

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Miramar Charter High School

NAME OF NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:

Advantage Academy of Broward, Inc.

Has the Corporation applied for 501(C)(3) non-profit status? Yes _____ **No** Pending

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

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NAME OF MANAGEMENT COMPANY: Charter School Associates, Inc.

NAME OF PARTNER ORGANIZATION: N/A

The proposed school will open in the fall of school year: 2012-2013

Term of Charter Requested: 10 years or Sponsor's Typical Term

School Year	Grade Levels	Total Student Enrollment
First Year (2012-2013)	9-12	450
Second Year (2013-2014)	9-12	675
Third Year (2014-2015)	9-12	775
Fourth Year (2015-2016)	9-12	875
Fifth Year (2016-2017)	9-12	900
6th through 10 th Year, Enrollment to Match 5 th Year	9-12	900

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations afterward. 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.

Signature

Date

Printed Name

Table of Contents Miramar Charter High School Charter Application

INTRODUCTION..... ix

I. Educational Plan 1

1. Mission, Guiding Principles and Purpose..... 1

 A. Provide the mission statement for the proposed charter school..... 1

 B. Describe how the school will meet the Guiding Principles found in S. 1002.33(2)(a), F.S.
..... 2

 C. Describe how the school will meet the Prescribed Purposes for charter schools found in
S. 1002.33(2)(b), F.S..... 5

 D. Describe how the school will fulfill the Optional Purposes of charter schools found in S.
1002.33(2)(c). 9

2. Target Population and Student Body..... 9

 A. Describe the anticipated target population to be served. 9

 B. Provide the following for each year of proposed operation: the grades that the school
will serve, the number of students to be served in each grade, the number of students
expected in each class and the total number of students enrolled..... 10

3. Educational Program Design 10

 A. Describe the school’s daily schedule and annual calendar, including the annual number
of days and hour of instructional time. 10

 B. Describe the proposed charter school’s educational program and/or educational
approach, emphasizing the innovative instructional methods or approaches to be used..... 12

 C. Describe the research base for the educational program and/or curriculum approach. ... 27

 D. Explain how the educational program aligns with the school’s mission. 36

 E. 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. .. 38

4. Curriculum Plan 39

 A. Describe the school’s curriculum in the core academic areas, illustrating how it will
prepare students to achieve the Next Generation Sunshine State Standards. 39

 B. Describe the research base and foundation materials that were used or will be used to
develop the curriculum. 45

 C. Describe the school’s reading curriculum. Provide evidence that reading is a primary
focus and that there is a curriculum and set of strategies for students reading at grade level
or higher and a separate curriculum and strategy set for students who are reading below
grade level. 56

 D. Explain how exceptional students and students who enter the school below grade level
will be engaged in and benefit from the curriculum. 71

 E. Describe the proposed curriculum areas to be included other than core curriculum
academic areas. 73

 F. Describe how the effectiveness of the curriculum will be evaluated. 90

5. Student Performance, Assessment and Evaluation..... 92

 A. State the school’s educational goals and objectives for improving student achievement.
Indicate how much academic improvement students are expected to show each year, how
student success will be evaluated and the specific results to be attained..... 92

 B. Describe the school’s placement procedures and promotion standards. 93

C. If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with S.1003.43.	95
D. 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 baseline rates will be compared to the academic progress of the same students attending the charter school.	107
E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.	111
F. Describe how student assessment and performance data will be used to evaluate and inform instruction.	116
G. Describe how student assessment and performance information will be shared with students and parents.	119
H. Describe to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student populations.	120
6. Exceptional Students.	120
A. 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.	120
B. Identify the staffing plan for the school’s special education program, including the number and qualifications of staff.	126
C. Describe how the school will serve gifted and talented students.	127
D. Describe how the school’s effectiveness in serving special education students will be evaluated.	135
7. English Language Learners.	137
A. 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.	137
B. Identify the staffing plan for the school’s English language learner program, including the number and qualifications of staff.	156
8. School Climate and Discipline.	158
A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.	158
B. Describe the school’s philosophy regarding student behavior.	160
C. Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, dismissal and recommendation for expulsion.	162
II. Organizational Plan	164
9. GOVERNANCE	164
A. Describe how the school will be governed, including documentation of legal structure (i.e., Certificate of Incorporation).	164
B. Provide an organizational 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.	165
C. Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.	166

D. Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits; code of ethics; conflict of interest, and meeting schedule.....	168
E. Explain how the founding group for the school intends to transition to a governing board.	170
F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.	171
G. List each member 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 highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.....	172
H. Explain how parents and the community will be involved in the governance of the school.	172
10. Management.....	173
A. Describe the management structure of the school. Include job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.....	173
B. 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.	183
Evaluation of the specific goals and Expectations will be made and Action for Correction will be developed and implemented, as needed.....	185
C. Provide a staffing plan for each year of the charter term.	185
D. Explain the school’s plan for recruitment, selection, development and evaluation of staff.	186
11. Education Service Providers.....	191
A. Describe the services to be provided by the ESP.....	191
B. 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 provision, and terms of property ownership (real, intellectual and personal).	191
C. Explain why the ESP was selected, including what due diligence was conducted to inform the selection.....	193
D. Explain the ESP’s roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.	193
E. Explain how the governing board will ensure that an “arm’s length”, performance-based relationship exists between the governing board and the ESP.	195
F. Provide a summary of the ESP’s history, including its educational philosophy and background and experience of senior management.	196
G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.	198
12. Employment.....	200
A. Explain the school’s compensation plan, including whether staff will be publicly or privately employed.....	200

B. 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.	200
13. Parent and Community Support and Partnerships	203
A. Describe how the school will involve parents in its operations.	203
B. Describe any community partnerships.	204
C. Outline the methods that will be used for resolving disputes between parents and the school.	204
14. Student Recruitment and Enrollment	205
A. Describe the plan for recruiting students, including strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available education options.	205
B. 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.	205
C. Describe the school’s enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.	205
D. 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.	207
III. Business Plan	210
15. Facilities	210
If the site is secured	210
A. Describe the proposed facility, including location, size and layout of space.	210
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school’s opening.	210
C. Describe how the facility will meet the school’s capacity needs for students to be served.	211
D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. I Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.	211
E. Describe the back-up facilities plan.	211
If the site is not secured	212
A. Explain the school’s facilities needs, including desired location, size and layout of space.	212
B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.	212
C. Explain the strategy and schedule that will be employed to secure an adequate facility.	212
D. Describe the back-up facilities plan.	212
E. Describe the plans and methods the school will employ to comply with Florida’s constitutional class size requirements.	212
16. Transportation Service	212
A. Describe the school’s plan for transportation, including any plans for contracting services.	212
17. Food Service	213

A. Describe the school’s plan for food services, including any plans for contracting services.	213
18. Budget	214
A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.	214
B. 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 balance.	215
C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.	215
D. Explain the school’s spending priorities.	217
E. Provide monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.	217
F. 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.	218
19. Financial Management and Oversight	218
A. Describe who will manage the school’s finances and how the school will ensure financial resources are properly managed.	218
B. 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.	219
C. Describe the method by which accounting records will be maintained.	221
D. Describe how the school will store student and financial records.	221
E. Describe the coverage the school will obtain, including applicable health, worker’s compensation, general liability, property insurance and director’s and officer’s liability coverage.	222
20. Action Plan	223
A. Present a timetable for the school’s start-up.	223
Attachments	224
Attachment 2	A
Attachment 3	B
Attachment 4	C
Attachment 5	D
Attachment 6	E
Attachment 7	F
Attachment 8	G
Attachment 9	H
Appendix A	a

Miramar Charter High School

**An Application for a Charter School
submitted on behalf of
Advantage Academy of Broward, Inc.
to the School Board of Broward County,
Florida**

**Advantage Academy of Broward, Inc.,
d/b/a Miramar Charter High School**

August 2, 2010

INTRODUCTION

The proposed Miramar Charter High School (hereinafter referred to as “the School”) will be governed by the Board of Directors of Advantage Academy of Broward, Inc., a Florida not-for-profit corporation. The Board of Directors shall be hereinafter referred to as the “Governing Board” or “Board” or “Trustees” for the purposes stated within this document.

The Miramar Charter High School has a planned opening of August 2012.

Guiding Principles

The School will be organized and operated in accordance with the Guiding Principles set forth in HB55A: An Act Relating to Charter Schools, §1002.33(2)(a), Fla. Statutes; i.e.,

- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system,
- Promote enhanced academic success and financial efficiency by aligning responsibility with accountability
- 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
- Increase learning opportunities for all students with a special emphasis on low-performing students and reading.

