold any two or more offices.

Chairperson: The chairperson shall preside at all meetings of the Board. He/she shall see that all orders and resolutions of the Board are carried into effect. The chairperson shall also ensure that Board meetings be conducted in an orderly manner and shall have the power to exclude disruptive individuals from the Board meeting.

Secretary: The secretary shall be the custodian of the Board records and keep the minutes of all Board meetings. He/she shall attend to the giving and serving of all meeting notices, all correspondence, and perform all other duties incidental to the office or assigned by the chairperson.

Treasurer: The treasurer shall oversee the financial management, fund development, and audit operations of the Corporation. At the annual meeting or such time that is convenient the treasurer shall present annual reports setting forth in full the financial conditions of the Corporation. The treasurer will present an annual audit report as soon as it's available. He/she shall perform all other duties incidental to the office or assigned by the chairperson.

ARTICLE V – MEETINGS

Place and Time: The Board may hold its meetings at the office of the Corporation or at such other places, either within or without the state, as it may from time to time determine.

Quorum: The presence of the majority of the entire Board shall constitute a quorum for the transaction of business or any specified item of business.

ARTICLE VIII – IDEMNITY

The Corporation shall indemnify its directors and officers as follows:

Every director or officer of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he/she may be made party, or in which he/she may become involved, by reason of his/her being or having been a director or officer of the Corporation or is or was serving at the request of the Corporation as a director or officer of the Corporation, whether or not he/she is a director or officer at the time such expenses are incurred, except in such cases wherein the director or officer is adjudicated guilty of willful misfeasance or malfeasance in the performance of his/her duties. The Corporation shall provide any person who is a director or officer of the Corporation or was serving at the request of a director or officer of the Corporation the indemnity against expenses of suit, litigation, or other proceedings that is specifically permissible under applicable law.

ARTICLE IX – NON DISCRIMINATORY

Kathleen C. Wright Schools, Inc. will admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at it's schools. It does not discriminate on the basis of race, color, national origin, and ethnic origin in the administration of educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The directors of KATHLEEN C. WRIGHT SCHOOLS, INC adopted the foregoing By-Laws.

On the _____ day of _____, 2009.

Chairperson

Secretary

Treasurer

Appendix F
Code of Ethics

Code of Ethics

Whereas the Board of Directors of the Kathleen C. Wright Leadership Academy (KCWLA) has determined that it would be in the best interest of KCWLA to consider and to adopt written policy relating to ethics:

Whereas, the Board of Directors has reviewed the terms of the following policy, and following a report from counsel:

It is hereby resolved that the following policy is hereby adopted:

It is the policy KCWLA that its employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

1. Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
2. Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
3. Treat with respect and consideration of all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
4. Engage in carrying out KCWLA's mission in a professional manner.
5. Collaborate with and support other professionals in carrying out KCWLA's mission.
6. Build professional reputations on the merit of services.
7. Recognize that the mission of KCWLA at all times is the effective education of children and the development of institutions to foster that mission.
8. Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
9. Uphold and implement those policies adopted by the Board of Directors.
10. Keep the faculty, parents, students, and community informed about issues affecting them.
11. Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
12. Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
13. Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
14. Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
15. Avoid any interest in activity that is in conflict with the conduct of official duties.
16. Respect and protect privileged information to which they have access in the course of their official duties.
17. Strive for personal and professional excellence and encourage the professional development of others.

The foregoing resolution was duly approved and adopted this _____, 2009, in conformity with all applicable laws.

By: _____

Print Name: _____

Title: _____

Appendix G

Resumes

Anthony D. Wright

OBJECTIVE:

A management level position in a nonprofit organization that allows me to utilize my many years of management experience to enhance the program services provided to the local community.

PROFILE:

- Senior Level Manager with more than 30 years of experience.
- Self-motivated professional with a strong work ethic and the ability to get the job done.
- Effective leader and team player who is able to motivate employees, contractors, and subcontractors to complete jobs on time.
- Practical problem solver with exceptional analytical, creative, and communication skills.
- Ability to take ideas from concept to reality.

EXECUTIVE SUMMARY:

ADMINISTRATION

- Coordinated Strategic and Operational Planning.
- Established organizational Mission, Vision, and Core Values.
- Set organizational goals and objectives.
- Developed organizational structure.
- Developed policy and procedures.

OPERATIONS MANAGEMENT

- Determined staffing requirements.
- Assigned duties and responsibilities.
- Supervised staff and subcontractors.
- Monitored safety, quality, and inventory controls.
- Monitored contract and specifications compliance.

PROGRAM MANAGEMENT

- Developed program partners.
- Recruited program participants.
- Trained and evaluated program participants.
- Documented and reported program activity.

TRAINING AND INSTRUCTION

- Developed training materials.

- Provided direct instruction.
- Evaluated student performance.
- Conducted student surveys.

HUMAN RESOURCE MANAGEMENT

- Hired, trained, evaluated, and terminated staff.
- Developed job descriptions.
- Developed salary administration plan.
- Sourced and negotiated employee benefits.
- Counseled, advised and resolved employee issues and concerns.

FINANCIAL MANAGEMENT

- Prepared and executed budgets.
- Managed Profit and Loss.
- Managed accounting operations.
- Managed payroll operations.
- Sourced and procured supplies, equipment, and services.

SALES MANAGEMENT

- Developed strategic and targeted sales plans.
- Marketed services to various clients.
- Prepared bids and estimates.
- Performed sales presentations.
- Negotiated contracts.

FACILITIES MANAGEMENT

- Managed janitorial, landscape, and pest control services.
- Managed facility maintenance repairs.
- Managed renovation and construction projects.
- Managed security and emergency preparedness operations.
- Managed transportation operations.

WORK HISTORY:

Broward County Minority Builders Coalition, Inc.
Home Touch Program Director

Fort Lauderdale, FL
 April 2010 to Present

TechEdVentures, Inc.
Executive Vice President Operations

Lauderdale Lakes, Florida
 January 2005 to August 2009

The First Tee of Lauderhill
Program Director

Lauderhill, Florida
 April 2004 to December 2004

Sir Clean Building Services, Inc.
CEO/President/Owner

Fort Lauderdale, Florida
 March 1984 to September 2005

BellSouth
Assistant Manager - Training

Fort Lauderdale, Florida
July 1980 to October 1986

First National Bank of Hollywood
Management Trainee

Hollywood, Florida
June 1979 to July 1980

EDUCATION:

Florida A & M University
BS Degree in Finance

Tallahassee, Florida
1979

REFERENCES:

Available upon request

OLIVIA B. HILTON

OBJECTIVE: **Financial Management** – where there is a need for a **Finance and Administration Manager**, with a desire to work in the nonprofit/government sector, that is very detail-oriented and organized, has a strong work ethic, and possesses excellent managerial, communication and analytical skills.

STRENGTHS: *Computer proficiency* Microsoft Office, Windows XP, AS 400, J.D. Edwards, Outlook, Paychex, ADP, Fund EZ, Fundware and QuickBooks Pro.

EXPERIENCE:

Broward House, Director of Finance **1/10 – Present**
Fort Lauderdale, Florida

- Broward House is Broward County, Florida's oldest and largest HIV/AIDS community service organization with an annual operating budget of \$12 million and a staff of 120 employees. Manages the day-to-day financial and accounting systems of the agency; Supervises six accounting professionals in performing all accounting functions; Leads the annual audit process; Prepares agency, department, and grant level internal and external financial reports; Assists Chief Financial Officer in annual budget preparation

TechEdVentures, Inc., Chief Financial Officer **7/04 – 08/09**
Lauderdale Lakes, Florida

- TechEdVentures, Inc. is a privately owned company that manages three Broward County Public School System Charter Schools (2 Middle & 1 High) with an annual operating budget of \$10 million and a staff of 130 employees. Served as a team member in the overall planning, organizing, and directing of all school non-academic operations. Responsibilities included general accounting; financial reporting; human resources & payroll; taxes; cash & banking; accounts payable; accounts receivable & billing; risk management & insurance; fixed asset management & reporting; budgeting & forecasting; grants & contracts administration; and purchasing. Supervised four professional and administrative personnel. *Key accomplishments include:*
 - ❖ Recruited as an Accountant by the CEO to bring structure and process to all functional areas of the Accounting Department. **Promoted to CFO after six months.**
 - ❖ Implemented the first integrated accounting system, QuickBooks Pro
 - ❖ Achieved balance sheet integrity by developing and implementing accounting procedures and processes

- ❖ Developed a Human Resources Department that centralized processing of all new hires and terminations across the three schools
- ❖ Reduced the number of hours billed for the annual audit at a savings of \$5000 by developing and implementing a monthly closing process
- ❖ Developed a Purchasing function to include fixed asset records & valuation, maintenance and controls
- ❖ Received State certification and teaches a High School Accounting I course

Yeshiva High School, Business Manager
Atlanta, Georgia

07/01 – 09/03

- Performed all accounting duties; human resources, benefits and salary administration; prepared semi-monthly payroll; prepared and monitored \$4 million operating budget; prepared monthly tuition billings for 126 students; accounts receivables; maintained database of donors, gifts, & pledges; administered scholarship program; fundraising (annual concert & direct mail solicitations); endowment funds administration; prepared financial statements and reports; student recruitment; contract administration; approved purchase requests; supervised one part-time Accounting Assistant

IMAGE Film & Video Center, Inc., Accountant (part-time)
Atlanta, Georgia

11/99 – 07/01

- Performed full-charge bookkeeping duties: prepared and monitored budgets; prepared financial statements and reports: reviewed and coded all invoices for payment; analyzed accounts; reconciled bank statements; prepared journal entries; monitored grants & contracts expenditures; prepared payroll & accounts payable disbursements: prepared bank deposits: assisted CPA firm in conducting annual audit; prepared 1099's; special projects as assigned by Executive Director.

DeKalb County Public Library, Assistant to Director, Administration
Decatur, Georgia

5/98 – 07/01

- Assisted in preparing annual operating budget; monitored budgets for twenty-three branch libraries; prepared budget vs. actual reports; prepared monthly retirement report: reviewed and coded all invoices for payment; analyzed accounts; reconciled bank statement; performed month-end closes; prepared journal entries; monitored grants & contracts expenditures; assisted in preparing merit exempt payroll; accounts payable disbursements: special projects as assigned by Manager.

Clark Atlanta University, Accounts Payable Manager
Atlanta, Georgia

2/94 – 4/98

- Managed a staff of five Specialists responsible for preparing all University obligations for payment; performed all personnel actions; reconciled liability accounts to general ledger; analyzed encumbrances; processed travel advances & reimbursements; prepared 1099's; projected cash requirements; **significantly reduced payment processing time from three weeks to five days; trained and motivated staff to provide quality service to all customers.**

Senior Accountant

- Posted cash receipts and disbursements to the general ledger; verified fund availability; recorded and depreciated fixed assets; analyzed financial statements; reconciled liability accounts to G/L; month and year end closings: brought bank reconciliations from nine months arrears to current in two months; **promoted after four months.**

Payroll Specialist

- Prepared and disbursed approximately \$2.5 million biweekly and monthly payrolls for three thousand employees; prepared & transmitted payroll taxes and deductions; prepared and corrected W-2's; **promoted after three months.**

United States Government

Federal Emergency Management Agency (FEMA), Auditor
Atlanta, Georgia

5/92 – 7/93

- Conducted audits of grants and contracts awarded under FEMA programs in accordance with generally accepted accounting principles and government auditing standards; determined accuracy of financial records; allowability of costs; analyzed financial statements; **evaluated grants and contract proposals; reviewed indirect cost proposals.**

Department of the Navy, Staff Internal Auditor
Memphis, Tennessee

6/87 – 11/91

- Four years diversified experience in conducting all types of Internal Audits from Performance Audits to Financial & Compliance Audits. Developed internal control systems that promoted operational economy and efficiency as well as safeguarded resources. **One such program generated savings in excess of \$1500 weekly in salaries and supplies for the Recreation Department.** Served as management consultant on the administration of financial programs. Evaluated overall effectiveness of operations; **Received a monetary cash performance award for “lending a new personality to Auditors”.**

EDUCATION: B.S. Health Care Management, *Southern Illinois University at Carbondale, IL, 1999*

MBA in Accounting and Finance, *Mercer University, Atlanta, GA,*

ANTHONY W. CARTER

CASE MANAGER

PROFESSIONAL PROFILE SUMMARY

Resourceful visionary educator and program administrator widely experienced in program development, grant writing, staff development, budget management, strategic planning, and community / media relations. Excellent computer (Microsoft Work, Excel), written and oral communication skills.

CORE STRENGTHS

- Plan budgets with respect to goals and outcomes • Developed program plans with objective and outcomes
- Track progress on program milestones • Prepared quarterly and annually reports
- Collected and updated data related to program • Monitored effectiveness of website and modified as needed
- Documented project results and provided information for press releases

PROFESSIONAL EXPERIENCE

Kaplan University, Oakland Park, FL, Admission Advisor 1/10 – 5/15

- Assist the team Financial Aid Officer in the collection of financial aid documents that may be required for verification
- Maintain, adhere to, and comply with all applicable corporate, state and federal policies for Admissions
- Ensure qualitative and quantitative objectives are achieved throughout the Admissions Process

Tech Edventure, Lauderdale Lakes, FL, Program Manager 9/08 – 1/10
Director of Community Service/Dean of Students

- Arranged special events and promotions to promote the schools to the community
- Coordinated needed services for students with community partners that included: Therapeutic Behavioral Services, Crisis Intervention, Case Management
- Generated correspondence/information for prospective donations
- Monitored the data collection for 21st Century Learning Grant, collected student data from TERMS, and assisted with daily program implementation
- Developed public relations materials for market schools
- Communicated with various organizations to organize a coherent, effective marketing campaign
- Organized family-friendly registration drives to promote schools and recruit students
- Maintained a presence at community events for ongoing promotion of school

Workforce One, Lauderhill, FL, Program Manager 4/03 – 8/08
Summer Youth Employment Program (S.Y.E.P)

- Administered consecutive summer employment programs with an average of 800 SYEP participants and 70 STEPS participants each program year
- Hired 48 program staff (SYEP-25 and STEPS -23), to evaluate jobsites to ensure that they were in compliance with the Child Labor Law
- Identified, employed and provided value-added services (childcare, clothing voucher, bus and passes) to 125 youth in foster care
- Developed jobsite contracts with 35 non-profit and governmental agencies to provide meaningful employment to SYEP and STEPS participants
- Job Matched 70 STEPS participant's unique abilities with specific tasks of various agencies
- Managed program budgets of up to \$1,900,000 per year during the past four years

- Distributed and collected biweekly participants' time sheets ensuring that they were accurately completed in accordance with WorkForce One policies and procedures and the Fair Labor Standards
- Entered Units of Service, Case Data, Attendance, and outcomes in into the Children's Services Council SAMIS online data collection system

Workforce One - Quality Assurance Analyst

- Conducted quarterly File Reviews of youth agencies receiving WF1 funding to ensure compliance
- Created and reviewed agency policies and processed under the direction of the VP of Quality Assurance
- Conducted Job Seeker and Employer surveys to determine their satisfaction with agency services provided
- Evaluated data collection software used to purchase Scantron hard/software to more efficiently analyze collected survey

V. T. & D. Community Development Corporation, Inc., Lauderdale Lakes, FL 1/00 – 1/03 President & CEO: Salary:

- Founded and managed successful not-for-profit agency that provided social services to at risk-youth
- Provided case management to elderly residents receiving funds from the Broward Energy grant.
- Assisted energy grant recipient with completing application, contractor home evaluation, retrofit, and conducted 6 month review after repairs were complete.
- Facilitated meetings in the community settings to inform them of available services
- Recorded the process and results of services in sufficient detail to meet grant reporting outcomes and billing requirements
- Established and maintained relationships with other agencies and organizations in community in order to meet community needs and to ensure that services were not duplicated.
- Prepared and maintained records and reports, such as budgets, personnel records, and training manuals.
- Evaluated the work of staff and volunteers in order to ensure that programs were of appropriate quality and that resources were used effectively.
- Established and oversaw administrative procedures to meet objectives set by boards of directors.
- Analyzed participants' needs in order to determine program directions and goals.
- Spoke to community groups to explain and interpret agency purposes, programs, and policies.
- Represented organizations in relations with governmental and media institutions.
- Implemented afterschool programs and summer camps for youth age 6 – 18 SAT/ACT Prep Courses, academic and enrichment components..
- Received over \$200,000 in grant funds for program implementation.