The founders accept this philosophic orientation and will establish a school of inclusion both in the instructional programs for all students including gifted students and students with special need - coupled with student and school accountability to foster such orientation. The Guiding Principles above will be woven into the school’s program in the following ways. We will:

- Maintain the inclusive nature of the public school system by serving all students in our targeted attendance zone.
- Provide an innovative and rigorous standards-based curriculum to fully develop each student’s learning potential.
- Provide a curriculum that allows for success into postsecondary education and career paths.
- Cultivate the benefits of a compatible, cohesive, diverse community

A primary focus will be on the necessity of teaching our students to become life-long learners and attain an affinity and enjoyment of reading that is consistent with Sunshine State Standards and which leads to successful career paths.

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I. EDUCATIONAL PLAN

1. *Mission, Guiding Principles and Purpose.*

A. Provide the mission statement for the proposed charter school.

MISSION:

The mission of Miramar Charter High School is to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging academic program supported by technology, on-site learning experiences via local business and the opportunity to tie classroom learning with the real world of work.

PURPOSE:

The Purpose of Miramar Charter High School is to prepare students to reach their maximum potential in all subjects with special emphasis on preparing them for college and the world of business using reform-based exemplary curricula and enhancement programs such as Project MIND (Math is Not Difficult). The school will partner with leading businesses in the community to provide quality internships with a capstone project as a culmination to their high school experience. All programs, including the core subjects and electives will follow the guidelines established in the Next Generation Sunshine State. Research-based and approved Comprehensive Core Reading programs (approved by Florida Center for Reading Research) will be used in coordination with the district Comprehensive Research-based Reading Plan (CRRP). The School will prepare its students to be productive and responsible citizens through these exemplary programs.

VISION:

The vision for Miramar Charter High School is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for post-secondary education and life through adherence to an unwavering mission, shared purpose, clearly articulated goals and opportunities to participate in advanced programs.

Students will experience a cross curricula instructional approach using the Next Generation Sunshine State Standards. *“Improving Student Achievement”* will serve as the school’s “mantra” and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

Miramar Charter High School establishes the following goals in achieving its mission:

1. Create a safe, nurturing academic environment where all students will achieve high academic standards.
2. Utilize research-based exemplary curricula to emphasize the teaching of mathematics, science and reading.
3. Provide on-going professional development to staff and administrators to facilitate high quality teaching/leadership and evaluate teaching/leadership effectiveness to ensure maximum student learning.

4. Ensure students are exposed to a broad swath of career and academic experiences as preparation for success in a global economy.
5. Ensure adequate resources to achieve the School's mission including the recruitment and retention of highly qualified teachers and motivated staff.
6. Student performance on District and State Assessments will meet or exceed performance by comparable student populations within the District.
7. Students with disabilities will be served according to their IEP.
8. The School will meet Adequate Yearly Progress (AYP).
9. Improve performance of all students.

B. Describe how the school will meet the Guiding Principles found in S. 1002.33(2)(a), F.S.

Miramar Charter High School is dedicated to preparing each student to be a contributing member of the community, and for continued success in further education and in work. In so doing, Miramar Charter High School recognizes that each student is unique and capable of learning and achieving academic success. Miramar Charter High School's goal is to help its students explore and develop their intellectual potential while reinforcing traditional values.

Miramar Charter High School will provide a broad range of students, including those with diverse backgrounds and cultures, with increased achievement and career preparation by providing them with a program that is defined by challenging academic and career-specific curricula supported by state-of-the-art technologies, onsite learning experiences in South Florida's key industries, and the opportunity to tie classroom learning with the real world-of-work.

The **core philosophy** is to educate all *learners* by growing this 9-12 special emphasis school. The following Guiding Principles, in accordance with §1002.33(2)(a), Florida Statute, will be inextricably woven throughout the School, and fixed firmly, as a result of the implementation of the following support programs.

1. Meeting high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, §1002.33(2)(a)(1), F.S.

Charter schools provide parents with a choice for the education of their child(ren) with the State's public education system. The approval and development of Miramar Charter High School will give parents and students a choice for a rigorous academic program with a special emphasis on career exploration and college preparatory coursework in Broward County.

- A clear focus on academic excellence: Miramar Charter High School will provide state-of-the-art curricula that have been designated as exemplary by the U.S. Department of Education in mathematics and science as well as rigorous reading programs. The delivery of the curricula will be enhanced by innovative and balanced instructional methods such as project-based instruction, computer-enhanced activities, direct instruction, Project MIND, and self-directed learning. Excellence in the school will be facilitated by a team of highly

qualified teachers, and it will be supported by collaboration with parents and the community.

Miramar Charter High School will provide students a wide array of career opportunities, through initiating an innovative and diverse career pathways program, in conjunction with the local community, business, and industry. Exposing students to opportunities and bringing members of the community into the school broadens their horizons for life choices, including expanded career opportunities.

- Providing an innovative and rigorous standards-based curriculum to develop each student's full learning potential with special emphasis on reading, using a scientific research-based methodology that is consistent with the Sunshine State Standards.
- Enabling Miramar Charter High School students to think critically, solve problems, and communicate effectively through a combination of excellent teaching staff, community support, and mastery of rigorous academic courses.
- A comprehensive assessment program: Miramar Charter High School will use a variety of student assessments, including, but not limited to, state/district assessment programs, locally (teacher) developed tests, SSS aligned test generators and school climate surveys. These instruments will be used to evaluate teaching and learning processes and to improve the school environment on a consistent basis.
 - Curriculum supporting Miramar Charter High School will provide opportunities for all learners to achieve at high levels. Reading curriculum will be based on the successful Comprehensive Researched Reading Program used by Broward Schools.
 - Research indicates that a major contributing factor to student academic success is 'time on task'. **Positive Behavior Support** (PBS), developed by Florida's Department of Education is an approach to behavioral intervention that integrates features of applied behavioral analysis with student-centered values. This initiative is school-wide and systemic. PBS is a collaborative program which reduces disruptive behavior and the need for disciplinary exclusion, maintains communication between home and school, develops effective and consistent interventions for problem behavior and draws on proactive positive reinforcement strategies to achieve meaningful and durable behavior and lifestyle outcomes. PBS increases the opportunities for Florida's teachers to educate and for our students to learn.

2. Promoting enhanced academic success and financial efficiency by aligning responsibility with accountability, §1002.33(2)(a)(2), F.S.

Miramar Charter High School will promote enhanced academic success and financial efficiency by aligning responsibility, and accountability by:

- The research-based Florida Continuous Improvement Model (FCIM) will overlay the entire organizational structure of the school to guarantee academic success and financial efficiencies. The six steps to implementation include: faculty FCIM training; development of an implementation timeline; data disaggregation; development of an Instructional Focus Calendar; communication to all stakeholders regarding the importance of staying focused daily on the Next Generation Sunshine State Standards and Benchmarks (SSS); and scheduled communication (focus groups) with all stakeholders.

The outcome of the year's work will dictate the development of a School Improvement Plan (SIP) for the subsequent school year.

- Achieve annual performance gains in the student's mathematics, science, reading and writing levels.
- Show a safe school environment as indicated in results from student, teacher and parent surveys.
- Show program satisfaction from parents and students as indicated in results from student and parent surveys.

Using site-based management to assure that money spent by the School will be spent for the academic achievement of students, in accordance with the school's mission, goals and objectives.

- Enhancing professional development of scientifically research-based programs geared toward student achievement.
- Ensuring that all teachers have the necessary instructional materials and supplies to ensure mastery of the Sunshine State Standards, as well as Miramar Charter High School's mission, goals and objectives.
- Rewarding and awarding administration, teachers and staff for their performance.
- Audits performed by a Certified Public Accountant.

3. Providing 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, §1002.33(2)(a)(3), *F.S.*

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. (34 CFR § 99.31(a)(8).)

- Parents will be invited to review their student's pre-test and post-test scores and to discuss specific academic strengths and weaknesses.
- All students will participate in developing an ongoing personal portfolio, representative of their progress.
- The FCIM will provide for the ongoing evaluation of student progress. In combination with FCIM, there will be quarterly and separate parent and student focus groups. These groups will operate under the Stop-Keep-Start format. Utilizing this "stop doing", "keep doing" and "start doing" questioning approach allows facilitators to ask broad question, giving stakeholders the freedom to answer in many different ways. Each focus group will begin with the "Stop" question because it is typically easier for people to reflect on the items that they wish to see changed. Next will be the "Keep" question which is more difficult. Lastly, the group will focus on the "Start" questions which allow stakeholders

to dream of the future and the possibilities of programs that they would like to see in place. Results from these focus groups will be transcribed and delivered to school families in a timely manner. This combined with disaggregated data on each student will ensure that parents and other Miramar Charter High School stakeholders have access to ongoing analysis of individual student-gains and school-wide progress.