Broward Ft. Lauderdale, FL 8/95 – 12/99 Educator: Supervisory

- Assistant Principal and teacher
- Researched and evaluated curriculum for reading, writing, science, and math that would produce optimal student success on the FCAT
- Facilitated Learning Communities for the development of Academic Improvement Plans (AIP) and Professional

EDUCATION

B.S. in Human Services Currently Enrolled
Kaplan University, Oakland Park, FL

M.S. in Educational Leadership, 1990
Nova Southeastern University, Davie, FL

B.A. in Music Education 1988
Bethune-Cookman College, Daytona Beach, FL

DAWNA THORNTON

SUMMARY OF QUALIFICATIONS

Dynamic Leader with over 14 years experience in education and training. Proven ability to coordinate and facilitate successful training programs with at risk students, parents and community leaders. Strongly committed to helping at-risk youth through leadership development programs and community activities. In depth knowledge of adult learning principles.

Work Experience

2008 – Present RISE Academy Schools, Lauderhill, FL

Founding Principal

- Develop /Oversee/ and Implement Start-Up Plans for Opening of School
- Identify fund-raising opportunities to supplement school budget
- Assist in identifying facilities for approved charter applications
- Develop Parent/Student Handbook.
- Assign specific duties to staff members.
- Work with students/parents to resolve discipline concerns.
- Supervise consistent and fair school-wide discipline system in accordance with laws and regulations.
- Recruit new staff members for existing vacancies.
- Interview candidates for existing vacancies.
- Prepare school class rosters for scheduling.
- Plan curriculum with Department Chairpersons.
- Coordinate monthly staff development activities.
- Responsible for staff evaluations of instructional and non-instructional staff members.
- Coordinate and administer all standardized tests according to district testing calendar.
- Review student quarterly progress reports with classroom teachers.
- Interpret state test results for school, parents, and community leaders.
- Develop school improvement plan with school advisory committee.
- Reviewed monthly reports for reimbursement for the Department of Education.
- Prepare monthly reports for Governing Board.
- Write and publish school newsletter and correspondences for parents and community members.
- Maintained files for annual audits.
- Planned student activities to coordinate with monthly themes or goals.
- Reviewed and approved monthly invoices for accounts.
- Negotiated contracts with vendors for selected services.

2008 – Present Charter School Institute, North Lauderdale, FL

Consulting Principal

- Prepare Charter Renewal Application
- Plan curriculum with Department Chairpersons.
- Coordinate monthly staff development activities.
- Responsible for staff evaluations of instructional and non-instructional staff members.
- Coordinate and administer all standardized tests according to district testing calendar.
- Review student quarterly progress reports with classroom teachers.
- Interpret state test results for school, parents, and community leaders.
- Develop school improvement plan with school advisory committee.

2003-2008 Imagine Schools, North Lauderdale, FL

Interim Principal/Director of Middle School/Assistant Principal/SACS Coordinator

- Develop Parent/Student Handbook.
- Assign specific duties to staff members.
- Work with students/parents to resolve discipline concerns.
- Supervise consistent and fair school-wide discipline system in accordance with laws and regulations.
- Recruit new staff members for existing vacancies.
- Interview candidates for existing vacancies.
- Prepare school class rosters for scheduling.
- Plan curriculum with Department Chairpersons.
- Coordinate monthly staff development activities.
- Responsible for staff evaluations of instructional and non-instructional staff members.
- Coordinate and administer all standardized tests according to district testing calendar.
- Review student quarterly progress reports with classroom teachers.
- Interpret state test results for school, parents, and community leaders.
- Develop school improvement plan with school advisory committee.
- Prepared schools in preparation for SACS Quality Assurance Review Visit
- Prepared application for National School Lunch Program.
- Oversee the Operations of the Breakfast and Lunch Program.
- Prepared monthly reports for reimbursement for the Department of Education.
- Prepare narrative information for pending grants.
- Write and publish school newsletter and correspondences for parents and community members.
- Maintained files for annual audits.
- Planned student activities to coordinate with monthly themes or goals.
- Reviewed and approved monthly invoices for accounts.
- Negotiated contracts with vendors for selected services.

2004-Present ADVANC-ED SACS/CASI, State of Florida

SACS CASI Quality Assurance Review Team Member

- Represent AdvancED during the Quality Assurance Review Visit.
- Assess the school's adherence to the AdvancED Standards and policies through artifact review, on-site interviews, and general observations.
- Assess adherence to the *AdvancED Accreditation Standards for Quality Schools*;
- Assess Implementation of a process for continuous improvement; and methods to monitor and maintain quality assurance across the system.
- Identify strengths deserving of commendations.
- Develop recommendations to help the school improve student learning and overall school effectiveness.
- Develop a brief exit report to be shared with the school community.
- Prepare a written report summarizing the team's findings.
- Make an accreditation recommendation.

2001-2003 Charter Schools USA, Fort Lauderdale, FL

Principal/Academic Dean/Reading Specialist

- Develop Faculty Handbook.
- Develop Parent/Student Handbook.
- Implement academic enrichment programs for low performing students.
- Assign specific duties to staff members.
- Work with parents to resolve concerns.
- Recruit new staff members for existing vacancies.
- Prepare school master schedule.
- Prepare student schedules each semester.
- Plan curriculum with Department Chairpersons.
- Prepare monthly reports to District.
- Align school curriculum to the Sunshine State Standards.
- Coordinate monthly staff development activities.
- Coordinate and administer all standardized tests according to district testing calendar.
- Review student quarterly progress reports with classroom teachers.
- Interpret state test results for school, parents, and community leaders.
- Develop school improvement plan with school advisory committee.
- Assess student reading deficiencies through testing and monitoring.
- Develop remedial reading curriculum for high school students.
- Teach reading strategies to remedial reading students.
- Work with Department Chairpersons to develop a comprehensive integrated reading program for students school wide.
- Modeled teaching strategies for fellow staff members.

1999 – 2001 AT&T Broadband, Miami, FL

Learning & Development Trainer

- Facilitate Customer Sales & Service training for over (600) Frontline Employees.
- Facilitate and Coordinate Diversity Training for over (300) employees.
- Facilitate and Coordinate Sexual Harassment Training for Frontline Employees.
- Facilitate Technical Upgrade Training for (250) Incumbent Employees.
- Implement and oversee Career Development program for Frontline Employees.
- Prepare Needs Analysis reports and monthly ROI reports

1994 – 2001 Broward County Schools, Ft. Lauderdale, FL

Teacher

- Prepared and taught daily lessons that correlated with the Florida Sunshine State Standards.
- Prepared modified curriculum to address the various learning needs.
- Participated on School Improvement Committee.
- Served as the Career Education Coordinator.
- Served on School Technology Committee
- Served as PTA Teacher Liaison.
- Coordinate field trips and extra-curricular activities for parents, students and teachers.
- Developed educational incentive plan for students and parents.
- Served as Department Chairperson for a team of (4) teachers.
- Served as Supervising Teacher to 1st year teachers.
- Served as Directing Teacher for Student interns from local universities.

Education

2006 – 2008 Jones International University, Centennial, CO

Master of Science in Educational Leadership, Administration & Supervision

2001- 2004 Nova Southeastern University, Ft. Lauderdale, FL

Graduate Studies in Human Resource Management

1989- 1994 Florida A&M University, Tallahassee, FL

Bachelor of Science in Elementary Education

Professional & Civic Memberships

Florida Association of School Administrators

National Association of Elementary School Principals

Association for Supervision and Curriculum Development (ASCD)

American Society of Training & Development

Alpha Kappa Alpha Sorority, Inc.

City of North Lauderdale Youth Affairs Board

Certifications

Valid Florida Professional Educator Certification in Educational Leadership & Elementary Education

SACS CASI (ADVANC-ED) QAR Team Member

Certified DDI Facilitator

NIKISHA C. THOMPSON

QUALIFICATIONS SUMMARY

DYNAMIC EDUCATION PROFESSIONAL poised to leverage my background in leadership and instruction to assist in the achievement of student educational goals. Seasoned professional dedicated to maintaining the highest level of performance standards within a diverse range of educational services.

- ♦ **Communication** – Professional educator with over 5 years of experience interacting with students from diverse backgrounds. Articulate communicator with interpersonal skills that foster positive relationships with students, faculty, and members of the surrounding community.
- ♦ **Leadership** – Coordinated grant funded learning program (Jaspura Youth Institute) to include: budgeting, scheduling, human resources administration, and instructional support. Managed operational activities for several fundraising events; demonstrating solid problem-solving and decision-making abilities. Superior organizational skills that lead to the achievement of program objectives and student achievement.
- ♦ **Instruction/Curriculum Design** – Facilitated engaging, positive learning environments featuring student-centered curriculums, hands-on lessons, and project-based learning. Created interdisciplinary curriculums for traditional classroom environments and enrichment programs. Motivated and directed instructors for Jaspura Youth Institute, ensuring adherence to curriculum standards.

EDUCATION

2010	M.S. LEADERSHIP (EDUCATION & HUMAN SERVICES) Nova Southeastern University	Coursework Completed: June GPA 4.0
2005	B.S. BUSINESS ADMINISTRATION Florida A & M University	May GPA 3.6
2008	FLORIDA SUBJECT AREA EXAMINATION (ELEMENTARY EDUCATION K-6 & MIDDLE GRADES MATH)	Passed

PROFESSIONAL EXPERIENCE

	LINDAMOOD-BELL LEARNING CENTER, <i>Seasonal Clinician</i>	2005 - Present
	Provide one-on-one instruction in math and reading to assist students of varied ages in achieving academic goals. Assess progress periodically; students showed significant gains within a 3 - 6 month period.	
	BROWARD COUNTY SCHOOL BOARD/PARAGON ACADEMY, <i>Substitute/Interim Teacher</i>	2005 - 2009
	Instructed Mathematics, Reading Comprehension, Language Arts, Science, Social Studies, Art, and Cultural Studies in high and low phases during teacher absence. Managed classroom environments and conducted assessments through various evaluation tools.	
2009	SUNRISE COMMUNITY CHARTER SCHOOL, <i>Fourth Grade Teacher</i>	2008 -
	Motivated and led instruction for elementary level students. Duties included: curriculum design, parent communication and assessment. Percentage of students testing at or above grade level increased significantly within 4 months.	
	IMAN SION CULTURAL INITIATIVE/JASPORA YOUTH INSTITUTE ~<i>Director/Instructor</i>	2006 - 2008

ADDITIONAL INFORMATION

TECHNICAL PROFICIENCY – Strong Internet and PC Skills, Microsoft Office (Word, Excel, PowerPoint, Access)

Led marketing, fundraising and community outreach efforts to recruit staff and participants for a successful enrichment program. Managed operations and human resource administration activities. Provided dynamic mentorship to assist students in achieving education and career goals. Conducted several successful fundraisers with community partners for youth programming.

ADDITIONAL INFORMATION

TECHNICAL PROFICIENCY - Strong Internet and PC Skills, Microsoft Office (Word, Excel, PowerPoint, Access)

Appendix H

Job Descriptions

JOB DESCRIPTION

Job Title: Principal

Position Length: 12 Months

Reports To: Board of Directors

JOB SUMMARY:

The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of Kathleen C. Wright Leadership Academy (KCWLA). This includes the recruiting, hiring, supervision, evaluation, and development of staff; maintenance of a safe environment conducive to teaching and learning; assurance of effective delivery and improvement of instruction; enforcement of the school's policies and procedures; safety of students; and implementation of student disciplinary measures when necessary.

PRIMARY RESPONSIBILITIES:

- Organizes and directs staff to accomplish the school's defined goals related to enrollment, learning gains, attendance, Florida Comprehensive Assessment Test (FCAT) scores, and other related measurements.
- Is knowledgeable of and effectively communicates KCWLA's philosophy, policies and procedures related to student learning, conduct, discipline, and attendance to the KCWLA staff, students, parents, school District personnel, partners, and community.
- Effectively communicates with individual team members, internal teams, and external support staff in various forms to ensure that the school is meeting its goals through ethical execution of the academic and operational model.
- Supervises, mentors, and develops all team members to effectuate the school's mission.
- Organizes school functions for parents and family members as a method to help the school reach its goals.
- Collects and analyzes school data as the basis for improving the school's measurable outcomes and contracted goals.
- Performs all other duties as deemed necessary, which are aligned in accordance with KCWLA's policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.

OTHER RESPONSIBILITIES

- Serves as the program contact to the appropriate School District personnel.
- Plans and coordinates or leads professional development activities based on school data.
- Reports on the status of the school to the Executive Director and Board of Directors as required.

- Works as the leader of the school management team in developing and implementing emergency procedures.

JOB REQUIREMENTS AND PREREQUISITES:

- Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction or a related educational field from an accredited college or university is required.
- Possession of a valid state teaching certificate is desired.
- Master's degree in Education, Educational Leadership, or a related educational field from an accredited college or university is desired.
- Five years of paid, professional experience working with disruptive and/or at-risk youth is preferred.
- Two years of paid, professional experience in a position of providing instructional/supervisory leadership is preferred.

Reviewed and agreed upon by:

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

JOB DESCRIPTION

Job Title: Assistant Principal

Position Length: 12 Months

Reports To: Principal

JOB SUMMARY:

The Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; assuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. The Assistant Principal will model and enforce the policies and procedures of Kathleen C. Wright Leadership Academy (KCWLA) and Accelerated Learning Solutions. The Assistant Principal reports to the Principal and assists the Principal with all of the educational and on all aspects of the school.

PRIMARY RESPONSIBILITIES:

- Serves as the Principal's assistant, acting as the Principal when the Principal is absent.
- Maintains discipline according to the Kathleen C. Wright Learning Academy Code of conduct in all applicable situations.
- Assists with administering school policies.
- Assists with conducting staff evaluations and development, publishing the school newsletter, analyzing attendance data, increasing enrollment, and student discipline.
- Recruits, interviews, and retains staff.
- Uses TERM to monitor weekly, monthly, and annual school performance.
- Administers and oversees the administration of all academic assessments, including the Florida Comprehensive Assessment Test (FCAT) preparation and administration.
- Conduct periodic audits of academic, special education, and enrollment records, and all other areas of regulatory compliance.
- Ensures Kathleen C. Wright Leadership Academy staff implements the prescribed research-based best practices in implementing course design, utilizing diverse strategies for working with all students, and appropriate learning interventions for students who need small group and/or one-on-one instruction.
- Ensures compliance with Special Education or Exceptional Student Education and limited English proficiency students.
- Conducts periodic meetings with school staff to review to review progress of students' educational goals and plans to ensure that all students are making adequate progress toward meeting goals.
- Conducts periodic formal observations and daily, informal classroom observations that may include using classroom walk-through observation forms or other informal observation instruments.

- Disaggregates school performance data to assist in making educational and operational decisions.

OTHER RESPONSIBILITIES:

- Identifies and requests the appropriate resources needed to help students achieve their academic goals.
- Plans and professional development when appropriate.
- Assists the principal with creating school calendars.
- Is knowledgeable of and effectively communicates, models, and monitors Kathleen Wright Leadership Academy’s philosophies, policies, and procedures relating to student learning and operational procedures as they relate to school staff, students, parents, and other stakeholders.
- Performs all other duties as deemed necessary, to ensure that student educational and operational goals and objectives are achieved.

JOB REQUIREMENTS AND PREREQUISITES:

- Bachelor’s degree in Education, Educational Leadership, Curriculum and Instruction or a related educational field from an accredited college or university required.
- Master’s degree in Education, Curriculum and Instruction, Education Administration or Educational Leadership and previous experience in teaching in public or private school environment is preferred.
- Possession of a valid state teaching certificate required.
- Computer literacy and knowledge of basic Microsoft Office products such as Word and Excel required.
- Three years of paid, professional experience working with overage and/or at risk youth is preferred.
- Two years of paid, professional experience in a position of providing instructional/supervisory leadership is preferred.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Business Manager

Position Length: 12 Months

Reports To: Principal

JOB SUMMARY:

To be responsible for the provision of an efficient administrative and clerical support function for the school and maintain systems to facilitate effective financial control within the school.

PRINCIPAL RESPONSIBILITIES

To enforce established accounting principles, theories, concepts and practices, state laws and regulations, as well as Board policies, so that accounting and other financial and operating reports accurately reflect the conditions of the school and provide the Executive Director and Governing Board reliable information to control operations. To supervise payroll, accounts payable, and general accounting.