- Utilize Edline and the Interactive Classroom to provide parents access to student grades, assignments and attendance.
- Providing parents with notification of student progress through report cards, interim reports, and parent-teacher conferences (as requested).
- Providing parents with information related to enhancing their children's performance on FCAT.
- Providing remedial classes and tutorials to Miramar Charter High School students based on their FCAT and diagnostic test scores.

C. Describe how the school will meet the Prescribed Purposes for charter schools found in S. 1002.33(2)(b), F.S.

Since 1993, the Florida Department of Education has recognized the career academy model as a comprehensive approach to school restructuring at the secondary level. Career academies are designed to help young people become more engaged in school and to prepare them for college and/or additional training and employment. This approach is increasingly popular with educators and employers who partnership with schools to enhance, strengthen, and link students' academic and workforce preparation.

The 2006 Florida Legislature recognized the career academy model in House Bill 7087, An Act Relating to Education, more commonly known as the A++ Bill. The bill defines and describes career and professional academies. Section 27, s1003-493, Florida Statutes, defines a career and professional academy as a "research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum."

This school will be driven by a curriculum which ensures measurement and mastery of the Next Generation Sunshine State Standards, implementation of the District Comprehensive Reading Plan and close monitoring of the Pupil Progression Plan. The career academy also includes the following essential elements:

- Small focused learning communities
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

By design, these three central elements of a career academy lead to a school that focuses on rigor, relevance, and relationships.

1. Improve student learning and academic achievement by: §1002.33(3)(b)(1), F.S.

a) Miramar Charter High School will improve student learning and achievement by pre-assessment and screening to ensure that all students are at their appropriate instructional level in

reading; and if not, then by prescribing a specific learning plan to enable the student to reach grade level expectations.

b) Expanding mastery-based learning through use of such methods as Direct Instruction and brain-based learning in all course instruction to meet the Florida Sunshine State Standards and incorporating the No Child Left Behind Act to ensure a year's worth of learning;

c) Utilizing the Florida Continuous Improvement Model (FCIM) as a model for focusing on high student achievement, each student's progress will be continuously monitored by such methods as on-going assessments and class analysis charts.

d) Establishing a comprehensive program to recognize and reward students for measurable achievement of academic gains.

e) Increasing students' access to community facilities, businesses and area natural resources, to include field trips and other educational experiences, job shadowing and mentoring.

2. Increase learning opportunities for all students, with a special emphasis on low performing students and reading: §1002.33(3)(2)(b), F.S.

Originally created to help inner-city students stay in school and obtain meaningful occupational experience, career academies have evolved into a multifaceted, integrated approach to education reform while reducing delinquent behavior and enhancing educational offerings to at-risk youth. Career academies allow students who may have trouble fitting into the larger school environment to belong to a smaller educational community and to connect what they learn in school with their career aspirations and goals. Career Academies link students with peers, teachers, and community partners in a disciplined environment, fostering academic success and mental and emotional health.

Miramar Charter High School will promote college preparatory and advanced coursework designed to encourage low performing student to strive for success while meeting the needs of the college bound student. The school will do this by:

a) Providing Best Practices and intensified reading instruction to meet the needs of low performing students.

b) Developing special programs including mentoring and tutoring.

c) Using the District's Comprehensive Reading Plan, Miramar Charter High School will develop a team of teachers to support and mentor other teachers emphasizing best practices and to focus on areas of literacy that result in improved student achievement.

d) Increasing student academic achievement and graduation rates through integrated academic and career curricula.

e) Focusing on career preparation through rigorous academics and when possible, industry certification.

f) Raising student aspiration and commitment to academic achievement and work ethics.

g) Supporting the graduation requirements by providing creative, applied majors.

h) Promoting acceleration mechanisms such as dual enrollment.

i) Providing meaningful internships in the students chosen career preparation program.

j) Culminating the career program with a capstone project where students will utilize the skills learned in academic and career classes.

k) Supporting the state's economy by meeting industry needs in high-demand occupations.

3. Create new professional opportunities for teachers, including ownership of the learning program at the school site. *§1002.33(3)(b)(3), F.S.*

a) Through the FCIM model, teachers and staff will participate in shared decision making at the school and in determining the focus and objectives of the school to meet student needs.

b) Teachers will enjoy a new sense of ownership of the learning program by realizing greater flexibility in curriculum development and behavior management than is typical.

c) Empowered teachers understand the importance of becoming a life-long learner, thus the school will encourage faculty to obtain higher level degrees and will provide mentoring and shadowing opportunities to facilitate their objective.

d) Professional learning communities – grade level, department level – will enable teachers to confer with colleagues to disaggregate data and discuss shared individual students to improve academic success.

e) Academy teachers will meet with community business leaders to insure that instruction in the classroom is meeting the needs of the industry.

4. Encourage the use of innovative learning methods. *§1002.33(3)(2)(b), F.S.*

The innovation of Miramar Charter High School will be the use of exemplary curriculum delivered through a variety of proven instructional methods, while setting high academic expectations for all students and providing them with the means to reach their goals. The core curriculum will incorporate and be aligned with the Florida Sunshine State Standards. Miramar Charter High School will not be restricted to the content of the curriculum, and whenever it is deemed necessary by Miramar Charter High School administration, new elements will be introduced to address the different ability levels of students.

The mathematics curriculum will be integrated throughout the entire Miramar Charter High School curriculum to the greatest extent possible. Miramar Charter High School will address student's different developmental and ability levels. Miramar Charter High School will adopt the proven school reform program (Project MIND) and using this program with other supplements the school will have the advantage of a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, and algebra. In addition to Project MIND, manipulatives (including computer manipulatives) will be integrated into the math classes. One reason that students struggle is that they consider math to be a highly abstract subject. Using manipulatives is very effective at helping students move from abstract thinking to concrete thinking.

The science curricula will be enhanced by a full integration of the eight categories of content standards suggested by the National Science Foundation:

- Unifying concepts and processes in science.
- Science as inquiry.
- Physical Science.
- Life Science.
- Earth and space science.
- Science and technology.
- Science in personal and social perspectives.

- History and nature of science.

Miramar Charter High School will use numerous instructional methods to deliver its comprehensive curricula including Project MIND, exemplary computer-based enhanced support, project-based instruction, Multiple Intelligence, Piaget’s Process of Cognitive Development, Bloom’s Hierarchy of Thinking, Cooperative Learning, Abundant Assessment and more.

The Reading curriculum will follow the guidelines of the Broward CRRP. Emphasis on remedial reading will be delivered in the ninth and tenth grade curriculum. If a student still struggles in eleventh and twelfth grades, reading skill remediation will continue.

Miramar Charter High School will incorporate the 3 R’s of Career Academies: Rigor, Relevance, & Relationships.

Rigor:

- Student’s personalized education and career plan includes a major area of interest.
- High expectations exist for all students.
- Students have access to a college prep curriculum.
- Curriculum meets or exceeds state standards, college entrance requirements, and industry standards.

Relevance

Students -

- are engaged in planning and making decisions for their future.
- are motivated by applied, contextual, project-based teaching and learning.
- select programs based on life goals and career interests.
- select career themes linked to workforce needs.
- gain valuable career experience.
- develop skills important to success in careers, life, and society.
- are provided pathways to postsecondary education.

Relationships

- Smaller settings allow for students and teachers to know each other well.
- Students are grouped together over several years with advisors and teachers.
- Employers serve as role models, mentors, and advisors.

4. Require the measurement of learning outcomes.

“Assessment is not an end in itself but a vehicle for educational improvement” (AAHE, 1992). Each year schools receive data from the FCAT after the students have left for the summer. However, schools need current and accurate data on an ongoing basis. Based on this fact, the school will create a “Curriculum Design” framework to determine four major components of measurement:

Curriculum alignment – What are we going to teach?

Curriculum mapping – When are we going to teach it?

Curriculum Benchmark – Did the students learn it?

Differentiation – What teaching methods would work best for each student?

By creating a curriculum framework with frequent and abundant assessment, teachers, parents and students can see progress, identify needs and provide focused instruction and interventions.

Measurement of student progress is paramount to providing the “right” instruction to meet student needs.

a) Student performance will be assessed using data collected from interim benchmark assessments, school and teacher made assessments, previously released FCAT assessments, Scantron Achievement and Performance series, and evaluations during internship programs by teachers and business personnel.

b) Learning outcomes will be tied directly to the resources that produce those outcomes meaning the Board will monitor its expenses for instruction vis-à-vis student achievement and give additional support to those areas that produce expected results.

c) Ensuring and improving the quality of the career academy will require engaging the FCIM and a regular cycle of self examination and refinement. The school will also utilize the following direct measures of performance:

Course level:

- Exams and quizzes
- Observations of fieldwork, internship performance, service learning, clinical experiences.

Program level:

- Capstone project, senior thesis, exhibits or performance
- Internship supervisor ratings of student performance.

Institutional level:

- Performance on tests of writing, critical thinking or general knowledge.
- Scores for class assignments.

D. Describe how the school will fulfill the Optional Purposes of charter schools found in S. 1002.33(2)(c).

1. Expand the capacity of the public school system. §1002.33(3)(c)(3), F.S.

a) The School will be housed in a facility that meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, for up to 1400 students, therefore greatly expanding the capacity of the public school system without a single cent of extra cost to the taxpayers of Broward County to mitigate the need for more classrooms to reduce class size as a result of the Constitutional Amendment for class size reduction.

2. Target Population and Student Body.

A. Describe the anticipated target population to be served.

Miramar Charter High School will open for students entering ninth through twelfth (11th in year 1) grade (approximately 15 years old to 18 years old).

The school will be open to all eligible students residing in Broward County with special recruiting efforts focused on the residents of the immediate vicinity in which the school is located. The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

Enrollment preference will be made available to children of employees and board members and to siblings of those students already enrolled or selected in a lottery process.

Miramar Charter High School will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act (reauthorized 2004).

If the percentage of students qualifying for the National School Lunch Program falls within the parameters set by the Sponsor to qualify Miramar Charter High School for Title 1, then the School will utilize such funding to provide appropriate services and resources as is required by Federal and State law and as established by the Sponsor.

B. Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class and the total number of students enrolled.

The enrollment breakdown is anticipated as follows:

The School will fulfill the requirements of the constitutional class size reduction requirement which for the following table assumes 25 students in grades 9-12, for core subjects.

	Yr. 1; 2012-2013		Yr. 2; 2013-2014		Yr. 3; 2014-2015		Yr. 4; 2015-2016		Yr. 5; 2016-2017	
	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.
9	8	200	9	225	9	225	9	225	9	225
10	6	150	8	200	9	225	9	225	9	225
11	4	100	6	150	7	175	9	225	9	225
12	0	0	4	100	6	150	8	200	9	225
Total	18	450	27	675	31	775	35	875	36	900

The number of students served in each class will be consistent with the requirements of the Class Size amendment to Florida’s Constitution and the implementing rules provided by the Florida Department of Education.

3. Educational Program .Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hour of instructional time.

Miramar Charter High School will follow the Sponsor’s calendar for the opening and ending day of instruction. The school day will begin at 7:30 for students and will end at 3:00 providing for a total school day of 7.5 hours. Teachers will arrive ½ hour before students arrive and will leave ½ hour after students unless they are involved in an after school activity. Miramar Charter High School will meet a minimum of 180 school days and provide a minimum of 900 instructional hours to students in grades 9-12.

One of the consultants working with the Founders of Miramar Charter High School was the Principal of a large charter high school in Broward County and has included a sample schedule of that school as an example of the scheduling that will take place at Miramar Charter High School .

SAMPLE SCHEDULE – Final schedule will be created by principal

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Acct I	Acct I	Acct II	Plan	Leg Asp of Business	Legal Sys	Leg Sys
Algebra I	Algebra I	Algebra I	Algebra I	Algebra I Hon	Algebra I Hon	Plan
Career	Career	Career	Career	Plan	Career	Career
English I H	Plan	English I	English II	Reading I	Reading II	English II
Plan	Reading	Reading	Reading	Reading I	Reading	Reading
Algebra II	Algebra II	Algebra II	Algebra II	Algebra II	Plan	Algebra II
Int Sc	Int Sc	Int Sc	Int Sc	Int Sc	Plan	Integ Sc
H Amer Hist	H Amer Hist	Amer Hist	Amer Hist	Plan	Amer Hist	Amer Hist
Eng IV H	AP Lit	Senior Advisor	English IV	Plan	English IV	English IV
Health	Health	Health	Health	Plan	Health	Health
Spanish I	Spanish I	Spanish I	Plan	Spanish I	Spanish I	Spanish I
Beg Band	Plan	Inter. Strings 9-12	AP MusicTheory	Beg Band	Adv Band	Inter 9 - 12
Biology	Bio H	Plan	Plan	AP Biology	Biology H	Biology H
World Hist	World Hist	World Hist	Plan	World Hist	World Hist	World Hist
Web Design	Plan	Web Design	Web Design I	Web Design I	Web Design	Web Design II/Dig Imag
English I	English I	English I	English I Hon	English I	Plan	English I
World Geo.	Plan	World Geo.	World Geo	World Geo. H.	World Geo H	World Geo. H.
Chemistry H.	Plan	AP Chemistry	Chemistry	Chemistry H.	Chemistry	Chemistry
Team Sp /Pers Fit	Beg Weight Train	Team Sp /Pers Fit	Team Sp /Pers Fit	Team Sp/Pers Fit	Beg Weight Train	Plan
English III Hon	English III	AP Lang	English III	Plan	English III	English III
Plan	Web Design	Web Design	Plan	Plan	Capstone Project/Intern	Intern/Capstone Proj

Computer and Bus. Skills	Computer and Bus. Skills	Computing for College	Computing for College	Computing for College	Computing for College	Plan
Spanish Speaker	Spanish III	Plan	Nat. Speaker	AP Span. Lang /Span IV	Spanish III	Spanish II
Geometry	Geometry	GEM 8 Geometry	Geometry	Geometry	Geometry	Plan
Biology	Biology	Marine Science	Biology	Biology	Environmental Sc	Plan
Drawing I	Drawing II	Plan	Ceramics I	3D Art	Painting I	Portfolio
English II	Plan	English II	English I	English II	English I	English I
World Geo	World Geo	World Geo	World Geo	World Geo	Plan	World Geo.
Geometry	Plan	Geometry	Geometry	Geometry	Algebra II H	Algebra II H
Algebra IA	Algebra IA	Algebra IA	Algebra IA	Plan	Alg IB	Algebra IB
Spanish III H	Spanish II	Spanish II	Spanish II	Plan	Spanish II	Spanish II
Biology	Biology	Biology	Plan	Biology	Biology	Biology
H.Gov/H.Econ	Gov /Econ	Econ /Gov	AP Gov /H Econ	Gov /Econ	Plan	Yearbook
English II (10013400)	English II Hon	English II	Plan	English II H	English II	English II H
AP Amer Hist	World Hist	Plan	World Hist	World Hist. Hon	World Hist H	World Hist H
Pre Cal	AP Physics C	AP Cal AB	AP Cal BC	Plan	Plan	Physics
Plan	Adv. Chorus	Beginning Chorus	Plan	Ensemble HS	Beg chorus	Adv Chorus

Sample Lunch Schedule

Time	Grade
11:05-11:35	9
11:35-11:40	Clean-up
11:40-12:10	10
12:10-12:15	Clean-up
12:15-12:45	11/12

B. Describe the proposed charter school’s educational program and/or educational approach, emphasizing the innovative instructional methods or approaches to be used.

A Special Comment about FCAT Preparation

The FCAT is a fact of life for Florida's public school students and Miramar Charter High School will ensure its students are appropriately prepared to apply their knowledge and skill to achieve the best possible outcome on this high stakes assessment. Miramar Charter High School will ensure that students apply their reading and mathematics skills using challenging content from all subject areas.

Since the No Child Left Behind Act passed, the Florida Comprehensive Assessment Test has played a crucial role in education. The FCAT is required for high school graduation, and the state's school systems use the test to judge student performance and school performance. With so much on the line, it is important for students to be highly motivated. Poor motivation can lead to inefficient studying and poor performance during test-taking. Schools have used many unique methods to motivate students.

Administrators will design programs that reward students for their performance on the FCAT. The rewards may be based on learning gains. The gains are measured by comparing results to scores from the prior year. These programs can reward all of the school's students based on school-wide performance gains, or they can reward individual students for their improvements. Some programs give rewards for any improvements that students made in their scores. Other programs reward only those students who score high enough to graduate, One Tampa school rewarded students with a visit from the Tampa Bay Rays baseball team. The team led a pep rally asserting the importance of doing well on the test.

Classroom Recognition

Motivation at school often begins with the classroom teacher. Teachers who constantly encourage their students and show an earnest concern for their FCAT scores tend to have students who have improved scores on the FCAT. Miramar Charter High School will recognize the teachers' role in student motivation by rewarding them and their classroom students. In some instances, teachers may promise parties to classes that perform well on the test. Some teachers may also hold one-on-one conferences with students to ease their concerns about the FCAT and help them focus. When students know that teachers have a stake in their success, they are more motivated to succeed.