PRIMARY RESPONSIBILITIES:

- Develop recommendations relating to changes of existing accounting guidelines and procedures.
- Cooperate and assist with internal and external auditors in the performance of their audits.
- Direct and coordinate the preparation of all financial statements.
- Direct and coordinate the monthly and year-end closing.
- Direct the implementation of all office procedures and/or make necessary changes to ensure that all facts concerning financial transactions are recorded in a comprehensive manner.
- Direct and coordinate the staff in the preparation of workshops and training programs for employees.
- Direct the implementation and/or modification of the accounting records for all tangible property
- Monitor the administration of a petty cash fund.
- Direct and oversee the operation and proper functioning of federal projects, Food Service Accounting, General Accounting, Accounts Payable, and Payroll.
- Coordinate the operation of the Accounting Department with other school departments.
- Advise the Executive Director of possible violations of laws, regulations, and policies.
- Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the Governing Board.
- Participate in training programs offered to increase skill and proficiency related to accounting functions.

- Review current developments, literature, and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other such tasks as assigned by the Executive Director.
- Follow federal and state laws, as well as Governing Board and KCWLA policies.

JOB REQUIREMENTS AND PREREQUISITIES:

- An earned bachelor’s degree from an accredited institution.
- A minimum of ten years experience and/or training in the field related to the title of the position or
- A minimum of seven years experience in accounting and budgeting with government, public, or non-profits organizations.
- Degree major in accounting or related field preferred.
- Computer skills as required for the position.

Reviewed and agreed upon by:

Employee Signature	Date
--------------------	------

Supervisor Signature	Date
----------------------	------

JOB DESCRIPTION

Job Title: Administrative Assistant/Bookkeeper

Position Length: 12 Months

Reports To: Principal

JOB SUMMARY:

To be responsible for the provision of an efficient administrative and clerical support function for the school and maintain systems to facilitate effective financial control within the school.

PRINCIPAL RESPONSIBILITIES

- To be responsible for the smooth running of the school office.
- To maintain the school's financial systems and accounts.
- To maintain the various school computerized and paper databases of pupil and staff information.
- To assist in the management of the school premises.
- To manage the Principal's day to day administration.

JOB CONTENT

1. Responsibility for the smooth running of the school office, including:

- Supervision of office staff.
- Ensuring sufficient cover of staff during holiday or sickness absence.
- Planning work schedules and ensuring that all office staff is aware of impending work projects, etc.
- Delegation of work to office staff as and when necessary.
- Liaison with school administration relating to work to be undertaken by the office.
- Identifying training needs and bringing them to the attention of the Principal for discussion.
- Maintaining sickness and holiday records of all staff.
- Monitoring the induction of any new member of the office staff.
- Responsibility for the school's support staff not directly involved in learning support.

2. Maintenance of the school's financial and accountancy systems, including:

- Responsibility for the preparation and production of all financial information required for the preparation of the annual budget, monthly income and expenditure accounts and financial reports and returns.
- Responsibility for the school's accounting procedures, acting as a check signatory,

controlling petty cash, the arrangements required for periodic audits.

- Responsibility for the preparation of the necessary information required by the payroll provider and liaising with that provider.
- Coordinating the purchase of goods and supplies, ensuring that the school obtains best possible value for money from suppliers and contractors
- To have overall responsibility for the receipt, safekeeping and banking of all monies received by the school.
- In conjunction with the Principal, to manage the income generating activities of the school.

3. Maintaining computerized and paper databases of pupil and staff information, including:

- Inputting and updating of all appropriate pupil and staff information and producing reports when required.
- Assisting staff in the production and maintenance of pupils' records.
- Providing administrative support to the school's ESE Specialist/Teacher.

Reviewed and agreed upon by:

Employee Signature Date

Supervisor Signature Date

JOB DESCRIPTION

Job Title: Receptionist

Position Length: 12 Months

Report To: Principal/Assistant Principal

JOB SUMMARY:

Receptionist will serve as primary reception and information resource for the KCWLA by assisting walk-in traffic and by answering telephone inquiries, provide supplementary clerical, computer, and operational support to school. This position is the focal point for the school.

QUALIFICATIONS:

Education - Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

Experience - No experience required

Special Qualifications – Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

RESPONSIBILITIES:

- Greets and directs walk-in traffic providing general information and making referrals to offices and services as appropriate.
- Answers phone inquiries by providing general information and/or connecting calls to offices and services as appropriate.
- Maintains a master guide of activities, events, and related information for the school.
- Performs a variety of clerical tasks which may include scheduling and maintaining records of school activities, tracking student attendance, check-in/check-out of supplies and materials, photocopying, typing, data input, sorting mail, making up file folders, and/or transmitting/receiving fax documents and email.
- Responds to telephone requests for specific materials to be mailed and assists with mailing general school information to parents.
- Responds to telephone and written requests for school information.
- Ensures Front Office is picked up and information sheets for parents are stocked.
- Maintains inventory of office supplies, ordering from outside vendors or bookstores, as needed within available budget with direction from Principal or Business Administrator.
- Provides passes to students as appropriate.
- Orients and situates substitute teachers.
- Calls parents on waiting list when an opening at the school arises.

- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Custodian
Position Length: 12 Months
Reports To: Principal/Assistant Principal

JOB SUMMARY:

To provide all students, and the community at large, with a safe, secure, clean, attractive, comfortable and efficient environment in which to learn, play and engage in personal growth and development.

PRIMARY RESPONSIBILITIES:

Custodial responsibilities shall include, but not be limited to, the following as requested and/or directed:

- Keeps building neat and clean at all times
- Empties trash in classrooms, bathrooms and all baskets daily
- Vacuums/dry mops all floors and stairs daily
- Washes classroom, hallways and bathroom floors daily, stairs as needed
- Cleans sinks and toilets in bathrooms and sinks in classrooms daily
- Cleans drinking fountains daily
- Replenishes soap and paper in all dispensers as needed
- Vacuums all classrooms thoroughly twice a week
- Cleans locker tops weekly
- Removes fingerprints from walls
- Burnishes hall twice a week
- Scrubs, strips, waxes and polishes floors using heavy powered scrubber and buffers as directed
- Cleans and dusts furniture, exhibit cases, pictures, door trim and whiteboards
- Washes glass in doors and windows
- Replaces light bulbs as needed
- Helps set up and cleans up after activities in building
- Assumes responsibility for the opening and/or closing of the building each day and for ensuring security of the building through inspection prior to leaving, checking to Reports any condition of the facilities that is not safe or functioning as designed to Moves furniture or equipment within the building as required or directed
- Performs other tasks as may be assigned by custodial supervisor or administrator

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Food Service Worker
Position Length: 10 or 12 Months Part-time
Report To: Principal/Assistant Principal

JOB SUMMARY:

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

QUALIFICATIONS:

Education - High school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program preferred but not mandatory.

Experience - School food service experience preferred but not mandatory.

PRIMARY RESPONSIBILITIES:

The School Food Service General Worker (Assistant I) shall:

- Complete three state-approved training courses: Foundations, Nutrition, and Quantity Cooking/Use and Care of Equipment.
- Assist in preparation as assigned.
- Follow daily work schedules for production, service and cleaning.
- Operate food service equipment such as mixers, food choppers, ovens, expando units, steamers, slicers, steam-jacketed kettles, fryers, tilting skillets, scales, food pulpers, compactors, cash registers, calculators and computers.
- Perform necessary cleaning (requiring no climbing), including dining room tables and chairs
- School Food Service General Worker (Assistant I)(Cont.) PP-002
- Transport garbage to kitchen back door weighing an average up to 30 pounds.
- Maintain high standards of work practices.
- Participate in in-service training programs as required.
- Strictly observe all rules of sanitation. Maintain high standards of grooming and hygiene.
- Exhibit interest, sense of responsibility and loyalty to the School Food Service Program.
- Exhibit ability and willingness to cooperate and work well with people; take oral and written instructions, cope in emergency situations and follow through efficiently. Meet the public graciously.
- Practice safety continuously and insure that safe working conditions exist in the kitchen area.

JOB DESCRIPTION

Job Title: Bus Operator
Position Length: 10 or 12 Months
Report To: Principal/Assistant Principal

JOB SUMMARY:

This Job Class is responsible for ensuring the safety of all passengers including special education students, while operating the assigned bus and for ensuring the assigned bus is in a safe operating condition at all times. Drivers may be assigned to drive wheelchair or ambulatory buses.

QUALIFICATIONS:

Education - Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program preferred

Experience - a minimum of five (5) years of licensed driving experience. Must pass a seven (7) year driver's license review determined from a Transcript of Driver Record from the Department of Highway Safety, including the absence of an arrest and conviction of a moving violation.

PRIMARY RESPONSIBILITIES:

Special Requirements –

1. (a) Must have a proper Florida commercial driver's license with endorsements compatible with the assigned duties of The School Board of Broward County, Florida. Employees who will be assigned to this position will continue to be qualified with their present chauffeur's license through April 1, 1992, or as otherwise stipulated in the statutes, while they are obtaining a commercial driver's license as prescribed by the State of Florida Department of Highway Safety and Motor Vehicles.

(b) Successfully complete forty (40) hours of pre-service training consisting of at least twenty (20) hours of classroom instruction and eight (8) hours of behind-the-wheel training based upon the state of Florida Department of Education Basic School Bus Driver Curriculum.

(c) Demonstrate the ability to prepare required written reports.

(d) Be physically capable of operating the vehicle as determined by an annual physical examination, Form ESE 479, prescribed by the Commissioner and given by a physical designated by the School Board of Broward County and as

determined by a reflex test administered by the school district. Each driver sixty-five (65) years old and older shall pass a semiannual physical examination.

(e) Demonstrate physical and mental capabilities required to carry out all assigned responsibilities as a school bus driver.

2. A certification of completion provided by the Commissioner shall be issued by the district to each driver successfully completing the forty (40) hours of pre-service training.

3. At the time of reappointment for the next school year, the driver of a school bus shall meet the following requirements:

(a) Meet all requirements stipulated under qualifications for a bus driver.

(b) Successfully complete a minimum of eight (8) hours of in-service training within the preceding twelve (12) months.

(c) Successfully pass a physical examination, Form ESE 479, given by a physician designated by The School Board of Broward County and a reflex test administered by the school district. Each driver sixty-five (65) years old and older shall pass a semiannual physical examination. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Before/After Care Director
Position Length: 12 Months
Report To: Principal/Assistant Principal

JOB SUMMARY:

Responsible for maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated After School Program locations by assisting and supervising staff and students during authorized before or after school programs in accordance with KCWLA policy and established school procedures.

QUALIFICATIONS:

Education – Minimum of two years college, AA degree, or passage of district competency test.

Experience - Experience working in a school and/or agency setting, with the ability to work effectively with diverse district/school staff, parents, and community members.

Special Qualifications – Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

PRIMARY RESPONSIBILITIES:

The Before/After Care Director will:

- Develop and maintain a high level of communication and positive relationships with principal, teachers, office staff, lunch clerks, custodians, and after school staff.
- Develop and maintain positive parent relations.
- Provide program orientation, encourage involvement, and maintain monthly contact with families and school.
- Provide on-going parent workshops, services and special events.
- Respond promptly and courteously to parent concerns and/or complaints. Immediately notify School Administrator of parent concerns and/or complaints.
- Communicate with parents/guardians regarding student progress and performance.
- Meet at least monthly with the School Leadership Team to coordinate program design, discuss evaluation processes and outreach efforts, and address any other issues.
- Work closely with Lead Teacher and School Site Council / Leadership Team to:

Identify students and coordinate student outreach for the After School Program.
Align activities with the regular school day.
Implement evaluation tools.

Development and Implementation

- Manage day-to-day operations of the program.
- Facilitate regular after school staff meetings and trainings.
- Coach, supervise, and provide professional development for program staff.
- Maintain high visibility at the site of the Before/After School Program.
- Assure classrooms and other shared school space is well maintained and left as found.
- Develop and maintain a schedule of academic, recreational and enrichment activities. .
- Submit monthly student attendance and student snack reports on a timely basis.

Recruitment, Coordination and Collaboration

- Recruit and enroll program participants to meet grant average daily attendance requirements.
- Identify, train, and supervise teachers, paraprofessionals, volunteers, parent liaisons, and community partners to implement academic, recreation, and enrichment activities.
- Attend school staff meetings quarterly to provide information and updates on After School Program.
- Establish and maintain partnerships with community based organizations, public agencies, local universities, city agencies, and other collaborators.

Fiscal Management

- Assist in budget development and expenditure tracking.
- Coordinate payment of After School staff, including timesheets and invoices.
- Help design a sustainability plan for After School Program.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Before/After Care Worker
Position Length: 10 or 12 Months Part-time
Report To: Before/After Care Director

JOB SUMMARY:

Assist in maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students during authorized before or after school programs in accordance with KCWLA policy and established school procedures.

QUALIFICATIONS:

Education - High school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program preferred but not mandatory.

Experience - Successful experience working with children preferred.

PRIMARY RESPONSIBILITIES:

The Before/After Care Worker will:

- Assist with the preparation of materials and equipment for after school instructional activities.
- Follow appropriate training and lead small group activities planned by the After School Director in an atmosphere where students are actively engaged in meaningful learning experiences.
- Assist the After School Director in preparing for changing curriculum to meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles and special needs.
- Maintain a clean and orderly environment for students.
- Assist in the computer lab as requested by the After School Director.
- Assist the After School Director with student supervision as assigned.
- Assist in maintaining the materials and equipment.
- Assist the After School Director in the enforcement of classroom rules.
- Provide tutorial services as needed.
- Communicate effectively with the staff members, students, parents, administrators and other contact persons using tact and good judgment.
- Follow attendance, punctuality and proper dress rules.
- Ensure adherence to good safety standards.
- Maintain confidentiality regarding school/workplace matters.

- Model and maintain high ethical standards.
- Demonstrate initiative in the performance of assigned responsibilities.
- Maintain expertise in assigned area to fulfill project goals and objectives.
- Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- Keep After School Director informed of potential problems or unusual events.
- Respond to inquiries and concerns in a timely manner.
- Exhibit interpersonal skills to work as an effective team member.
- Demonstrate support for the school system and its goals and priorities.
- Demonstrate initiative in identifying potential problems or opportunities for improvement.
- Participate in cross-training activities as required.
- Perform other tasks consistent with the goals and objectives of this position.

Reviewed and agreed upon by:

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

JOB DESCRIPTION

Job Title: Teacher

Position Length: 10 months or 12 months

Reports To: Assistant Principal

JOB SUMMARY:

The Teacher position is responsible for coaching, motivating, and instructing high school students within the Kathleen C. Wright Leadership Academy (KCWLA) model with attention given to each student's Individual Graduation Plan. All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

PRIMARY RESPONSIBILITIES:

- Provides a learning environment that is team-oriented, student-centered, and aligned with KCWLA's academic goals and specified objectives.
- Creates Individual Graduation Plans (IGP) for each of his/her students and uses this as the basis to track each student's academic performance.
- Acts as a mentor, facilitator, advocate, and coach to support, mentor, and guide students through their IGP using the technology and other resources available.
- Provides positive support for all the students within the classroom in conjunction with overseeing and monitoring individual student progress and the use of resources and equipment.
- Uses only forms or reporting records approved and /or adopted by KCWLA.
- Provides direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.
- Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and KCWLA's policies and procedures.
- Effectively facilitates positive interaction between students and their peers as well as with the instructional staff.
- Collaborates with colleagues to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with the goals of KCWLA.
- Employs excellent customer service principles when working with school staff members, parents, and students.
- Participates in professional development courses or activities to maintain appropriate certification or credentials based on position.

JOB DESCRIPTION

Job Title: Leadership Program Coordinator

Position Length: 10 or 12 Months

Report To: Principal/Assistant Principal

JOB SUMMARY:

The KCWLA Leadership Program Coordinator will implement the Positive Action Program and coordinate positive youth development programs and services that focus on building relationships, life skill development, academic assistance, parental involvement, recreation, and/or cultural enrichment.

QUALIFICATIONS:

Education – Minimum of two years college, AA degree, or passage of district competency test.

Experience - Experience working in a school and/or agency setting, with the ability to work effectively with diverse district/school staff, parents, and community members.

Special Qualifications – Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

PRIMARY RESPONSIBILITIES:

The Leadership Program Coordinator will be responsible for:

- Providing effective planning and leadership in the Youth Development Program, ensure appropriate staffing, facilitate team meetings.
- Developing and maintaining relationships with other service providers for the purpose of providing enriching activities.
- Maintaining effective communication with school personnel at assigned site.
- Supervising activities in the center in a safe, sensitive, developmentally appropriate positive manner.
- Selecting and evaluating staff assuring that staff accomplishes program goals.
- Supervising youth workers, work-study students, and volunteers.
- Coordinating activities to encourage parental involvement.
- Offering effective counseling, advocacy, support, referral, and service brokerage to young people and their families.
- Developing and maintaining good working relationships with other youth service and delinquency prevention agencies, state agencies, police, clergy, community leaders, foster homes, and any others offering information about services or resources for young people in Broward County.