The school will offer tutoring to students who are anxious about the FCAT. School administrators and teachers believe students who are more confident also are more motivated. The school administrator may offer incentives to teachers who stay after school to tutor students. The tutoring sessions allow students to focus on the areas where they need the most help, and the most helpful teachers are able to cross beyond their areas of focus to help students in their other subjects.

The school will use various communication methods to remind and educate parents about the FCAT. This helps ensure that parents speak with their children and help them prepare for the test. Communication tools that work well include recorded message phone calls and e-mails. In some cases, teachers communicate directly with the parents of students whom they believe need the most motivation.

Teachers will receive specific training regarding the design and structure of the FCAT and how

they may best prepare their students for maximum performance on the test(s). Teachers in all subject areas will use questions that require students to explain their answers. Teachers in all subject areas will require students to apply their Reading and Mathematics skills using challenging content in their specific subject area. Language Arts teachers will rate and grade students' work using the FCAT and Florida Writes rubrics and provide specific feedback regarding each student's achievement level on practice writing prompts. Teachers will develop and use questions that are of the same cognitive rigor as those on the FCAT for class discussions and in their tests. Teachers will develop open-ended questions for classroom assessments that parallel those question types used on the FCAT; e.g., extended-response, short-response and gridded-response.

All content area teachers will support the school-wide reading program by applying critical reading strategies in their discipline-based textbooks or other reading selections.

All content area teachers will support high math achievement by applying creative thinking and problem solving strategies in discipline-based situations. Examples of this support will be: the creation and interpretation of graphs and tables in applicable discipline-based situations; the identification and explanation of mathematical concepts, processes and solutions in applicable discipline-based situations; and, the development of measurement and number sense skills in applicable discipline-based situations.

The FCAT began in 1998 as part of Florida's overall plan to increase student achievement by implementing higher standards. The FCAT, administered to students in Grades 3-11, consists of criterion-referenced tests (CRT) in mathematics, reading, science, and writing, which measure student progress toward meeting the Next Generation Sunshine State Standards (SSS) benchmarks. During the 2010-11 school year, Florida will begin the transition from the FCAT to the FCAT 2.0 and Florida End-of-Course Assessments. (FLDOE 2010)

The FCAT 2.0 measures student achievement of the Next Generation Sunshine State Standards. The transition from FCAT to FCAT 2.0 will be phased in, with 2011 FCAT 2.0 Reading and Mathematics being the first assessments to begin this transition. FCAT 2.0 Science will be administered to students for the first time in the spring of 2012. Mathematics and Mathematics Retakes will be administered as computer-based tests. (FLDOE 2010)

The Florida End of Course Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs will be computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school level courses, as outlined in the course description. The first assessment to begin the transition to end-of-course testing in Florida is the Algebra 1 EOC, which will be administered for the first time in May 2011. Algebra I, Geometry and Biology will be administered as computer-based tests. (FLDOE 2010)

FCAT testing will be as follows:

Students in ninth grade – Reading and Mathematics

Students in tenth grade – Reading, Mathematics, Writing

Students in eleventh grade – Science

Students in grade 11/12 – Reading retake, Mathematic retake

Graduation Requirements (As approved June 2010:FLDOE ASP)

Importance of the Grade 10 FCAT

According to Florida law, students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn the correct number of credits, maintain a passing grade point average, and pass the Reading and Mathematics Sunshine State Standards (SSS) portion of the Grade 10 FCAT. Students who meet these requirements, but do not pass the Grade 10 FCAT, will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. The passing scores for the Grade 10 FCAT Reading and Mathematics SSS and Retake tests are determined by the State Board of Education and are as follows:

FCAT SSS Reading	FCAT SSS Mathematics
1926 (scale score of 300) or above	1889 (scale score of 300) or above

Graduation Options

Students can retake the FCAT as many times as they want, until they pass it, and can enroll for a “free” 13th year of public education should they need additional instruction to successfully pass the FCAT. Students currently have up to five opportunities to pass the Grade 10 FCAT prior to graduation. Students who do not pass the FCAT in the spring of their sophomore year may retest in fall and spring of their junior and senior years.

Florida students do have other options. A senior can graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. Students may satisfy the score requirements using various combinations of tests. See the chart below for the concordant scores that must be achieved by graduation year:

Concordant Scores by Graduation Year				
Reading			Mathematics	
2009-10	2010-11	2009-10	2010-11	2010-11
FCAT	1926	1926	1889	1889
SAT	410	420	370	340
ACT	15	18	15	15

Beginning July 1, 2010, students who have not passed the FCAT may substitute concordant passing scores at any time (prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores).

Seniors with a Certificate of Completion may enroll in any public community college in Florida by taking the Florida College Entry-Level Placement Test (CPT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.

Legislation provides for a waiver of the FCAT as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. The individual educational plan (IEP) team may request a waiver of the FCAT requirement for a standard high school diploma for those students with disabilities identified in the “Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act” (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes.

Finally, if students have not received passing FCAT scores, they can enroll in a GED preparation course. The school district will adopt the policies and rules regarding this option, found in the *Student Progression Plan*.

State Test Administration Calendar 2010-2011 (revised 6/24/2010)

FLORIDA COMPREHENSIVE ASSESSMENT TEST® FCAT SUNSHINE STATE STANDARDS (SSS) / FCAT 2.0 NEXT GENERATION SSS		
October 11 – 15, 2010 Or October 18 – 22, 2010	Grades 11 – Adult* (New Students/Retakes)	FCAT Reading & Mathematics Retake Tests
March 1 – 3, 2011	Grades 4, 8, And 10	FCAT Writing
March 30 – April 6, 2011 Or April 11 – April 15, 2011	Grades 11 – Adult* (New Students/Retakes)	FCAT Reading & Mathematics Retake Tests
April 11 – 22, 2011**	Grades 3 – 10 Grades 3 – 8 Grade 10 Grades 5, 8, And 11	FCAT 2.0 Reading FCAT 2.0 Mathematics FCAT Mathematics FCAT Science
* Policies Pertaining To Participation Of Retained Grade 10 Students May Be Found In The Test Administration Manual For Each Administration.		
** If Necessary, Districts May Use Monday, April 25, Through Thursday, April 28, As Additional Make-Up Days To Accommodate Students Whose Observance Of Religious Holidays Conflicts With Testing.		

FLORIDA END-OF-COURSE (EOC) ASSESSMENTS	
May 9 – 27, 2011 Districts Select Week (M-F)	Algebra 1 EOC Assessment
May 2 – June 3, 2011 Districts Select Week (M-F)	Geometry EOC Field Test Biology 1 EOC Field Test

OTHER STATEWIDE ASSESSMENTS		
January 24 – February 24, 2011	National Assessment of Educational Progress (NAEP) (Selected Schools Only)	
January 24 – February 24, 2011 January 31 – March 4, 2011	Grades 8 And 12 Grades 4 And 8 Grade 8 Grade 12	Writing (Computer-Based) Reading & Mathematics Science Economics
April 4 – May 27, 2011	Trends In International Mathematics And Science Study (TIMSS) (Selected Schools Only)	
April 4 – May 27, 2011 January 31 – March 4, 2011	Grades 4 And 8	Mathematics And Science
April 4 – May 27, 2011 January	Progress In International Reading Literacy Study (PIRLS) (Selected Schools Only)	
April 4 – May 27, 2011 January	Grade 4	Reading
August – September 2010 First 30 Instructional Days Based On School Start Date	Florida Kindergarten Readiness Screening (Flkrs)	
August 2010 – May 2011 Instructional Days 6-40; 66-100; 136-170 Based On School Start Date	Florida Assessment For Instruction In Reading (Fair) Grades K-12	
September – December 2010	Plan® (Optional For Students) District Selection	
October 13 And 16, 2010	Preliminary Sat (PSAT®) (Optional For Students) District Selection	
January 11 – March 1, 2011	Florida Alternate Assessment For Students With Significant Cognitive Disabilities	
May 2 – 13, 2011	Advanced Placement (AP) Exams	
March 7 – April 8, 2011	Comprehensive English Language Learning Assessment (Cella)	

Miramar Charter High School believes that all students are capable of achieving excellence through the use of a variety of teaching strategies, resources, and assessments in an engaging and collaborative environment.

Highest student achievement occurs when students are provided an environment in which they are:

1. given high expectations
2. engaged in meaningful learning

3. immersed in a variety of learning situations
4. provided with demonstrations
5. empowered to make responsible decisions
6. provided time to practice
7. allowed to try and make improvements
8. given frequent feedback
9. supported and feel intellectually and emotionally safe

The instructional process will be adapted to improve learning based on student expectations and ongoing assessment.

Schools can optimize the learning environment for all students by aligning curriculum, instruction, assessment, and improvement within the context of an integrated systems. The aim of highest student achievement can be attained if supported by:

1. a high performing work force
2. a safe learning environment
3. effective and efficient operation, e.g., partnerships, high performing work force, integrated systems and accountability.

An effective school embraces the following practices:

Mission Driven – Miramar Charter High School is determined to get and keep students on track for higher education by creating a safe learning environment and a strong school culture with school leaders, teachers, parents and students all relentlessly focused on ensuring student success.

College Preparation Focus – The school will provide students with a rigorous, relevant and engaging curriculum as well as with co-curricular opportunities such as internships and possible travel programs to broaden student experiences.

Teachers teach for mastery – Teachers are not simply imparting a rigorous curriculum; they will expect to teach for in-depth understanding. As needed, students are given remediation, acceleration and more time on task to learn and master key academic standards.

Wrap around support – By ensuring support that responds to students’ academic and social needs, the school will expect help from families and community partners. Personalized support will be evidenced through advisory programs, college counseling, academic tutoring and mentoring.

Value of Professional Learning – The principal will serve as an instructional leader and teachers will collaborate and become actively engaged in on-going professional development throughout the year.

Accountability – The school will be a well-run organization with cohorts that help to generate creative solutions to challenges that arise and empower administrators and other leaders to make and implement decisions expeditiously.

The school will embrace portions of the High Schools That Work (HSTW) model as an approach to insuring student success. High Schools that Work (HSTW) is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. HSTW is a national effort to engage school leaders in partnership with teachers, students, parents and the community to raise student

achievement in high school. HSTW seeks to advance the mathematics, science, communications, problem-solving and technical achievement of students by providing a framework of goals, key practices and key conditions for accelerating learning and setting higher standards. In creating this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose courses to take to achieve those goals.

Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. All learners possess areas of strength and areas of weakness and therefore, they express and received knowledge in many ways. Effective teachers understand the need to differentiate instruction for all students in order for learning to occur. Understanding a student's area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student's ability to learn. The role of the teacher is to observe what their students are doing, figure out why they are doing it that way, and to give them the right kind and amount of information and feedback so they may solidify their learning and perform what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

Learning a complex skill mandates that a person properly demonstrate the skill, with attention to the many variations that implementing the skill may require. In addition, acquiring a complex skill demands extensive practice during which time one learns the skill at a level which may be replicated with little conscious thought. There are many research-based instructional strategies which may be effectively used in the classroom to positively impact learning. Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for the application of what they have learned.

Miramar Charter High School use a variety of differentiated instructional methods to (a) ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background, and (b) give students the ability to transfer these skills to new applications.

Miramar Charter High School will enhance the instruction in all disciplines by effectively executing one or more of the following instructional approaches. The School will be supported through professional development to be able to successfully apply the method(s) listed:

Traditional Direct Instruction. Traditional Direct Instruction takes into account that students actively seek meaning from learning situations. If students are left on their own to discover concepts without the additional benefit of explicit, teacher-centered instruction, they are likely to construct inaccurate meanings from their experiences. In order to enhance the power of Direct Instruction it is necessary to specify objectives in details, create strategies, determine the necessary pre-skills, put skills in sequence, plan the presentation, select examples, specify, practice, and review.

Modeling and Guided Practice: Modeling and Guided Practice are strategies that correlate with Direct Instruction. Modeling consists of performing a task in front of the student - thinking aloud while you are doing it- in order to show students how to do the task or use the strategy. Guided

Practice consists of leading students through a strategy or task, asking for input and providing direction along the way. The final aspect of Direct Instruction includes various learning strategies in order for each child to reach their potential.

Project Based Instruction. While direct instruction is an indispensable teaching strategy, research indicates that another vital aspect of adolescent learning is through an interactive and active, hands-on process. Because students are naturally creative and curious, hands-on projects will be integrated throughout the curriculum to reinforce and enrich the students' learning experiences. Individual teachers may employ simulations, independent study, projects and other approaches. Those teachers will emphasize learning activities that are long-term, student-centered and integrated with real world issues and practices. Four advantages to using project-based learning include:

- **Adaptive:** Project-based learning activities allow students with different learning speeds and learning styles to acquire skills in a timelier manner with more appropriateness to their need.
- **Open-ended:** Students generally learn skills when they are necessary to complete a task. Project-based learning helps students to develop their skills as they recognize the need to learn the skill, rather than simply learning procedures by rote memory.
- **Supportive:** Project-based learning provides students with the opportunity to teach each other, thereby increasing the education resources available to each student.
- **Team Learning:** This type of environment encourages student cooperation and provides a cooperative framework for solving problems and learning skills, rather than having students compete against one another for their grades.

Students will be required to exercise, refine or acquire needed skills to complete the project. As long as the outcomes are met, creativity and persistence will be encouraged and rewarded. This allows learning to become less abstract and more connected to students' experiences. Project-based learning is assessed through the use of specific rubrics designed for each project. The rubric is a scoring guide that will differentiate, on an articulated scale, among a group of student samples that respond to the same project and range from excellent responses to ones that need improvement.

Cooperative Learning. Various methods of implementing Cooperative Learning that may be used by Miramar Charter High School follow:

- **Heterogeneous Learning:** Students are divided into heterogeneous learning groups with the purpose of helping each other prepare to compete in a tournament or learning game on a specific content topic.
- **Jigsaw:** Students are divided into heterogeneous groups and read a text of several parts. Original team members are then divided into 'expert groups' with students from other teams; each 'expert group' discusses and studies one specific section of the reading material. After study with their expert groups, team members return to their original teams to coach each other on their area of expertise.

- Investigation: Students are divided into heterogeneous groups and given a research task. The students work together to decide what information they need, how to find it, how to organize it, and how to present it. Each group then makes a presentation to the class.
- Other Cooperative Learning methods include: Roundtable, Think-Pair-Share, Numbered Heads Together, Simple Structures and Tribes. Cooperative Learning focuses instruction on the different strengths and styles of each child. Through the use of Cooperative Learning, students have improved academic performance, personal and social gains and are more accepting of the diversity of others.

Differentiated Instruction: Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction methods include:

- Having a vision of success for students
- Providing a variety of assignments within units of instruction, realizing that students do not all learn in the same way.
- Recognizing the variance in learning styles of students.
- Allowing students to choose, with teacher direction, the route to their learning.
- Providing opportunities for students to demonstrate proficiency in an area they already know and allowing them to move forward.
- Offering tiered lessons, of varying degrees of difficulty, dealing with similar content.

Large Group, Small Group and Individualized Instruction: Brief sessions in each of these settings provide opportunities for a variety of learning experiences.

Large-group instruction involves the whole class and certain kinds of activities lend themselves to this type of instruction. Large group activities are important for students to learn to be part of a large group as well as to learn specific information. In the course of each day, teachers work with a variety of small groups. Sometimes the group is self-selected, at other times the teacher will select the students to work on a given activity or project. Individualized instruction provides the opportunity for students to learn in their own way, and to be successful.

Peer Teaching: This method continues to produce positive learning outcomes for both the peer teacher and the peer learner. Students assist their peer by demonstrating their knowledge and capabilities in many ways. Peer teaching reinforces the development of interpersonal and inter-group interaction skills, and provides practice in citizenship in and social action.

Low Student-Adult Ratio. Class size will be limited to a teacher pupil ratio in accordance with the constitutional amendment regarding class size. Volunteers with diverse and expert skills will be used to assist in all facets of the school. Volunteer tutors will be recruited from parents, business partners and local high school and college programs. These adults will serve as mentors,

role models, guest speakers and academic tutors to assure that each student has the needed individualized instruction, small group interaction, and whole class learning experiences for a successful learning experience.

Multiple Learning Styles. Using teaching methods that take into consideration the students' learning styles can dramatically increase achievement. In addition, research reports positive effects when instruction based on learning styles is used with special education, under-achieving and at-risk students. In essence, all students will benefit from this teaching method. One of the many definitions of learning styles or preferences is "the mental process and instructional settings a student uses most effectively while learning" (More, 1993). Learning styles are not static but may differ depending on the nature of the learning activity or may change with experience. There are several learning styles that will be incorporated as instructional strategies at Miramar Charter High School.

Brain-based Learning - Cognitive Sciences: Brain-based learning is an instructional strategy based on the structure and function of the brain. By using brain research, the staff at Miramar Charter High School will be able to make better decisions about teaching and learning. It is the goal of Miramar Charter High School staff to create "brain-compatible" classrooms. The cognitive sciences take into account five key elements vital to a student's success:

- Task Analysis: All new learning proceeds from existing learning. For learning and retention to occur, the content must be meaningful to the learner.
- Advanced Organizers: The learner needs a model, picture, or rubric of the content.
- Immediate Feedback: The basic instructional model by which the individual student learns to manage his/her learning in its simplest form: the student acts, reflects on the consequences of the action (feedback), and learns a new response.
- Re-teaching: Students who did not achieve mastery the first time will be re-taught using a different method.