- Participate actively in all staff meetings.
- Manage contract compliance for assigned site.
- Maintain accurate, complete and up to date records, including case notes, quarterly treatment plans, and documentation required by various contracts.
- Oversee data collection for evaluation.
- Perform other duties as assigned.

Reviewed and agreed upon by:

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

JOB DESCRIPTION

Job Title: ESE Specialist

Position Length: 10 or 12 Months

Reports To: Principal/Assistant Principal

JOB SUMMARY:

To work directly with teachers, administrators, and parents in coordinating the delivery of exceptional student programs. To provide technical assistance to ensure a continuum of service options as the designee of the Principal.

PRIMARY RESPONSIBILITIES:

- Design the school's overall Exceptional Student Education processes to ensure consistency in meeting Broward County School District goals and meeting all State Department mandates.
- Assist in Individual Education Plan (IEP) development.
- Meet with school personnel to interpret changing state and federal mandates.
- Assure that parents have been informed of the student's eligibility for exceptional student education and their due process rights.
- Provide training and expertise to private school personnel
- Plan school-based in-service meetings for employees regarding procedures.
- Act as the Director's designee in determining student eligibility for exceptional student education as defined in state statutes and State Board rules.
- Demonstrate initiative and a proactive orientation to recognizing and resolving issues, concerns, or problems.
- Review evaluation data for eligibility.
- Keep abreast of current research, trends, and best practices in assigned area.
- Keep abreast of laws, rules, and policies in assigned area
- Assist in developing the Department's Continuous Improvement Plan.
- Develop and conduct in-service to inform basic education teachers and administrators of ESE policies and services.
- Meet with parents to provide clarification of program goals and state and federal mandates.
- Assist administrators and school personnel with F.T.E. and matrix data.
- Consult with parents on issues related to eligibility, placement, and services.
- Conduct informal mediation meetings involving parents and schools.
- Monitor all records of ESE students.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Speech / Language Pathologist

Position Length: 10 or 12 Months

Reports To: Principal/Assistant Principal

JOB SUMMARY:

The job of "Speech /Language Pathologist" involves assessing students' speech development level; providing information for program development and student placement; improving students' performance; and providing information on child development and/or issues on specific students to instructional personnel.

PRIMARY RESPONSIBILITIES:

- Assesses students' communication skills (e.g. articulation, language, fluency, voice, etc.) for the purpose of determining their communication needs deficits and developing recommendations.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Facilitates meetings (e.g. IEP conferences, parent meetings, in-services, etc.) for the purpose of developing plans and/or providing information regarding students' functional goals.
- Instructs students for the purpose of implementing goals for remediation of speech and language deficits.
- Prepares documentation (e.g. evaluations, observations, progress, contacts with parents, teachers and outside professionals, etc.) for the purpose of providing written support, developing recommendations, and/or conveying information.
- Presents information on various topics related to area of professional expertise for the purpose of communicating information and gaining feedback on treatment issues.
- Researches resources and methods (i.e. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining appropriate approaches for students' speech and language services.
- Screens students for the purpose of determining the need for further individualized assessment.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Reading Resource Teacher/Reading Coach

Position Length: 10 or 12 Months

Reports To: Principal/Assistant Principal

JOB SUMMARY:

Meets the educational needs of students in the implementation of the elementary or middle school reading programs. Works with students, parents, and staff to ensure that reading initiatives align with District and State initiatives for student achievement.

PRIMARY RESPONSIBILITIES:

- Contributes the expertise needed to prepare the school's reading program
- Works with the school's Principal in planning and implementing the basic skills remediation program as determined by the Florida State Assessment Accountability Act of 1976.
- Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.
- Assist the school staff in organizing and managing reading skills as an integral part of all subject areas.
- Provide in-service training for school staff by modeling and coaching in the area of Reading and on effective reading strategies for content area instruction.
- Participates in a team teaching effort with classroom teachers.
- Interprets the reading program for both parents and the community.
- Ensures student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommends steps to address student needs.
- Ensures that KCWLA initiatives align with Broward County School District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the Governing Board.
- Participates successfully in the training programs offered to increase skill and proficiency related to this assignment.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Performs other duties as assigned by the Principal.

JOB REQUIREMENTS AND PREREQUISITIES:

- An earned bachelor's degree from an accredited institution.

- Minimum of three (3) years of teaching experience and/or training in the field related to the title of the position. Florida certification in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement for secondary appointment.
- Demonstrated leadership and strong interpersonal skills; requires in-depth knowledge and proven strategies in developing elementary and/or secondary level student reading skills.
- Masters degree in reading or reading certification preferred.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

JOB DESCRIPTION

Job Title: Math Coach
Position Length: 10 – 12 Months
Report To: Principal/Assistant Principal

JOB SUMMARY:

The Math Coach will work very closely with the children & educational staff to increase progress and test scores in Math as needed, based on analysis of achievement data. This person will also design and deliver professional development for teachers and curriculum specialists at these schools.

QUALIFICATIONS:

Education: Master's Degree, certification in Mathematics

Experience: Minimum of five (5) years of successful experience as a classroom Mathematics teacher, and 3-5 years of experience training, mentoring and coaching teachers in the area of Math

PRIMARY RESPONSIBILITIES:

- Research and provide content knowledge and resources to staff about learning and teaching mathematics – including:
 - teaching strategies;
 - assessment of mathematics skills;
 - interpretation of assessment results; etc.

- Research and prepare materials for the use by the schools, and teachers – including:
 - teaching strategies;
 - assessment of mathematics skills;
 - interpretation of assessment results; etc.

- Research and provide information and guidance regarding a range of effective and innovative mathematics practices through various activities such as:
 - individual discussions (informal and formal);
 - coaching sessions;
 - demonstration lessons with pre- and post-discussion/analysis;
 - study groups;
 - staff meetings; and

- professional development programs
- Maintain paperwork consistently, appropriately and in a timely manner.
- Coordinate/facilitate instructional material pilots in mathematics.
- Maintain the confidentiality of the school, teachers, and classrooms.
- Obtain prior approval from the Principal/Assistant Principal *before* distributing written communication to staff or parents.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

Appendix I
Student Application

Kathleen C. Wright Leadership Academy

ENROLLMENT APPLICATION

To submit an application:

- Complete all information and sign and date in the space provided at the bottom of application
- Mail to: _____
- Or apply online at www.kathleenwrightacademy.com
- Please write in the school year you are applying for: _____

Please check any of the following that apply:

- Student is receiving special instruction/services resulting from an IEP
- Current education plan is modified as a result of Section 504 recognition
- Student is enrolled in advanced honors class(es)
- Student is enrolled in gifted class(es) (must have IEP)
- ESOL (or ESL)
- ESE/Special Education

The Kathleen C. Wright Leadership Academy admits Broward County students of any race, color, national and ethnic origin, religion or gender. Enrollment preference is given to siblings of currently enrolled students; children residing in the 33311 zip code, and school employees.

STUDENT INFORMATION

Student Name _____ Jr/Sr/III
FIRST MI LAST
Nickname (if applicable) _____ Date of Birth _____

Social Security Number _____ Female Male

Primary Language English Spanish Other Ethnicity _____

For which grade level are you applying? K 1 2 4 5 5 6

PREVIOUS SCHOOL INFORMATION

Name of school previously attended _____

Address of previous school _____

STREET CITY STATE ZIP

PRIMARY CONTACT INFORMATION

Contact Name (Dr. Ms. Mrs. Mr.)

_____ Jr/Sr/III
FIRST MI LAST

Relationship _____ Home Phone () _____ Work Phone () _____

Cell Phone () _____ Email Address _____

Home Address _____
STREET APT. # CITY STATE ZIP

Custodial Parent/Guardian is a resident of the City of Ft. Lauderdale Yes No

*This is where all school correspondence, including report card, will be mailed.

SIBLING INFORMATION

Is a sibling of the applicant currently **attending** this school? Yes No

(If you answered "Yes" to the above question, please enter sibling's name here. If there is more than one sibling attending this school, please list only one.)

Sibling's Name _____ Jr/Sr/III Grade Level _____
FIRST MI LAST

Will a sibling of the applicant be **applying** to this school for **this** school year? Yes No

(If you answered "Yes" to this question, please enter sibling's name here and attach their application. Please submit an application for each sibling applicant.)

Sibling's Name _____ Jr/Sr/III Grade Level _____
FIRST MI LAST

Is the student a dependent of active-duty military personnel? Yes No

To the best of my knowledge, the above information is correct and complete. In the event of a change of address, phone, name, etc. I will contact the school.

SIGNATURE OF PARENT / LEGAL GUARDIAN DATE

Appendix J

Facility Acquisition Plan and Site Checklist

Kathleen C. Wright Leadership Academy Facility Acquisition Plan and Site Checklist

IDENTIFY SITE OR PROPERTY	Yes	Pending	No	N/A
Realtor				
Initial Walkthrough				
Facility is conducive of a good learning environment				
Facility meets needs to accommodate 500 + students				
Grounds Inspection				
Security/Fencing				
Sufficient parking				
Drainage Issues				

DEMOGRAPHIC RESEARCH OF SURROUNDING SCHOOLS	Yes	Pending	No	N/A
Listing of school within a four mile radius				
Letter grades of schools researched				
Demographic Breakdown including free/reduced lunch				
Schools facility needs (including overcrowding)				

INSPECTIONS	Yes	Pending	No	N/A
School District Safety Department				
Local Fire Department/Sprinklers				
Fire Alarm Panel/Pull Station analysis				
Environmental: Asbestos				
Environmental: Lead				
Environmental: Mold				
Environmental: Radon				
Health Inspections: General health and sanitation including food service, drinking water, and sewer/sanitation				
Property appraisal/Lease Appraisal for Fair Market Value				
Traffic Survey				
Air Conditioning				
Roof				
Termite				
Pests and Wood Destroying Organisms				
Nighttime Lighting				
UCC Search				
FPL Energy Audit				

CHARTER SCHOOL APPLICATION	Yes	Pending	No	N/A
Submitted to district				
Application approved				

LOCAL MUNICIPALITY/COUNTY	Yes	Pending	No	N/A
Property Zoned				
Facilities are up to code				
Permit History				
Permit or As built plans or specifications				
Proposed special assessments				

MARKETING	Yes	Pending	No	N/A
The school has a marketing plan				
Deposits, dates, and specific enrollment events have been established				
Media and advertisement campaign				
Signage				

ADMINISTRATION	Yes	Pending	No	N/A
Request copies of utility bills and related expenses				
Prepared lease				
Apply for Certificate of Occupancy				
Evidence of adequate insurance limits/coverage				
Flood Certification				
Survey review				
Owners Title Insurance Policy				
Warranty Deed				
Mortgage(s)				
Easements and other matters of record				
Leasehold Title Commitment				
Subordination & Attornment				

INCORPORATION	Yes	Pending	No	N/A
Articles of Incorporation				
Certificate of Good Standing/Incorporation				
Corporation Annual Report				
Secretary's Certificate				
Corporate Resolution				
Subordination & Attornment				

_____ **Completed By:**

_____ **Date:**

Appendix K
Budget Information

Appendix K-1

Five Year Revenue & Expenditure Projection

K.C. Wright Leadership Academy Five -Year Revenue and Expenditure Projections

Assumptions	Current Year	Year 2	Year 3	Year 4	Year 5
Revenue Growth		2.5%	2.5%	2.5%	2.5%
State & local government price deflator (COLA)		2.5%	2.5%	2.5%	2.5%
Number of students	348	392	436	436	436
Number of teachers	19.5	22	24	24	24
REVENUES					
Base state and local aid	\$ 2,234,320	\$ 2,516,820	\$ 2,799,320	\$ 2,799,320	\$ 2,799,320
Capital Outlay	\$ -	\$ -	\$ -	\$ 305,200	\$ 305,200
Title I	\$ -	\$ -	\$ -	\$ -	\$ -
Before/After School Care	\$ 225,504	\$ 254,016	\$ 282,528	\$ 282,528	\$ 282,528
Food Service	\$ 34,452	\$ 38,808	\$ 43,164	\$ 43,164	\$ 43,164
Free and Reduced Lunch Reimbursement	\$ 132,170	\$ 148,882	\$ 165,593	\$ 165,593	\$ 165,593
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 2,626,446	\$ 2,958,526	\$ 3,290,605	\$ 3,595,805	\$ 3,595,805
EXPENDITURES					
Salaries					
Administration:					
Principal	\$ 85,000	\$ 87,125	\$ 89,303	\$ 91,536	\$ 93,824
Assistant Principal	\$ -	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613
Business Manager	\$ 40,000	\$ 41,000	\$ 42,025	\$ 43,076	\$ 44,153
Administrative Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114
Receptionist	\$ -	\$ 25,000	\$ 25,625	\$ 26,266	\$ 26,922
Security Monitor(s)	\$ -	\$ -	\$ 25,000	\$ 50,625	\$ 51,891
Custodian(s)	\$ 25,000	\$ 51,250	\$ 52,531	\$ 78,845	\$ 80,816
Food Service Aide	\$ 7,200	\$ 7,380	\$ 7,565	\$ 7,754	\$ 7,947
Bus Driver	\$ 12,960	\$ 13,284	\$ 13,616	\$ 13,957	\$ 14,305
Before/Aftercare Program Director	\$ 26,624	\$ 27,290	\$ 27,972	\$ 28,671	\$ 29,388
Before/Aftercare Staff	\$ 50,400	\$ 51,660	\$ 52,952	\$ 54,275	\$ 55,632
Instructional Staff:					
Teachers	\$ 780,000	\$ 899,500	\$ 1,001,988	\$ 1,027,037	\$ 1,052,713
Leadership Program Coordinator	\$ -	\$ -	\$ 43,500	\$ 44,588	\$ 45,702
ESE/ESOL Specialist	\$ 43,500	\$ 44,588	\$ 45,702	\$ 46,845	\$ 48,016
Speech Therapist	\$ 43,500	\$ 44,588	\$ 45,702	\$ 46,845	\$ 48,016
Reading Specialist	\$ 43,500	\$ 44,588	\$ 45,702	\$ 46,845	\$ 48,016
Math Specialist	\$ -	\$ 43,500	\$ 44,588	\$ 45,702	\$ 46,845
Substitute Teachers	\$ 9,500	\$ 10,500	\$ 12,000	\$ 12,000	\$ 12,000
Benefits & Payroll Expenses:					
Health	\$ 90,300	\$ 118,388	\$ 144,019	\$ 147,619	\$ 151,309
FICA	\$ 91,585	\$ 113,373	\$ 127,662	\$ 134,656	\$ 137,999
Other	\$ 29,930	\$ 37,050	\$ 41,720	\$ 44,005	\$ 45,098
Books Supplies and Other Instructional Materials:					
Texts and instructional materials	\$ 78,300	\$ 85,895	\$ 93,815	\$ 96,161	\$ 98,565
Supplemental educational materials	\$ 15,660	\$ 18,081	\$ 20,608	\$ 21,123	\$ 21,651
Student testing & assessment	\$ 8,700	\$ 5,375	\$ 5,375	\$ 2,175	\$ 2,175
Classroom paper and supplies	\$ 8,700	\$ 9,800	\$ 10,900	\$ 10,900	\$ 10,900
Special Events and Awards	\$ 3,480	\$ 3,920	\$ 4,360	\$ 4,360	\$ 4,360
Clubs and Organizations Dues	\$ 1,740	\$ 1,960	\$ 2,180	\$ 2,180	\$ 2,180

K.C. Wright Leadership Academy Five -Year Revenue and Expenditure Projections

	Current	Year	Year	Year	Year
Professional Services and Contracts:					
School District Management Fees	\$ 80,256	\$ 80,256	\$ 80,256	\$ 80,256	\$ 80,256
Legal	\$ 5,000	\$ 10,000	\$ 10,250	\$ 10,506	\$ 10,769
Accounting & Audit	\$ 6,000	\$ 16,150	\$ 16,554	\$ 16,968	\$ 17,392
Staff development	\$ 13,500	\$ 13,838	\$ 14,183	\$ 14,538	\$ 14,901
Licenses, Fees & Permits	\$ -	\$ 2,563	\$ 2,627	\$ 2,693	\$ 2,760
Vender Services and Contracts:					
Registrar/Data Processing Services	\$ 7,500	\$ 7,688	\$ 7,880	\$ 8,077	\$ 8,279
Facilities Services	\$ 18,000	\$ 18,450	\$ 18,911	\$ 19,384	\$ 19,869
Technology Services	\$ 24,000	\$ 24,600	\$ 25,215	\$ 25,845	\$ 26,492
Food Services	\$ 155,034	\$ 158,910	\$ 162,883	\$ 166,955	\$ 171,129
Pupil Transportation	\$ 53,280	\$ 54,612	\$ 55,977	\$ 57,377	\$ 58,811
Administrative Expenses:					
Phone	\$ 12,000	\$ 12,300	\$ 12,608	\$ 12,923	\$ 13,246
Security alarm	\$ 2,400	\$ 2,460	\$ 2,522	\$ 2,585	\$ 2,649
Internet service provider	\$ 1,200	\$ 1,230	\$ 1,261	\$ 1,292	\$ 1,325
Marketing Materials	\$ 6,000	\$ 6,150	\$ 6,304	\$ 6,461	\$ 6,623
Postage	\$ 2,400	\$ 2,460	\$ 2,522	\$ 2,585	\$ 2,649
Printing	\$ 6,000	\$ 6,150	\$ 6,304	\$ 6,461	\$ 6,623
Building Maintenance	\$ 18,000	\$ 18,450	\$ 18,911	\$ 19,384	\$ 19,869
Waste disposal	\$ 14,400	\$ 14,760	\$ 15,129	\$ 15,507	\$ 15,895
Gas/electric	\$ 48,000	\$ 49,200	\$ 50,430	\$ 51,691	\$ 52,983
Travel, Conferences, Board Retreat	\$ 5,000	\$ 5,125	\$ 5,253	\$ 5,384	\$ 5,519
Office supplies	\$ 6,000	\$ 6,150	\$ 6,304	\$ 6,461	\$ 6,623
Janitorial supplies	\$ 7,200	\$ 7,380	\$ 7,565	\$ 7,754	\$ 7,947
Fixed Expenses:					
Rent/lease/mortgage	\$ 300,000	\$ 330,000	\$ 360,000	\$ 369,000	\$ 378,225
Liability, Property, D&O, Bond, Accident Ins.	\$ 46,200	\$ 47,355	\$ 48,539	\$ 49,752	\$ 50,996
Copier lease	\$ 3,600	\$ 3,690	\$ 3,782	\$ 3,877	\$ 3,974
Activity Bus Lease & Maintenance	\$ 36,000	\$ 36,900	\$ 37,823	\$ 38,768	\$ 39,737
Capital Expenses:					
Computer Hardware	\$ 41,600	\$ 14,800	\$ 14,000	\$ 10,400	\$ 10,400
Software	\$ 30,000	\$ 10,000	\$ 10,250	\$ 10,506	\$ 10,769
Furniture, Fixtures & Equipment	\$ 60,050	\$ 22,663	\$ 21,163	\$ 15,013	\$ 15,013
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures:	\$ 2,534,198	\$ 2,860,131	\$ 3,144,829	\$ 3,261,789	\$ 3,339,871
Surplus (Deficit):	\$ 92,248	\$ 98,395	\$ 145,776	\$ 334,016	\$ 255,934
Less: Required 3% Capital Reserve	\$ 78,793	\$ 88,756	\$ 98,718	\$ 107,874	\$ 107,874
Net Fund Balance	\$ 13,455	\$ 9,639	\$ 47,058	\$ 226,142	\$ 148,060

Appendix K-2
Start-up Budget

K.C. Wright Leadership Academy Startup Budget

		<i>Comments and Underlying Assumptions</i>
Major Assumptions:		
Number of students	348	
Student:teacher ratio	18:1 & 22:1	
Number of teachers	19.5	
Number of instructional aides	0	
Facility square footage	24360	
Average teacher salary	\$ 40,000	
Average instructional aide salary	\$ -	
Base State and Local Aid/Student	\$ 6,420	
Capital Outlay	\$ -	
Title I	\$ -	
REVENUES		
Base state and local aid	\$ -	
Capital Outlay	\$ -	
Title I	\$ -	
Before/After School Care	\$ -	
Food Service	\$ -	
Free and Reduced Lunch Reimbursement	\$ -	
Grants and fundraising	\$ 225,000	Assumes \$225000 Grant from KCW Foundation
Bank Credit Line	\$ -	
Total Revenues	\$ 225,000	
EXPENDITURES		
Salaries		
Administration:		
Principal	\$ 28,333	Assumes 4 months salary
Assistant Principal	\$ -	
Business Manager	\$ 13,333	Assumes 4 months salary
Administrative Assistant	\$ 10,000	Assumes 4 months salary
Receptionist	\$ -	
Security Monitor(s)	\$ -	
Custodian(s)	\$ -	
Food Service Aide	\$ -	
Bus Driver	\$ -	
Before/Aftercare Program Director	\$ -	
Before/Aftercare Staff	\$ -	
Instructional Staff:		
Teachers	\$ -	
Leadership Program Coordinator	\$ -	
ESE/ESOL Specialist	\$ -	
Speech Therapist	\$ -	
Reading Specialist	\$ -	
Math Specialist	\$ -	
Substitute Teachers	\$ -	
Benefits & Payroll Expenses:		
Health	\$ 3,600	Assumes 80% at \$375/month per employee
FICA	\$ 3,953	Assumes Social Security at 6.2% and Medicare at 1.45% of salaries
Other	\$ 1,292	Assumes 2.5% of salaries for workers' comp, unemployment, and other
Books Supplies and Other Instructional Materials:		
Texts and instructional materials	\$ -	
Supplemental educational materials	\$ -	
Student testing & assessment	\$ -	
Classroom paper and supplies	\$ -	
Special Events and Awards	\$ -	
Clubs and Organizations Dues	\$ -	

K.C. Wright Leadership Academy Startup Budget

		<i>Comments and Underlying Assumptions</i>
Professional Services and Contracts:		
School District Management Fees	\$ -	
Legal	\$ 5,000	Assumes retainer.
Accounting & Audit	\$ 2,000	Assumes \$500 per month accounting fees.
Staff development	\$ -	
Licenses, Fees & Permits	\$ 15,000	Assumes business license and building permits.
Vender Services and Contracts:		
Registrar/Data Processing Services	\$ 2,500	Assumes \$625 per month
Facilities Services	\$ -	
Technology Services	\$ -	
Food Services	\$ -	
Pupil Transportation	\$ -	
Administrative Expenses:		
Phone	\$ 300	Assumes \$75 per month services
Security alarm	\$ -	
Internet service provider	\$ 120	Assumes \$30/month
Marketing Materials	\$ 3,000	Assumes initial development.
Postage	\$ 200	Assumes \$50/month
Printing	\$ 2,000	Assumes cost of initial marketing materials.
Building Maintenance	\$ 50,000	Assumes facility renovations required
Waste disposal	\$ -	
Gas/electric	\$ 4,000	Assumes 1 month utility deposit
Travel, Conferences, Board Retreat	\$ -	
Office supplies	\$ 1,000	Assumes A Fixed Amount
Janitorial supplies	\$ -	
Fixed Expenses:		
Rent/lease/mortgage	\$ 27,000	Assumes 1 month security deposit plus \$2000 temporary office space
Liability, Property, D&O, Bond, Accident Ins.	\$ -	
Copier lease	\$ 1,200	Assumes \$300/month
Activity Bus Lease & Maintenance	\$ -	
Capital Expenses:		
Computer Hardware	\$ 1,200	Assumes 3 staff computers @ \$400 each
Software	\$ 5,000	Assumes administrative software
Furniture, Fixtures & Equipment	\$ -	
Interest Expense	\$ -	
Total Expenditures:	\$ 180,031	
Surplus (Deficit):	\$ 44,969	
Less: Required 3% Capital Reserve	\$ 6,750	
Net Fund Balance	\$ 38,219	

Appendix K-3

Kathleen C. Wright Foundation Letter



March 9, 2010

Board of Directors
Kathleen C. Wright Schools, Inc
2421 East Aragon Boulevard, Unit 6
Sunrise, Florida 33313

RE: Letter of Commitment

Dear Board Members:

We are pleased to inform you that the Kathleen C. Wright Foundation, Inc. Board of Directors has approved your request to support the start-up of the Kathleen C. Wright Leadership Academy. Upon approval of the charter application by the Broward County Public School Board, we will provide financial assistance in the amount of Two Hundred Twenty-five Thousand dollars (\$ 225,000.00) as per your request.

We are in complete support of this endeavor. If we can be of further assistance, please feel free to contact us.

Best regards,

A handwritten signature in cursive script that reads 'A. D. Wright'.

Anthony D. Wright
Executive Director

Appendix K-4
Year-1 Operating Budget

K.C. Wright Leadership Academy Year 1 Operating Budget

		<i>Comments and Underlying Assumptions</i>
Major Assumptions:		
Number of students	348	Assumes K-6, 3 classes of 18 students grades K-3 and 2 class of 22 students grades 4-6
Student:teacher ratio	18:1 & 22:1	
Number of teachers	19.5	Assumes 18 core + 1 P.E. + 1 part-time music teacher
Number of instructional aides	0	
Facility square footage	24360	Assumes 70 square feet per student
Average teacher salary	\$ 40,000	
Average instructional aide salary	\$ -	
Base State and Local Aid/Student	\$ 6,420	Used Florida DOE Charter School Revenue Estimate Worksheet
Capital Outlay	\$ -	Eligible in Year 4; Assumes \$700 per student
Title I	\$ -	
REVENUES		
Base state and local aid	\$ 2,234,320	Used Florida DOE Charter School Revenue Estimate Wksheet; # Students times Base Aid/Student
Capital Outlay	\$ -	
Title I	\$ -	
Before/After School Care	\$ 225,504	Assumes 40% student participation @ 180.00 per month * 9 months
Food Service	\$ 34,452	Assumes 15% of students pay full + 20% of students pay reduced
Free and Reduced Lunch Reimbursement	\$ 132,170	Assumes 65% of students free + 20% of students reduced
Grants and fundraising	\$ -	
Bank Credit Line	\$ -	
Total Revenues	\$ 2,626,446	
EXPENDITURES		
Salaries		
Administration:		
Principal	\$ 85,000	Assumes 1 full-time position
Assistant Principal	\$ -	Will hire in Year 2
Business Manager	\$ 40,000	Assumes 1 full-time position
Administrative Assistant	\$ 30,000	Assumes 1 full-time position
Receptionist	\$ -	Will hire in Year 2
Security Monitor(s)	\$ -	Will hire (1) in Year 3; Will hire an additional (1) in Year 4
Custodian(s)	\$ 25,000	Assumes 1 full-time position; will hire an additional (2); 1 in Year 2 & 1 in Year 4
Food Service Aide	\$ 7,200	Assumes 4 hrs per day times 180days @ 10.00 per hour
Bus Driver	\$ 12,960	Assumes 6 hrs per day times 180 days @ 12.00 per hour
Before/Aftercare Program Director	\$ 26,624	Assumes 8 hours per day times 208 days @16.00 per hour
Before/Aftercare Staff	\$ 50,400	Assumes 7 parttime staff 4hrs per day times 180days @ 10.00 per hour
Instructional Staff:		
Teachers	\$ 780,000	Assumes 18 core + 1 P.E. + 1 part-time music teacher @ avg. teacher salary
Leadership Program Coordinator	\$ -	Will hire in Year 3
ESE/ESOL Specialist	\$ 43,500	Assumes 1 full-time position
Speech Therapist	\$ 43,500	Assumes 1 full-time position
Reading Specialist	\$ 43,500	Assumes 1 full-time position
Math Specialist	\$ -	Will hire in Year 2
Substitute Teachers	\$ 9,500	Assumes 5 personal days for 19 full-time teachers; assumes \$100.00 per day sub rate
Benefits & Payroll Expenses:		
Health	\$ 90,300	Assumes 80% at \$375/month per full-time employee
FICA	\$ 91,585	Assumes Social Security at 6.2% and Medicare at 1.45% of salaries
Other	\$ 29,930	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
Books Supplies and Other Instructional Materials:		
Texts and instructional materials	\$ 78,300	Assumes \$225 per student
Supplemental educational materials	\$ 15,660	Assumes \$45 per student
Student testing & assessment	\$ 8,700	Assumes \$25 per student
Classroom paper and supplies	\$ 8,700	Assumes \$25 per student
Special Events and Awards	\$ 3,480	Assumes \$10 per student
Clubs and Organizations Dues	\$ 1,740	Assumes \$5 per student

K.C. Wright Leadership Academy Year 1 Operating Budget

	<i>Comments and Underlying Assumptions</i>	
Professional Services and Contracts:		
School District Management Fees	\$ 80,256	Assumes 5% of FTE for 250 students
Legal	\$ 5,000	Assumes \$5,000 reserve.
Accounting & Audit	\$ 6,000	Assumes \$500/month Accounting; annual audit starts in year 2
Staff development	\$ 13,500	Assumes \$500/staff
Licenses, Fees & Permits	\$ -	
Vender Services and Contracts:		
Registrar/Data Processing Services	\$ 7,500	Assumes \$625 per month
Facilities Services	\$ 18,000	Assumes \$1500 per month for lawn service, HVA/C services, etc.
Technology Services	\$ 24,000	Assumes \$2000 per month
Food Services	\$ 155,034	Assumes 90% of students eat daily
Pupil Transportation	\$ 53,280	Assumes 2 buses provided by District Transportation.
Administrative Expenses:		
Phone	\$ 12,000	Assumes \$9600 equipment and software purchase plus \$200 per month services
Security alarm	\$ 2,400	Assumes \$200/ per month
Internet service provider	\$ 1,200	Assumes \$100/month
Marketing Materials	\$ 6,000	Assumes \$500/month
Postage	\$ 2,400	Assumes \$200/month
Printing	\$ 6,000	Assumes \$500/month
Building Maintenance	\$ 18,000	Assumes \$1500 per month
Waste disposal	\$ 14,400	Assumes \$1200/month
Gas/electric	\$ 48,000	Assumes \$4000 per month
Travel, Conferences, Board Retreat	\$ 5,000	Assumes \$500 per Administrator, plus \$2,500 board retreat
Office supplies	\$ 6,000	Assumes \$500/month
Janitorial supplies	\$ 7,200	Assumes \$600/month
Fixed Expenses:		
Rent/lease/mortgage	\$ 300,000	Assumes 25000 s.f.at \$12 per s.f. for rent
Liability, Property, D&O, Bond, Accident Ins.	\$ 46,200	Assumes liability insurance cost
Copier lease	\$ 3,600	Assumes \$300/month
Activity Bus Lease & Maintenance	\$ 36,000	Assumes 1 bus for school activities
Capital Expenses:		
Computer Hardware	\$ 41,600	Assumes 25 staff and 36 student computers @ \$400 each plus network infrastructure
Software	\$ 30,000	Assumes SIS and academic software
Furniture, Fixtures & Equipment	\$ 60,050	Assumes \$100/student; \$500/teacher; \$750/admin; \$10,000 other @ 50% balance
Interest Expense	\$ -	
Total Expenditures:	\$ 2,534,198	
Surplus (Deficit):	\$ 92,248	
Less: Required 3% Capital Reserve	\$ 78,793	
Net Fund Balance	\$ 13,455	

Appendix K-5
FTE Worksheet

Revenue Estimate Worksheet for K.C. Wright Leadership Academy Charter School

Based on the Fourth Calculation of the FEFP 2009-10

School District: **Broward**

1. 2009-10 FEFP State and Local Funding

Base Student Allocation **\$3,630.62**

District Cost Differential: **1.0267**

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2009-10 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3	194.00	1.074	208.3560	\$ 776,659
111 Basic K-3 with ESE Services	22.00	1.074	23.6280	\$ 88,075
102 Basic 4-8	119.00	1.000	119.0000	\$ 443,579
112 Basic 4-8 with ESE Services	13.00	1.000	13.0000	\$ 48,458
103 Basic 9-12		1.033	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.033	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.520	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.520	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.520	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		4.854	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		4.854	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		4.854	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.124	0.0000	\$ -
ESOL (Grade Level 4-8)		1.124	0.0000	\$ -
ESOL (Grade Level 9-12)		1.124	0.0000	\$ -
300 Career Education (Grades 9-12)		1.050	0.0000	\$ -
Totals	348.00		363.9840	\$ 1,356,771