Gardner's Multiple Intelligence Application and Individual Learning Styles: Howard Gardner's multiple intelligences are the broad range of abilities that all students possess in varying degrees of strength which include linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal intelligences as well as environmental. Each student possesses all intelligences, which work together in complex ways. Miramar Charter High School believes it is the school's responsibility to identify each student's learning method. The staff will concentrate not on "how smart the student is" but rather on "how the student is smart."

Another key component of Miramar Charter High School's program will be to assess and instruct students according to individual learning styles. Research has proven that information is learned in one predominate style, such as the visual, auditory, tactile learner or a multi-sensory approach, depending on the student's needs.

Critical and Creative Thinking Skills: Excellence in thought must be systematically cultivated. Students need experiences in thinking critically: examining situations, exchanging ideas, generating alternatives and testing conclusions. The critical thinking classroom shifts the emphasis from a content/process orientation to a problem-solving approach. Creativity is multidimensional, characterized by:

- Fluency — producing numerous ideas.
- Flexibility — engendering unusual ideas.
- Originality — generating unique ideas.
- Elaboration — adding details to the ideas.

Other learning styles include Learning Modalities-Visual, audio, and kinesthetic/tactile, Social Learning - considers that people learn from one another, including such concepts as observational learning, imitation, and modeling., Concrete/Abstract Learning - use concrete hands-on learning materials that make abstract concepts more clear, and Global/Analytic Learning – looking at the big picture or the details, Left Brain/Right Brain - Right brain dominant students are accused of being dreamy sometimes, but they are probably deep in thought when that happens. Left brain dominant students enjoy traditional classes with lectures and fact-based test questions. Learning styles are a vital instructional tool to encourage each student to reach their full academic and social potential. At Miramar Charter High School, the staff will strive to meet the changing needs of each learner.

Additionally, the school’s philosophy is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support the school in adopting and implementing a comprehensive school-improvement design. Utilizing the fundamentals of HSTW to raise student achievement, the following conditions will be implemented:

- A clear, functional grade level mission statement aligned to the mission of the school: a clear, functional mission statement to prepare high school students for success in postsecondary education and the workplace.
- Strong Leadership: strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve quality of instruction and to raise student achievement.
- Plan for continuous improvement: utilizing the FCIM to ensure continuous improvement on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
- Qualified teachers: teachers must have in-depth knowledge of their subject areas and of teaching strategies appropriate to students’ grade levels.
- Commitment to goals: school leaders and teachers are committed to student achievement and Best Practices.
- Support for professional development: school leaders will provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

The school also recognizes that the following impact student achievement:

- High Expectations – Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
- Program of Study – Require each student to complete an upgraded academic core and a concentration.

- Academic studies – Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

School leaders need to:

- Align core academic courses to essential state standards that prepare youth for postsecondary studies and careers.
- Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by FCAT and other assessments.
- Provide more students access to intellectually challenging career studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.
- Require senior projects with academic, technical and performance standards.
- Provide students opportunities to work toward a recognized employer certification, if available
- Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career classrooms.
- Engage students in academic and career classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study.
- Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Miramar Charter High School will use a variety of differentiated instructional methods to (a) ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family’s socioeconomic background, and (b) give students the ability to transfer these skills to new applications. Furthermore we will use the recommendations of the National Council of Teachers of Mathematics and the National Science Education Standards regarding those innovative ideas, research findings, and research-based instructional approaches to be utilized in the teaching and learning of these fields.

Curriculum defines what students should know and be able to do. The curriculum for Miramar Charter High School reflects community expectations and the Florida Sunshine State Standards (SSS). The overriding goal of the curriculum is to provide a balance between a firm foundation in basic skills and lifelong learning skills. The goal of students who go on to graduate is that they will be a(n):

1. knowledgeable, lifelong learner who is engaged in the educational process
2. individual who takes responsibility for their own actions
3. effective communicator

4. problem solver
5. collaborative team worker
6. self-directed learner who takes advantage of the opportunities available

The curriculum includes a core of significant knowledge expectations at appropriate instructional levels. The components of the Miramar Charter High School curriculum are:

- The Florida Sunshine State Standards describe the core knowledge, strategies and skills in language arts, mathematics, science, social studies, foreign language, fine arts, physical education, and health.
- The school will establish a high-level of student expectations that incorporate the Sunshine State Standards to identify academic achievement for each grade level in language arts, mathematics, science, social studies, art, music, foreign language, health and physical education.
- Unit and lesson objectives are derived by the school and/or teacher, using the Next Generation Sunshine State Standards

The school will implement Project MIND (Math is Not Difficult) which emphasizes total school reform aimed at accelerating student achievement through the participation of the total school. It is designed to complement and enhance the core curriculum through the incorporation of innovative teaching strategies. Project MIND teaches content integration so that teachers in all subjects can utilize Project MIND strategies. Therefore, training is provided to all school-based instructional staff, principals, assistant principals, and administrators so that the concepts and strategies are reinforced throughout the day. Project MIND emphasizes total school reform aimed at accelerating student achievement through the participation of the total school.

Miramar Charter High School will use Project MIND, a research-based, math enhancement program to improve student achievement through creative learning strategies that promote cognitive thinking and reasoning. Standardized test score gains are consistently high for students participating in Project MIND. Students who have been exposed to Project MIND find math exciting and gain self-confidence. They also display less anxiety about math as they participate in individual learning activities, mental math competitions, and teamwork projects. Longitudinal observations indicate that former students continue to apply methods they learned through Project MIND to advanced mathematical concepts encountered later in life.

Project Mind utilizes a multi-faceted evaluation system to measure formative and summative advancement. Approved state standardized tests are used to measure baseline and subsequent data. Students are also evaluated through portfolio assessment, teacher observations, criterion-referenced tests, and self-assessment. In addition, a Student Math Attitude Questionnaire is administered as a pre and post assessment at the beginning and end of the school year.

When the program was implemented in Palm Beach County, the initial objective for student achievement was a 3% gain; however, the actual gains ranged between 48% and 52% for the three initial project schools in Palm Beach County.

In Palm Beach County, Project MIND decreased the percentage of students scoring at Level 2 on the FCAT* by 10% and increased the percentage of students scoring at Level 3 and 4 by at least 10% in the first year of program implementation. More specifically, the number of students performing in Level 3 and above increased by 34%.

Project MIND is designed to complement and enhance the core curriculum being used through the incorporation of innovative teaching strategies. In Project Mind, students interact with one another, develop problem-solving strategies, apply mathematics to real-world problems, learn a variety of simple strategies to solve math problems, and use a wide variety of mathematical tools, not just textbooks. Further, the model helps students really understand numbers and mathematical representations and concepts, not just memorize formulas. Teachers pose problems, ask questions that encourage students to explore different solutions, and utilize mathematical tools collected from everyday life to provide subject matter and show real-life applications. Teachers also encourage students to think carefully about mathematics in a given situation and make connections to other concepts within mathematics and other disciplines.

Objectives

- A. Eliminate students' fear of mathematics.
- B. Spark mathematical interest in children.
- C. Stimulate innate creativity in children.
- D. Enhance students' abilities to solve mathematical problems.
- E. Improve student achievement.
- F. Improve students' scores on state standardized tests.
- G. Increase the number of students scoring in Levels 3 and 4 of the FCAT by 10% and decrease the number of students scoring in Levels 1 and 2 of the FCAT by 10%

Miramar Charter High School will also embrace the Florida Continuous Improvement Model. FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. – Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

The educational program at Miramar Charter High School will utilize high quality, research-based instructional materials to support the classroom teacher so teachers do not have to spend time developing new materials. When teachers do need to adapt or modify materials, they will be able to do so quickly to better meet the needs of students with diverse learning styles, experiences and abilities. We recognize that curriculum should not be driven by instructional materials but high quality curriculum materials such as those selected by Miramar Charter High School should support the goals of the Florida Sunshine State Standards.

The educational program at Miramar Charter High School has been developed in accordance with the performance-based Florida Sunshine State Standards (SSS). The curriculum is driven by the annual academic Benchmarks, the integration of effective reading strategies, grade level expectations and technology as an integral component not a resource. The basic curriculum (reading, writing, mathematics, science, social studies, language arts and all other electives) will be built upon, and assessed by, a framework of continuous expectations and competencies.

This plan relies on the educational principles of Piaget's Process of Cognitive Development to determine stages of the cognitive development, and Bloom's Hierarchy of Thinking to establish and encourage critical thinking, especially at higher levels. Imbedded within to this educational plan is the evidence that students who find their curriculum relevant, and have the opportunity to become *active learners*, become personally invested in their own education.