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	22.00	PK-3	251	\$ 1,058	\$ 23,276
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	13.00	PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
		4-8	251	\$ 1,187	\$ 15,431
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
		9-12	251	\$ 845	\$ -
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	35.00			Total from ESE Guarantee	\$ 38,707

3. Supplemental Academic Instruction:				
District SAI Allocation	\$ 52,597,803			
divided by district FTE (with eligible services)		255,334.99	Per Student	\$ 206.00
				\$ 71,686

4. Reading Allocation:
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,467,164

5. Class size Reduction Funds:	Weighted FTE aggregated from input in Section 1	DCD	Allocation factors*	
	PK - 3	231.9840	X 1.0267 X	1308.10 = 311,561
	4-8	132.0000	X 1.0267 X	892.26 = 120,923
	9-12	0.0000	X 1.0267 X	894.41 = 0
	Total	363.9840	*	Total Class Size Reduction Funds \$ 432,484

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above: <u>363.9840</u> by district's WFTE: <u>275,734.12</u> to obtain school's WFTE share.					0.1320%
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above: <u>348.00</u> by district's UFTE: <u>255,334.99</u> to obtain school's UFTE share.					0.1363%
6C. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above: <u>0.00</u> by district's UFTE: <u>255,334.99</u> to obtain school's UFTE share.					0.0000%
	Refer to Note:				
7. Other FEFP (WFTE share) Applicable to all Charter Schools: Declining Enrollment Sparsity Supplement Minimum Guarantee Program Related Requirements: Safe Schools Lab School Discretionary	(a) 0 0 0 5,984,389 0	<u>5,984,389</u>	x		0.1320% \$ <u>7,899</u>
8. Discretionary Local Effort (WFTE share)	(d)	<u>113,046,604</u>	x		0.1320% \$ <u>149,222</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share) .250 mills (UFTE share)	(b) (b)	<u>0</u> <u>0</u>	x x		0.1363% 0.1363% \$ - \$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share) Charter schools should contact their school district sponsor regarding whether the entitlement is from State Fiscal Stabilization Funds or the General Fund. See footnote h below.	(a)	<u>91,104,960</u>	x		0.1320% \$ <u>120,259</u>
11. Proration to Funds Available (WFTE share)	(a)	<u>(8,718,118)</u>	x		0.1320% -\$ <u>11,508</u>
12. Discretionary Lottery (WFTE share)	(a)	<u>749,466</u>	x		0.1320% \$ <u>989</u>
13. Instructional Materials Allocation (UFTE share) Science Laboratory Materials (high school only) Dual Enrollment Instructional Materials Allocation (See footnote i below)	(b) (c)	<u>19,879,036</u> <u>315,856</u>	x x		0.1363% 0.0000% \$ <u>27,095</u> \$ -
14. Student Transportation	(e)				<u>40,716</u>
15. Florida Teachers Lead Program Stipend	(f)				
16. Food Service Allocation	(g)				
17. Performance Pay Plan					

NOTES:

(a) District allocations multiplied by percentage from item 6A.	Total	\$ <u>2,234,320</u>
---	-------	---------------------

- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.
- (i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then times 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Appendix K-6
Start-up Cash Flow

K.C. Wright Leadership Academy Startup Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ -
Accounting & Audit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 500	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ -
Staff development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	\$ -
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 625	\$ 625	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ -
Facilities Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pupil Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Expenses:															
Phone	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75	\$ 75	\$ 75	\$ 75	\$ 300	\$ 300	\$ -
Security alarm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet service provider	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30	\$ 30	\$ 30	\$ 30	\$ 120	\$ 120	\$ -
Marketing Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,000	\$ -
Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50	\$ 50	\$ 50	\$ 50	\$ 200	\$ 200	\$ -
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ -
Building Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ -	\$ 50,000	\$ 50,000	\$ -
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Gas/electric	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ -
Travel, Conferences, Board Retreat	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 200	\$ 200	\$ 100	\$ 1,000	\$ 1,000	\$ -
Janitorial supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fixed Expenses:															
Rent/lease/mortgage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 500	\$ 500	\$ 25,500	\$ 27,000	\$ 27,000	\$ -
Liability, Property, D&O, Bond, Accident Ins.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Copier lease	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300	\$ 300	\$ 300	\$ 300	\$ 1,200	\$ 1,200	\$ -
Activity Bus Lease & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenses:															
Computer Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200	\$ 1,200	\$ -
Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ -
Furniture, Fixtures & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 14,500	\$ 56,408	\$ 29,908	\$ 29,908	\$ 46,308	\$ 180,031	\$ 180,031	\$ -
Monthly Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 72,000	\$ (14,500)	\$ 18,592	\$ (29,908)	\$ 45,092	\$ (46,308)	\$ -	\$ -	\$ -
Cash in Bank (Cash Deficit)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 72,000	\$ 57,500	\$ 76,092	\$ 46,185	\$ 91,277	\$ 44,969	\$ -	\$ -	\$ -

Appendix K-7
Year-1 Cash Flow

K.C. Wright Leadership Academy Year 1 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Beginning Cash Balance	\$ 44,969														
REVENUES															
Base state and local aid	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 186,193	\$ 2,234,320	\$ 2,234,320	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before/After School Care	\$ -	\$ -	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ 25,056	\$ -	\$ -	\$ -	\$ -
Food Service	\$ -	\$ 1,723	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 3,445	\$ 1,723	\$ 34,452	\$ 34,452	\$ -
Free and Reduced Lunch	\$ -	\$ -	\$ 6,609	\$ 13,217	\$ 13,217	\$ 13,217	\$ 13,217	\$ 13,217	\$ 13,217	\$ 13,217	\$ 13,217	\$ 19,826	\$ 132,170	\$ 132,170	\$ -
Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 186,193	\$ 187,916	\$ 221,303	\$ 227,912	\$ 227,912	\$ 227,912	\$ 227,912	\$ 227,912	\$ 227,912	\$ 227,912	\$ 227,912	\$ 207,741	\$ 2,626,446	\$ 2,626,446	\$ -
EXPENDITURES															
Salaries															
Administration:															
Principal	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 85,000	\$ 85,000	\$ -
Assistant Principal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Business Manager	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 40,000	\$ 40,000	\$ -
Administrative Assistant	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 30,000	\$ 30,000	\$ -
Receptionist	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security Monitor(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian(s)	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000	\$ 25,000	\$ -
Food Service Aide	\$ -	\$ 360	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 720	\$ 7,200	\$ 7,200	\$ -
Bus Driver	\$ -	\$ 648	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 648	\$ 12,960	\$ 12,960	\$ -
Before/Aftercare Program Director	\$ -	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420	\$ 26,624	\$ 26,624	\$ -
Before/Aftercare Staff	\$ -	\$ 2,520	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 5,040	\$ 2,520	\$ 50,400	\$ 50,400	\$ -
Instructional Staff:															
Teachers	\$ -	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 70,909	\$ 780,000	\$ 780,000	\$ -
Leadership Program Coordinator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ESE/ESOL Specialist	\$ -	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 43,500	\$ 43,500	\$ -
Speech Therapist	\$ -	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 43,500	\$ 43,500	\$ -
Reading Specialist	\$ -	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 3,955	\$ 43,500	\$ 43,500	\$ -
Math Specialist	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teachers	\$ -	\$ 475	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 475	\$ 9,500	\$ 9,500	\$ -
Benefits & Payroll Expenses:															
Health	\$ 1,200	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100	\$ 90,300	\$ 90,300	\$ -
FICA	\$ 1,148	\$ 7,971	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 8,277	\$ 7,971	\$ 91,585	\$ 91,585	\$ -
Other	\$ 375	\$ 2,605	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,705	\$ 2,605	\$ 29,930	\$ 29,930	\$ -
Books Supplies and Other															
Instructional Materials:															
Texts and instructional materials	\$ 39,150	\$ 39,150	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,300	\$ 78,300	\$ -
Supplemental educational materials	\$ 3,915	\$ 3,915	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ 1,566	\$ -	\$ 15,660	\$ 15,660	\$ -
Student testing & assessment	\$ -	\$ -	\$ 4,350	\$ -	\$ -	\$ -	\$ -	\$ 4,350	\$ -	\$ -	\$ -	\$ -	\$ 8,700	\$ 8,700	\$ -
Classroom paper and supplies	\$ -	\$ 1,450	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 725	\$ 8,700	\$ 8,700	\$ -
Special Events and Awards	\$ -	\$ -	\$ -	\$ 696	\$ -	\$ -	\$ 696	\$ -	\$ 696	\$ -	\$ 696	\$ -	\$ 3,480	\$ 3,480	\$ -
Clubs and Organizations Dues	\$ -	\$ -	\$ -	\$ 1,392	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 348	\$ -	\$ -	\$ 1,740	\$ 1,740	\$ -

K.C. Wright Leadership Academy Year 1 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 80,256	\$ 80,256	-
Legal	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	-
Accounting & Audit	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000	\$ 6,000	-
Staff development	\$ -	\$ 8,100	\$ -	\$ -	\$ 2,700	\$ -	\$ -	\$ 2,700	\$ -	\$ -	\$ -	\$ -	\$ 13,500	\$ 13,500	-
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 7,500	\$ 7,500	-
Facilities Services	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 18,000	\$ 18,000	-
Technology Services	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 24,000	\$ 24,000	-
Food Services	\$ -	\$ -	\$ 7,752	\$ 15,503	\$ 15,503	\$ 15,503	\$ 15,503	\$ 15,503	\$ 15,503	\$ 15,503	\$ 15,503	\$ 23,255	\$ 155,034	\$ 155,034	-
Pupil Transportation	\$ -	\$ -	\$ 2,664	\$ 5,328	\$ 5,328	\$ 5,328	\$ 5,328	\$ 5,328	\$ 5,328	\$ 5,328	\$ 5,328	\$ 7,992	\$ 53,280	\$ 53,280	-
Administrative Expenses:															
Phone	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 12,000	\$ 12,000	-
Security alarm	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 2,400	\$ 2,400	-
Internet service provider	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,200	\$ 1,200	-
Marketing Materials	\$ 4,200	\$ -	\$ -	\$ -	\$ -	\$ 600	\$ -	\$ 600	\$ -	\$ 600	\$ -	\$ -	\$ 6,000	\$ 6,000	-
Postage	\$ 480	\$ 480	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 480	\$ 480	\$ 60	\$ 2,400	\$ 2,400	-
Printing	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	-
Building Maintenance	\$ 2,700	\$ 2,700	\$ 900	\$ 900	\$ 900	\$ 1,800	\$ 900	\$ 900	\$ 900	\$ 1,800	\$ 900	\$ 2,700	\$ 18,000	\$ 18,000	-
Waste disposal	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 14,400	\$ 14,400	-
Gas/electric	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 48,000	\$ 48,000	-
Travel, Conferences, Board Retreat	\$ 2,500	\$ -	\$ -	\$ -	\$ 1,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,250	\$ 5,000	\$ 5,000	-
Office supplies	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000	\$ 6,000	-
Janitorial supplies	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 7,200	\$ 7,200	-
Fixed Expenses:															
Rent/lease/mortgage	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 300,000	\$ 300,000	-
Liability, Property, D&O, Bond,															-
Accident Ins.	\$ 11,560	\$ 4,620	\$ 4,620	\$ 4,620	\$ 4,620	\$ 4,620	\$ 4,620	\$ 4,620	\$ 2,310	\$ -	\$ -	\$ -	\$ 46,200	\$ 46,200	-
Copier lease	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 3,600	\$ 3,600	-
Activity Bus Lease & Maintenance	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 36,000	\$ 36,000	-
Capital Expenses:															
Computer Hardware	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 3,467	\$ 41,600	\$ 41,600	-
Software	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	-
Furniture, Fixtures & Equipment	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 5,004	\$ 60,050	\$ 60,050	-
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Total Expenditures															
	\$ 170,901	\$ 241,471	\$ 205,602	\$ 213,756	\$ 215,618	\$ 213,168	\$ 214,864	\$ 217,752	\$ 211,488	\$ 207,750	\$ 206,598	\$ 215,234	\$ 2,534,198	\$ 2,534,198	-
Monthly Surplus (Deficit)															
	\$ 15,292	\$ (53,555)	\$ 15,701	\$ 14,156	\$ 12,294	\$ 14,744	\$ 13,048	\$ 10,160	\$ 16,424	\$ 20,162	\$ 21,314	\$ (7,492)			
Cash in Bank (Cash Deficit)															
	\$ 60,261	\$ 6,706	\$ 22,408	\$ 36,564	\$ 48,858	\$ 63,602	\$ 76,650	\$ 86,810	\$ 103,234	\$ 123,396	\$ 144,710	\$ 137,218			

Appendix K-8
Year-2 Cash Flow

K.C. Wright Leadership Academy Year 2 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Beginning Bank Balance	\$ 137,218														
REVENUES															
Base state and local aid	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 209,735	\$ 2,516,820	\$ 2,516,820	-
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before/After School Care	\$ -	\$ -	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ 28,224	\$ -	\$ 254,016	\$ 254,016	-
Food Service	\$ -	\$ 1,940	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 3,881	\$ 1,940	\$ 38,808	\$ 38,808	-
Free and Reduced Lunch															
Reimbursement	\$ -	\$ -	\$ 7,444	\$ 14,888	\$ 14,888	\$ 14,888	\$ 14,888	\$ 14,888	\$ 14,888	\$ 14,888	\$ 14,888	\$ 22,332	\$ 148,882	\$ 148,882	-
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 209,735	\$ 211,675	\$ 249,284	\$ 256,728	\$ 256,728	\$ 256,728	\$ 256,728	\$ 256,728	\$ 256,728	\$ 256,728	\$ 256,728	\$ 234,008	\$ 2,958,526	\$ 2,958,526	-
EXPENDITURES															
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 7,260	\$ 87,125	\$ 87,125	-
Assistant Principal	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 60,000	\$ 60,000	-
Business Manager	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 3,417	\$ 41,000	\$ 41,000	-
Administrative Assistant	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 2,563	\$ 30,750	\$ 30,750	-
Receptionist	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000	\$ 25,000	-
Security Monitor(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian(s)	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 4,271	\$ 51,250	\$ 51,250	-
Food Service Aide	\$ -	\$ 369	\$ 738	\$ 738	\$ 738	\$ 738	\$ 738	\$ 738	\$ 738	\$ 738	\$ 738	\$ 369	\$ 7,380	\$ 7,380	-
Bus Driver	\$ -	\$ 664	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 1,328	\$ 664	\$ 13,284	\$ 13,284	-
Before/Aftercare Program Director	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 2,274	\$ 27,290	\$ 27,290	-
Before/Aftercare Staff	\$ -	\$ 2,583	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 5,166	\$ 2,583	\$ 51,660	\$ 51,660	-
Instructoral Staff:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teachers	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 74,958	\$ 899,500	\$ 899,500	-
Leadership Program Coordinator	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ESE/ESOL Specialist	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 44,588	\$ 44,588	-
Speech Therapist	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 44,588	\$ 44,588	-
Reading Specialist	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 44,588	\$ 44,588	-
Math Specialist	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 43,500	\$ 43,500	-
Substitute Teachers	\$ -	\$ 525	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050	\$ 525	\$ 10,500	\$ 10,500	-
Benefits & Payroll Expenses:															
Health	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 9,866	\$ 118,388	\$ 118,388	-
FICA	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 9,448	\$ 113,373	\$ 113,373	-
Other	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 3,088	\$ 37,050	\$ 37,050	-
Books Supplies and Other															
Instructional Materials:															
Texts and instructional materials	\$ 42,948	\$ 42,948	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,895	\$ 85,895	-
Supplemental educational materials	\$ 9,041	\$ 9,041	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,081	\$ 18,081	-
Student testing & assessment	\$ -	\$ -	\$ 2,688	\$ -	\$ -	\$ -	\$ -	\$ 2,688	\$ -	\$ -	\$ -	\$ -	\$ 5,375	\$ 5,375	-
Classroom paper and supplies	\$ -	\$ 1,633	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 9,800	\$ 9,800	-
Special Events and Awards	\$ -	\$ -	\$ -	\$ 784	\$ -	\$ -	\$ 784	\$ -	\$ -	\$ -	\$ 784	\$ -	\$ 3,920	\$ 3,920	-
Clubs and Organizations Dues	\$ -	\$ -	\$ -	\$ 1,568	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 392	\$ -	\$ -	\$ 1,960	\$ 1,960	-

K.C. Wright Leadership Academy Year 2 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 80,256	\$ 80,256	-
Legal	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	-
Accounting & Audit	\$ 513	\$ 513	\$ 513	\$ 10,513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 16,150	\$ 16,150	-
Staff development	\$ -	\$ 8,303	\$ -	\$ -	\$ 2,768	\$ -	\$ -	\$ 2,768	\$ -	\$ -	\$ -	\$ -	\$ 13,838	\$ 13,838	-
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ 1,794	\$ -	\$ -	\$ -	\$ -	\$ 769	\$ -	\$ -	\$ -	\$ 2,563	\$ 2,563	-
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 641	\$ 7,688	\$ 7,688	-
Facilities Services	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 1,538	\$ 18,450	\$ 18,450	-
Technology Services	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 2,050	\$ 24,600	\$ 24,600	-
Food Services	\$ -	\$ 7,945	\$ -	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 15,891	\$ 158,910	\$ 158,910	-
Pupil Transportation	\$ -	\$ -	\$ 2,731	\$ 5,461	\$ 5,461	\$ 5,461	\$ 5,461	\$ 5,461	\$ 5,461	\$ 5,461	\$ 5,461	\$ 8,192	\$ 54,612	\$ 54,612	-
Administrative Expenses:															
Phone	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 12,300	\$ 12,300	-
Security alarm	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 205	\$ 2,460	\$ 2,460	-
Internet service provider	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 1,230	\$ 1,230	-
Marketing Materials	\$ 4,305	\$ -	\$ -	\$ -	\$ -	\$ 615	\$ -	\$ 615	\$ -	\$ 615	\$ -	\$ -	\$ 6,150	\$ 6,150	-
Postage	\$ 492	\$ 492	\$ 62	\$ 62	\$ 62	\$ 62	\$ 62	\$ 62	\$ 62	\$ 492	\$ 492	\$ 62	\$ 2,460	\$ 2,460	-
Printing	\$ 3,075	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,075	\$ -	\$ -	\$ -	\$ 6,150	\$ 6,150	-
Building Maintenance	\$ 2,768	\$ 2,768	\$ 923	\$ 923	\$ 923	\$ 1,845	\$ 923	\$ 923	\$ 923	\$ 923	\$ 923	\$ 2,768	\$ 18,450	\$ 18,450	-
Waste disposal	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 1,230	\$ 14,760	\$ 14,760	-
Gas/electric	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 4,100	\$ 49,200	\$ 49,200	-
Travel, Conferences, Board Retreat	\$ 2,563	\$ -	\$ -	\$ -	\$ 1,281	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,281	\$ 5,125	\$ 5,125	-
Office supplies	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 513	\$ 6,150	\$ 6,150	-
Janitorial supplies	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 7,380	\$ 7,380	-
Fixed Expenses:															
Rent/lease/mortgage	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 330,000	\$ 330,000	-
Liability, Property, D&O, Bond,															
Accident Ins.	\$ 11,839	\$ 4,736	\$ 4,736	\$ 4,736	\$ 4,736	\$ 4,736	\$ 4,736	\$ 4,736	\$ 2,368	\$ -	\$ -	\$ -	\$ 47,355	\$ 47,355	-
Copier lease	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 308	\$ 3,690	\$ 3,690	-
Activity Bus Lease & Maintenance	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 3,075	\$ 36,900	\$ 36,900	-
Capital Expenses:															
Computer Hardware	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 1,233	\$ 14,800	\$ 14,800	-
Software	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	-
Furniture, Fixtures & Equipment	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 1,889	\$ 22,663	\$ 22,663	-
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Total Expenditures															
	\$ 279,251	\$ 271,282	\$ 220,404	\$ 242,539	\$ 232,441	\$ 229,930	\$ 234,177	\$ 234,463	\$ 230,653	\$ 226,017	\$ 224,872	\$ 234,102	\$ 2,860,131	\$ 2,860,131	-
Monthly Surplus (Deficit)															
	\$ (69,516)	\$ (59,607)	\$ 28,880	\$ 14,189	\$ 24,287	\$ 26,798	\$ 22,951	\$ 22,265	\$ 26,075	\$ 30,711	\$ 31,856	\$ (95)			
Cash in Bank (Cash Deficit)															
	\$ 67,702	\$ 8,095	\$ 36,975	\$ 51,164	\$ 75,451	\$ 102,249	\$ 124,800	\$ 147,065	\$ 173,140	\$ 203,851	\$ 235,707	\$ 235,613			

Appendix K-9
Year-3 Cash Flow

K.C. Wright Leadership Academy Year 3 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Beginning Cash Balance	\$ 235,613														
REVENUES															
Base state and local aid	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 2,799,320	\$ 2,799,320	-
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before/After School Care	\$ -	\$ -	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 282,528	\$ 282,528	-
Food Service	\$ -	\$ 2,158	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 2,158	\$ 43,164	\$ 43,164	-
Free and Reduced Lunch															
Reimbursement	\$ -	\$ -	\$ 8,280	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 24,839	\$ 165,593	\$ 165,593	-
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 233,277	\$ 235,435	\$ 277,265	\$ 285,544	\$ 285,544	\$ 285,544	\$ 285,544	\$ 285,544	\$ 285,544	\$ 285,544	\$ 285,544	\$ 260,274	\$ 3,290,605	\$ 3,290,605	-
EXPENDITURES															
Salaries															
Administration:															
Principal	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 7,442	\$ 89,303	\$ 89,303	-
Assistant Principal	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 5,125	\$ 61,500	\$ 61,500	-
Business Manager	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 3,502	\$ 42,025	\$ 42,025	-
Administrative Assistant	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 2,627	\$ 31,519	\$ 31,519	-
Receptionist	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 2,135	\$ 25,025	\$ 25,025	-
Security Monitor(s)	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000	\$ 25,000	-
Custodian(s)	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 4,378	\$ 52,531	\$ 52,531	-
Food Service Aide	\$ -	\$ 378	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 378	\$ 7,565	\$ 7,565	-
Bus Driver	\$ -	\$ 681	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 1,362	\$ 681	\$ 13,616	\$ 13,616	-
Before/Aftercare Program Director	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 2,331	\$ 27,972	\$ 27,972	-
Before/Aftercare Staff	\$ -	\$ 2,648	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 2,648	\$ 52,952	\$ 52,952	-
Instructional Staff:															
Teachers	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 83,499	\$ 1,001,988	\$ 1,001,988	-
Leadership Program Coordinator	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 3,625	\$ 43,500	\$ 43,500	-
ESE/ESOL Specialist	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 45,702	\$ 45,702	-
Speech Therapist	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 45,702	\$ 45,702	-
Reading Specialist	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 45,702	\$ 45,702	-
Math Specialist	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 44,588	\$ 44,588	-
Substitute Teachers	\$ -	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 600	\$ 12,000	\$ 12,000	-
Benefits & Payroll Expenses:															
Health	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 12,002	\$ 144,019	\$ 144,019	-
FICA	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 10,639	\$ 127,662	\$ 127,662	-
Other	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 3,477	\$ 41,720	\$ 41,720	-
Books Supplies and Other															
Instructional Materials:															
Texts and instructional materials	\$ 46,908	\$ 46,908	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 93,815	\$ 93,815	-
Supplemental educational materials	\$ 10,304	\$ 10,304	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,608	\$ 20,608	-
Student testing & assessment	\$ -	\$ -	\$ 2,688	\$ -	\$ -	\$ -	\$ -	\$ 2,688	\$ -	\$ -	\$ -	\$ -	\$ 5,375	\$ 5,375	-
Classroom paper and supplies	\$ -	\$ 1,817	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 10,900	\$ 10,900	-
Special Events and Awards	\$ -	\$ -	\$ -	\$ 872	\$ -	\$ -	\$ -	\$ -	\$ 872	\$ -	\$ -	\$ 872	\$ 4,360	\$ 4,360	-
Clubs and Organizations Dues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 436	\$ -	\$ -	\$ 2,180	\$ 2,180	-

K.C. Wright Leadership Academy Year 3 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 80,256	\$ 80,256	\$ -
Legal	\$ -	\$ 5,125	\$ -	\$ -	\$ -	\$ -	\$ 5,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,250	\$ 10,250	\$ -
Accounting & Audit	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 546	\$ 6,554	\$ 16,554	\$ -
Staff development	\$ -	\$ 8,510	\$ -	\$ -	\$ 2,837	\$ -	\$ -	\$ 2,837	\$ -	\$ -	\$ -	\$ -	\$ 14,183	\$ 14,183	\$ -
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ 1,839	\$ -	\$ -	\$ -	\$ -	\$ 788	\$ -	\$ -	\$ -	\$ 2,627	\$ 2,627	\$ -
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ 657	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 1,576	\$ 18,911	\$ 18,911	\$ -
Facilities Services	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 2,101	\$ 25,215	\$ 25,215	\$ -
Technology Services	\$ -	\$ -	\$ 8,144	\$ 16,288	\$ 16,288	\$ 16,288	\$ 16,288	\$ 16,288	\$ 16,288	\$ 16,288	\$ 16,288	\$ 24,432	\$ 162,883	\$ 162,883	\$ -
Food Services	\$ -	\$ -	\$ -	\$ 5,598	\$ 5,598	\$ 5,598	\$ 5,598	\$ 5,598	\$ 5,598	\$ 5,598	\$ 5,598	\$ 8,397	\$ 55,977	\$ 55,977	\$ -
Pupil Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Expenses:															
Phone	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 1,051	\$ 12,608	\$ 12,608	\$ -
Security alarm	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 2,522	\$ 2,522	\$ -
Internet service provider	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 105	\$ 1,261	\$ 1,261	\$ -
Marketing Materials	\$ 4,413	\$ -	\$ -	\$ -	\$ -	\$ 630	\$ -	\$ 630	\$ -	\$ 630	\$ -	\$ -	\$ 6,304	\$ 6,304	\$ -
Postage	\$ 504	\$ 504	\$ 63	\$ 63	\$ 63	\$ 63	\$ 63	\$ 63	\$ 63	\$ 504	\$ 504	\$ 63	\$ 2,522	\$ 2,522	\$ -
Printing	\$ 3,152	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,152	\$ -	\$ -	\$ -	\$ 6,304	\$ 6,304	\$ -
Building Maintenance	\$ 2,837	\$ 2,837	\$ 946	\$ 946	\$ 946	\$ 1,891	\$ 946	\$ 946	\$ 946	\$ 1,891	\$ 946	\$ 2,837	\$ 18,911	\$ 18,911	\$ -
Waste disposal	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 1,261	\$ 15,129	\$ 15,129	\$ -
Gas/electric	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 4,203	\$ 50,430	\$ 50,430	\$ -
Travel, Conferences, Board Retreat	\$ 2,627	\$ -	\$ -	\$ -	\$ 1,313	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,313	\$ 5,253	\$ 5,253	\$ -
Office supplies	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 6,304	\$ 6,304	\$ -
Janitorial supplies	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 630	\$ 7,565	\$ 7,565	\$ -
Fixed Expenses:															
Rent/lease/mortgage	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 360,000	\$ 360,000	\$ -
Liability, Property, D&O, Bond, Accident Ins.	\$ 12,135	\$ 4,854	\$ 4,854	\$ 4,854	\$ 4,854	\$ 4,854	\$ 4,854	\$ 4,854	\$ 2,427	\$ -	\$ -	\$ -	\$ 48,539	\$ 48,539	\$ -
Copier lease	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 3,782	\$ 3,782	\$ -
Activity Bus Lease & Maintenance	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 37,823	\$ 37,823	\$ -
Capital Expenses:															
Computer Hardware	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 1,167	\$ 14,000	\$ 14,000	\$ -
Software	\$ 10,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,250	\$ 10,250	\$ -
Furniture, Fixtures & Equipment	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 1,764	\$ 21,163	\$ 21,163	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures															
	\$ 307,083	\$ 299,119	\$ 242,969	\$ 265,680	\$ 255,375	\$ 252,801	\$ 257,222	\$ 257,379	\$ 253,610	\$ 248,824	\$ 247,684	\$ 257,084	\$ 3,144,829	\$ 3,144,829	\$ -
Monthly Surplus (Deficit)															
	\$ (73,806)	\$ (63,684)	\$ 34,295	\$ 19,865	\$ 30,170	\$ 32,744	\$ 28,323	\$ 28,165	\$ 31,935	\$ 36,720	\$ 37,660	\$ 3,190	\$ 381,389	\$ 381,389	\$ -
Cash in Bank (Cash Deficit)															
	\$ 161,806	\$ 98,122	\$ 132,418	\$ 152,282	\$ 182,452	\$ 215,196	\$ 243,518	\$ 271,683	\$ 303,618	\$ 340,338	\$ 378,198	\$ 381,389	\$ 3,144,829	\$ 3,144,829	\$ -

Appendix K-10
Year-4 Cash Flow

K.C. Wright Leadership Academy Year 4 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance	
Beginning Bank Balance	\$ 381,389															
REVENUES																
Base state and local aid	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 2,799,320	\$ 2,799,320		
Capital Outlay	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 305,200	\$ 305,200		
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Before/After School Care	\$ -	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 282,528	\$ 282,528		
Food Service	\$ -	\$ 2,158	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 2,158	\$ 43,164	\$ 43,164		
Free and Reduced Lunch	\$ -	\$ -	\$ 8,280	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 24,839	\$ 165,593	\$ 165,593		
Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Revenues	\$ 258,710	\$ 260,868	\$ 302,698	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 285,707	\$ 3,595,805	\$ 3,595,805		
EXPENDITURES																
Salaries																
Administration:																
Principal	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 7,628	\$ 91,536	\$ 91,536		
Assistant Principal	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 5,253	\$ 63,038	\$ 63,038		
Business Manager	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 3,590	\$ 43,076	\$ 43,076		
Administrative Assistant	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 2,692	\$ 32,307	\$ 32,307		
Receptionist	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 2,189	\$ 26,266	\$ 26,266		
Security Monitor(s)	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 4,219	\$ 50,625	\$ 50,625		
Custodian(s)	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 6,570	\$ 78,845	\$ 78,845		
Food Service Aide	\$ -	\$ 388	\$ 775	\$ 775	\$ 775	\$ 775	\$ 775	\$ 775	\$ 775	\$ 775	\$ 775	\$ 388	\$ 7,754	\$ 7,754		
Bus Driver	\$ -	\$ 698	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 1,396	\$ 698	\$ 13,957	\$ 13,957		
Before/Aftercare Program Director	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 2,389	\$ 28,671	\$ 28,671		
Before/Aftercare Staff	\$ -	\$ 2,714	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 5,428	\$ 2,714	\$ 54,275	\$ 54,275		
Instructional Staff:																
Teachers	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 85,586	\$ 1,027,037	\$ 1,027,037		
Leadership Program Coordinator	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 3,716	\$ 44,588	\$ 44,588		
ESE/ESOL Specialist	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 46,845	\$ 46,845		
Speech Therapist	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 46,845	\$ 46,845		
Reading Specialist	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 46,845	\$ 46,845		
Math Specialist	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 45,702	\$ 45,702		
Substitute Teachers	\$ -	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 600	\$ 12,000	\$ 12,000		
Benefits & Payroll Expenses:																
Health	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 12,302	\$ 147,619	\$ 147,619		
FICA	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 11,221	\$ 134,656	\$ 134,656		
Other	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 3,667	\$ 44,005	\$ 44,005		
Books Supplies and Other																
Instructional Materials:																
Texts and instructional materials	\$ 48,080	\$ 48,080	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,161	\$ 96,161		
Supplemental educational materials	\$ 10,561	\$ 10,561	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,123	\$ 21,123		
Student testing & assessment	\$ -	\$ -	\$ 1,088	\$ -	\$ -	\$ -	\$ -	\$ 1,088	\$ -	\$ -	\$ -	\$ -	\$ 2,175	\$ 2,175		
Classroom paper and supplies	\$ -	\$ 1,817	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 10,900	\$ 10,900		
Special Events and Awards	\$ -	\$ -	\$ -	\$ 872	\$ -	\$ -	\$ 872	\$ -	\$ 872	\$ -	\$ 872	\$ 872	\$ 4,360	\$ 4,360		
Clubs and Organizations Dues	\$ -	\$ -	\$ -	\$ 1,744	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,180	\$ 2,180		

K.C. Wright Leadership Academy Year 4 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 80,256	\$ 80,256	\$ -
Legal	\$ -	\$ 5,253	\$ -	\$ -	\$ -	\$ -	\$ 5,253	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,506	\$ 10,506	\$ -
Accounting & Audit	\$ 581	\$ 581	\$ 581	\$ 10,581	\$ 581	\$ 581	\$ 581	\$ 581	\$ 581	\$ 581	\$ 581	\$ 581	\$ 16,968	\$ 16,968	\$ -
Staff development	\$ -	\$ 8,723	\$ -	\$ -	\$ 2,908	\$ -	\$ 2,908	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,538	\$ 14,538	\$ -
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ 1,885	\$ -	\$ -	\$ -	\$ -	\$ 808	\$ -	\$ -	\$ -	\$ 2,693	\$ 2,693	\$ -
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 673	\$ 8,077	\$ 8,077	\$ -
Facilities Services	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 1,615	\$ 19,384	\$ 19,384	\$ -
Technology Services	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154	\$ 25,845	\$ 25,845	\$ -
Food Services	\$ -	\$ 8,348	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 16,695	\$ 25,043	\$ 166,955	\$ 166,955	\$ -
Pupil Transportation	\$ -	\$ -	\$ 2,889	\$ 5,738	\$ 5,738	\$ 5,738	\$ 5,738	\$ 5,738	\$ 5,738	\$ 5,738	\$ 5,738	\$ 8,607	\$ 57,377	\$ 57,377	\$ -
Administrative Expenses:															
Phone	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 1,077	\$ 12,923	\$ 12,923	\$ -
Security alarm	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 215	\$ 2,585	\$ 2,585	\$ -
Internet service provider	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 108	\$ 1,292	\$ 1,292	\$ -
Marketing Materials	\$ 4,523	\$ -	\$ -	\$ -	\$ 646	\$ -	\$ 646	\$ -	\$ -	\$ 646	\$ -	\$ -	\$ 6,461	\$ 6,461	\$ -
Postage	\$ 517	\$ 517	\$ 65	\$ 65	\$ 65	\$ 65	\$ 65	\$ 65	\$ 65	\$ 517	\$ 517	\$ 65	\$ 2,585	\$ 2,585	\$ -
Printing	\$ 3,231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,231	\$ -	\$ -	\$ -	\$ 6,461	\$ 6,461	\$ -
Building Maintenance	\$ 2,908	\$ 2,908	\$ 969	\$ 969	\$ 969	\$ 969	\$ 969	\$ 969	\$ 969	\$ 1,938	\$ 969	\$ 2,908	\$ 19,384	\$ 19,384	\$ -
Waste disposal	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 1,292	\$ 15,507	\$ 15,507	\$ -
Gas/electric	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 4,308	\$ 51,691	\$ 51,691	\$ -
Travel, Conferences, Board Retreat	\$ 2,692	\$ -	\$ -	\$ -	\$ 1,346	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,346	\$ 5,384	\$ 5,384	\$ -
Office supplies	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 538	\$ 6,461	\$ 6,461	\$ -
Janitorial supplies	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 646	\$ 7,754	\$ 7,754	\$ -
Fixed Expenses:															
Rent/lease/mortgage	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ 369,000	\$ 369,000	\$ -
Liability, Property, D&O, Bond, Accident Ins.	\$ 12,438	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 2,488	\$ -	\$ -	\$ -	\$ 49,752	\$ 49,752	\$ -
Copier lease	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 323	\$ 3,877	\$ 3,877	\$ -
Activity Bus Lease & Maintenance	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 3,231	\$ 38,768	\$ 38,768	\$ -
Capital Expenses:															
Computer Hardware	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 10,400	\$ 10,400	\$ -
Software	\$ 10,506	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,506	\$ 10,506	\$ -
Furniture, Fixtures & Equipment	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 15,013	\$ 15,013	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures															
	\$ 318,315	\$ 310,092	\$ 250,879	\$ 275,509	\$ 265,261	\$ 262,623	\$ 267,133	\$ 265,649	\$ 263,430	\$ 258,536	\$ 257,357	\$ 267,006	\$ 3,261,789	\$ 3,261,789	\$ -
Monthly Surplus (Deficit)															
	\$ (59,605)	\$ (49,224)	\$ 51,820	\$ 35,469	\$ 45,716	\$ 48,355	\$ 43,845	\$ 45,329	\$ 47,547	\$ 52,442	\$ 53,621	\$ 18,701			
Cash in Bank (Cash Deficit)															
	\$ 321,784	\$ 272,560	\$ 324,380	\$ 359,849	\$ 405,565	\$ 453,920	\$ 497,765	\$ 543,094	\$ 590,641	\$ 643,083	\$ 696,704	\$ 715,405			

Appendix K-11
Year-5 Cash Flow

K.C. Wright Leadership Academy Year 5 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Beginning Bank Balance	\$ 715,405														
REVENUES															
Base state and local aid	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 233,277	\$ 2,799,320	\$ 2,799,320	-
Capital Outlay	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 25,433	\$ 305,200	\$ 305,200	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/After School Care	-	-	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 31,392	\$ 282,528	\$ 282,528	-
Food Service	-	\$ 2,158	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 4,316	\$ 2,158	\$ 43,164	\$ 43,164	-
Free and Reduced Lunch															
Reimbursement	\$ -	\$ -	\$ 8,280	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 16,559	\$ 24,839	\$ 165,593	\$ 165,593	-
Grants and fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Credit Line	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 258,710	\$ 260,868	\$ 302,698	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 310,978	\$ 285,707	\$ 3,595,805	\$ 3,595,805	-
EXPENDITURES															
Salaries															
Administration:															
Principal	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 7,819	\$ 93,824	\$ 93,824	-
Assistant Principal	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 5,384	\$ 64,613	\$ 64,613	-
Business Manager	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 3,679	\$ 44,153	\$ 44,153	-
Administrative Assistant	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 2,760	\$ 33,114	\$ 33,114	-
Receptionist	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 2,244	\$ 26,922	\$ 26,922	-
Security Monitor(s)	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 4,324	\$ 51,891	\$ 51,891	-
Custodian(s)	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 6,735	\$ 80,816	\$ 80,816	-
Food Service Aide	\$ -	\$ 397	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 397	\$ 7,947	\$ 7,947	-
Bus Driver	\$ -	\$ 715	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 1,431	\$ 715	\$ 14,305	\$ 14,305	-
Before/Aftercare Program Director	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 2,449	\$ 29,388	\$ 29,388	-
Before/Aftercare Staff	\$ -	\$ 2,782	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 5,563	\$ 2,782	\$ 55,632	\$ 55,632	-
Instructional Staff:															
Teachers	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 87,726	\$ 1,052,713	\$ 1,052,713	-
Leadership Program Coordinator	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 3,809	\$ 45,702	\$ 45,702	-
ES/EL SOL Specialist	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 48,016	\$ 48,016	-
Speech Therapist	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 48,016	\$ 48,016	-
Reading Specialist	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 4,001	\$ 48,016	\$ 48,016	-
Math Specialist	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 3,904	\$ 46,845	\$ 46,845	-
Substitute Teachers	\$ -	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 600	\$ 12,000	\$ 12,000	-
Benefits & Payroll Expenses:															
Health	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 12,609	\$ 151,309	\$ 151,309	-
FICA	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 137,999	\$ 137,999	-
Other	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 3,758	\$ 45,098	\$ 45,098	-
Books Supplies and Other Instructional Materials:															
Texts and instructional materials	\$ 49,282	\$ 49,282	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,565	\$ 98,565	-
Supplemental educational materials	\$ 10,825	\$ 10,825	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,651	\$ 21,651	-
Student testing & assessment	\$ -	\$ -	\$ 1,088	\$ -	\$ -	\$ -	\$ -	\$ 1,088	\$ -	\$ -	\$ -	\$ -	\$ 2,175	\$ 2,175	-
Classroom paper and supplies	\$ -	\$ 1,817	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 908	\$ 10,900	\$ 10,900	-
Special Events and Awards	\$ -	\$ -	\$ -	\$ 872	\$ -	\$ -	\$ 872	\$ -	\$ 872	\$ -	\$ -	\$ 872	\$ 4,360	\$ 4,360	-
Clubs and Organizations Dues	\$ -	\$ -	\$ -	\$ 1,744	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 436	\$ -	\$ -	\$ 2,180	\$ 2,180	-

K.C. Wright Leadership Academy Year 5 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
Professional Services and Contracts:															
School District Management Fees	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 6,688	\$ 80,256	\$ 80,256	\$ -
Legal	\$ -	\$ 5,384	\$ -	\$ -	\$ -	\$ -	\$ 5,384	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,769	\$ 10,769	\$ -
Accounting & Audit	\$ 616	\$ 616	\$ 616	\$ 10,616	\$ 616	\$ 616	\$ 616	\$ 616	\$ 616	\$ 616	\$ 616	\$ 616	\$ 17,392	\$ 17,392	\$ -
Staff development	\$ -	\$ 8,941	\$ -	\$ -	\$ 2,980	\$ -	\$ 2,980	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,901	\$ 14,901	\$ -
Licenses, Fees & Permits	\$ -	\$ -	\$ -	\$ 1,932	\$ -	\$ -	\$ -	\$ -	\$ 828	\$ -	\$ -	\$ -	\$ 2,760	\$ 2,760	\$ -
Vendor Services and Contracts:															
Registrar/Data Processing Services	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 8,279	\$ 8,279	\$ -
Facilities Services	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 1,656	\$ 19,869	\$ 19,869	\$ -
Technology Services	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 2,208	\$ 26,492	\$ 26,492	\$ -
Food Services	\$ -	\$ -	\$ 8,556	\$ 17,113	\$ 17,113	\$ 17,113	\$ 17,113	\$ 17,113	\$ 17,113	\$ 17,113	\$ 17,113	\$ 25,669	\$ 171,129	\$ 171,129	\$ -
Pupil Transportation	\$ -	\$ -	\$ 2,941	\$ 5,881	\$ 5,881	\$ 5,881	\$ 5,881	\$ 5,881	\$ 5,881	\$ 5,881	\$ 5,881	\$ 8,822	\$ 58,811	\$ 58,811	\$ -
Administrative Expenses:															
Phone	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 1,104	\$ 13,246	\$ 13,246	\$ -
Security alarm	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 221	\$ 2,649	\$ 2,649	\$ -
Internet service provider	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 1,325	\$ 1,325	\$ -
Marketing Materials	\$ 4,636	\$ -	\$ -	\$ -	\$ -	\$ 662	\$ -	\$ 662	\$ -	\$ -	\$ -	\$ -	\$ 6,623	\$ 6,623	\$ -
Postage	\$ 530	\$ 530	\$ 66	\$ 66	\$ 66	\$ 66	\$ 66	\$ 66	\$ 66	\$ 530	\$ 530	\$ 66	\$ 2,649	\$ 2,649	\$ -
Printing	\$ 3,311	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,311	\$ -	\$ -	\$ -	\$ 6,623	\$ 6,623	\$ -
Building Maintenance	\$ 2,980	\$ 2,980	\$ 993	\$ 993	\$ 1,987	\$ 1,987	\$ 993	\$ 993	\$ 993	\$ 1,987	\$ 993	\$ 2,980	\$ 19,869	\$ 19,869	\$ -
Waste disposal	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 1,325	\$ 15,895	\$ 15,895	\$ -
Gas/electric	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 4,415	\$ 52,983	\$ 52,983	\$ -
Travel, Conferences, Board Retreat	\$ 2,760	\$ -	\$ -	\$ -	\$ 1,380	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,380	\$ 5,519	\$ 5,519
Office supplies	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 552	\$ 6,623	\$ 6,623	\$ -
Janitorial supplies	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 662	\$ 7,947	\$ 7,947	\$ -
Fixed Expenses:															
Rent/lease/mortgage	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 31,519	\$ 378,225	\$ 378,225	\$ -
Liability, Property, D&O, Bond,															
Accident Ins.	\$ 12,749	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100	\$ 2,550	\$ -	\$ -	\$ -	\$ 50,996	\$ 50,996	\$ -
Copier lease	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 331	\$ 3,974	\$ 3,974	\$ -
Activity Bus Lease & Maintenance	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 3,311	\$ 39,737	\$ 39,737	\$ -
Capital Expenses:															
Computer Hardware	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 867	\$ 10,400	\$ 10,400	\$ -
Software	\$ 10,769	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,769	\$ 10,769	\$ -
Furniture, Fixtures & Equipment	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 1,251	\$ 15,013	\$ 15,013	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures															
	\$ 326,071	\$ 317,582	\$ 256,869	\$ 281,826	\$ 271,638	\$ 268,934	\$ 273,535	\$ 272,008	\$ 269,740	\$ 264,734	\$ 263,514	\$ 273,420	\$ 3,339,871	\$ 3,339,871	\$ -
Monthly Surplus (Deficit)															
	\$ (67,361)	\$ (56,744)	\$ 45,829	\$ 29,151	\$ 39,339	\$ 42,044	\$ 37,443	\$ 38,989	\$ 41,238	\$ 46,244	\$ 47,464	\$ 12,287			
Cash in Bank (Cash Deficit)															
	\$ 648,044	\$ 591,330	\$ 637,160	\$ 666,311	\$ 705,651	\$ 747,694	\$ 785,138	\$ 824,107	\$ 865,345	\$ 911,589	\$ 959,052	\$ 971,339			

Appendix L

References

References

- Aikin, Wilford M. (1942). *The story of the eight-year study : with conclusions and recommendations*. New York: Harper & Brothers.
- Allan, S. D., & Tomlinson, C. A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- American Federation of Teachers. (1999, November). *Making standards matter 1999: An update on state activity* (Educational Issues Policy Brief No. 11). Washington, DC: Author. Retrieved July 15, 2009 from, <http://www.aft.org/pubs-reports/downloads/teachers/policy11.pdf>.
- Anderson, K. M. (2007). Tips for teaching: Differentiating instruction to include all students. *Preventing School Failure, 51*(3), 49-54.
- Bensamn, D. (2000). *Central Park East and Its Graduates: Learning by Heart*. New York: Teachers College Press.
- Collis, B. (1999). Designing for differences: Cultural issues in the design of WWW-based course support sites. *British Journal of Educational Technology, 30*(3), 201-217.
- Diederich, P.B. (1974). *Measuring growth in English*. Urbana, IL: National Council of Teachers of English.
- Diederich, P.B., French, J.W., & Carlton, S.T. (1961). *Factors in judgments of writing ability*. Princeton, NJ: Educational Testing Service.
- Good, T. L. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education, 38*(4), 32-47.
- Good, T. L., & Brophy, J. E. (2002). *Looking in classrooms (9th ed.)*. Boston, MA: Allyn & Bacon.
- Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (Ed.). (2004). *Motivating reading comprehension: Concept-Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.
- Hirsch, E.D. (1988). *Cultural Literacy: What Every American Needs to Know*. New York: Vintage Books.
- Langer, J. A. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal, 38*, 837-880.
- Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. *The Clearing House, 81*(4), 161-164.
- Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Research and Curriculum Development.
- McLoughlin, C., & Oliver, R. (2000). Designing learning environments for cultural inclusivity: A case study of the indigenous online learning at tertiary level. *Australian Journal of Educational Technology, 16*(1), 58-72.
- Purves, A.C. (Ed.). (1988). *Writing across languages and cultures: Issues in contrastive rhetoric*. Newbury Park, CA: Sage.

- Ravitch, D. (1995). *National standards in American education: A citizen's guide*. Washington, DC: Brookings Institution Press.
- Rebora, A. (2008). Making a difference. *Teacher Magazine*, 2(1), 26, 28-31.
- Reeves, T. & Reeves, P. (1997). Effective dimensions of interactive learning on the World Wide Web. In B. Khan (Ed.), *Web-based instruction* (pp. 59-66). Englewood Cliffs, New Jersey: Educational Technology Publications.
- Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: RAND.
- Wigfield, A., Guthrie, J. T., Perencevich, K. C., Taboada, A., Klauda, S. L., McRae, A., & Barbosa, P. (2008). The role of reading engagement in mediating effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, 45, 432- 445.
- Wigfield, A. L, Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *The Journal of Educational Research*, 97 (No. 6).
- Zorman, R. (1997). Eureka: the cross-cultural model for identifying hidden talent through enrichment. *Roeper Review*, 20 (1) 54-61.

Appendix M
Training – Certificate of Participation

CERTIFICATE OF PARTICIPATION

is presented to:

Anthony Wright

for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.

Alan Webb

DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
SCHOOLS

[Signature]

EXECUTIVE DIRECTOR, SCHOOL CHOICE

SCHOOL
CHOICE
Florida Department of Education

CERTIFICATE OF PARTICIPATION

is presented to:

Olivia Hilton

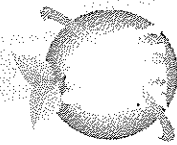
for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.



DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE

SCHOOL
CHOICE
Florida Department of Education