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

Instruction is defined as best practices of teaching. A balanced approach is attained by using a variety of teaching strategies and resources to implement the curriculum (student expectations). The instructional approach should be adapted and improved based on student needs and progress (assessment data). Miramar Charter High School will assist teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

The components of instruction include planning, delivery, feedback/evaluation, and instructional improvement.

1. *Planning*. Planning for instruction is based on learner needs. It is a collaborative process with the learner.
2. *Delivery*. Delivery is based on planning and includes a variety of strategies and resources appropriate to the learner. It is frequently a collaborative process with the learner.
3. *Feedback/evaluation*. Feedback is a teacher's and student's response to the effectiveness of planning and delivery. It includes measurement of student progress and review of teaching and learning strategies.
4. *Instructional improvement*. Instructional improvement is the process of making changes in planning and delivery based on feedback/evaluation.

Numerous instructional methods will be employed to deliver the scope and depth of the previously described curricula. Teachers and parents will give particular attention to individual students and their responsiveness to the various instructional methods. At one time or another, much of the instructional strategies will consider or incorporate the following methods with a specific commitment to those strategies that are in bold text:

Multiple Intelligence: This instructional method will involve each learner in accordance with their multiple intelligence rating on Spencer and Miguel Kagan's Multiple Intelligence Test . The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning. The teacher understands that student's physical, social, emotional, moral and cognitive

development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Piaget Process of Cognitive Development: This plan relies on the educational principals of Piaget’s to determine stages of cognitive development, from pre-concrete to concrete operational through the formal operational stage.

The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands on" experiences to help children learn. Additional suggestions include:

- Provide concrete props and visual aids, such as models and/or time lines
- Use familiar examples to facilitate learning more complex ideas, such as story problems in math.
- Allow opportunities to classify and group information with increasing complexity; use outlines and hierarchies to facilitate assimilating new information with previous knowledge.

Benjamin Bloom’s Hierarchy of Thinking: The stages of this taxonomy are relevant to all teaching; Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. This taxonomy is effective in question and assessment development and encouraging critical thinking, especially at higher levels.

Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell	What happened after...?	Make a list of the main events..
list	How many...?	Make a timeline of events.
describe	Who was it that...?	Make a facts chart.
relate	Can you name the...?	Write a list of any pieces of information you can remember.
locate	Describe what happened at...?	List all the.... in the story.
write	Who spoke to...?	Make a chart showing...
find	Can you tell why...?	Make an acrostic.
state	Find the meaning of...?	Recite a poem.
name	What is...?	
	Which is true or false...?	

Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain	Can you write in your own words...?	Cut out or draw pictures to show a particular event.
interpret		Illustrate what you think the main idea was.
outline	Can you write a brief outline...?	Make a cartoon strip showing the sequence of events.

<p>discuss distinguish predict restate translate compare describe</p>	<p>What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p>	<p>Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.</p>
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Application

Useful Verbs	Sample Question Stems	Potential activities and products
<p>solve show use illustrate construct complete examine classify</p>	<p>Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a...?</p>	<p>Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache' map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.</p>

Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
<p>analyze distinguish examine compare contrast investigate categorize identify explain separate</p>	<p>Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...?</p>	<p>Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area.</p>

advertise	<p>Can you explain what must have happened when...?</p> <p>How is ... similar to...?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the game?</p> <p>What was the problem with...?</p>	<p>Write a biography of the study person.</p> <p>Prepare a report about the area of study.</p> <p>Arrange a party. Make all the arrangements and record the steps needed.</p> <p>Review a work of art in terms of form, color and texture.</p>
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Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
<p>create</p> <p>invent</p> <p>compose</p> <p>predict</p> <p>plan</p> <p>construct</p> <p>design</p> <p>imagine</p> <p>propose</p> <p>devise</p> <p>formulate</p>	<p>Can you design a ... to...?</p> <p>Why not compose a song about...?</p> <p>Can you see a possible solution to...?</p> <p>If you had access to all resources how would you deal with...?</p> <p>Why don't you devise your own way to deal with...?</p> <p>What would happen if...?</p> <p>How many ways can you...?</p> <p>Can you create new and unusual uses for...?</p> <p>Can you write a new recipe for a tasty dish?</p> <p>Can you develop a proposal which would...</p>	<p>Invent a machine to do a specific task.</p> <p>Design a building to house your study.</p> <p>Create a new product. Give it a name and plan a marketing campaign.</p> <p>Write about your feelings in relation to...</p> <p>Write a TV show, play, puppet show, role play, song or pantomime about...?</p> <p>Design a record, book, or magazine cover for...?</p> <p>Make up a new language code and write material using it.</p> <p>Sell an idea.</p> <p>Devise a way to...</p> <p>Compose a rhythm or put new words to a known melody.</p>

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
<p>judge</p> <p>select</p> <p>choose</p> <p>decide</p> <p>justify</p> <p>debate</p> <p>verify</p> <p>argue</p> <p>recommend</p> <p>assess</p> <p>discuss</p> <p>rate</p> <p>prioritize</p>	<p>Is there a better solution to...?</p> <p>Judge the value of...?</p> <p>Can you defend your position about...?</p> <p>Do you think ... is a good or a bad thing?</p> <p>How would you have handled...?</p> <p>What changes to ... would you recommend?</p> <p>Do you believe...?</p> <p>Are you a ... person?</p> <p>How would you feel if...?</p>	<p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</p> <p>Conduct a debate about an issue of special interest.</p> <p>Make a booklet about 5 rules you see as important.</p> <p>Convince others.</p> <p>Form a panel to discuss views, e.g. "Learning at School."</p> <p>Write a letter to ... advising on changes needed at...</p> <p>Write a half yearly report.</p> <p>Prepare a case to present your view about...</p>

determine	How effective are...? What do you think about...?	
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Cooperative Learning: *Active learners* are also cooperative- and team-learners. Cooperative classrooms transform students from “I” to “we” learners, and teachers’ roles shift from learning disseminator to learning facilitator. Cooperative learning also promotes oral communication, positive interdependence, individual accountability, collaborative social skills, and evaluative processing. Cooperative Learning is one way of providing students with a well defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

The Five Basic Elements of Cooperative Learning:

1. Positive Interdependence
2. Face-To-Face Interaction
3. Individual Accountability
4. Social Skills
5. Group Processing

The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Grouping is heterogeneous with respect to student characteristics. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views.

Abundant Assessment: Students will be assessed often and regularly, formally and informally, and traditionally and authentically.

Active Learners: Educational environments that cultivate *active learning* encourage students to find relevance in their studies, retain greater amounts of knowledge and become significantly more invested in their own learning process.

Students won’t simply be listening, but will be developing skills in handling concepts in our disciplines. They will analyze, synthesize, and evaluate information in discussion with other students, through asking questions, or through writing. Students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.

Critical Thinking: Higher order thinking promotes critical thinking. Critical thinking is more process-oriented and enhances the student’s ability to defend opinions, make judgments from a set of criteria, and validate ideas.

Through constant reinforcement, students will eventually be able to utilize these strategies to enhance their thinking ability to separate important from unimportant conceptual information when reading and writing about content area material.

- Teaching Vocabulary through text
- Finding the main idea of a passage and using context to work out word meanings:
- Analyzing and Interpreting Pictures, Maps, and Graphs

- Tackling Multi-Choice Questions through a process of elimination
- Developing Questioning Techniques geared to fostering deductive and inductive reasoning.

To help our students become better thinkers we must learn to ask better questions. There are eight strategies that can help a teacher to plan. The eight strategies to ask better questions are as follows:

1. Yes, but why?
2. What is the use?
3. What is different now?
4. Can you prove it?
5. Right, wrong, or neither?
6. All of the above?
7. Alike or different?
8. Square peg and round hole?

Portfolio Development: This provides each student with the opportunity to develop his/her own collection of authentic work representing their own body of knowledge.

Portfolio assessment is an innovative form of alternative assessment that allows teachers to see the academic progress and accomplishments made by a student over time. Portfolios also provide students with the opportunity to reflect on what they have learned over the course of a semester or a year. When used appropriately, portfolios can be an excellent component of an overall assessment plan.

Project-Based Learning: Knowledge is acquired and assimilated at different rates. Projects allow students to work individually and at their own pace as well as in a group. Matching teams with diverse intelligences can create educational opportunities that lead to success for all students involved.

Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. There are a wide range of project types—but all have the following features in common:

- Student centered, student directed
- A definite beginning, middle, and end
- Content meaningful to students; directly observable in their environment
- Real-world problems
- Firsthand investigation
- Sensitivity to local culture and culturally appropriate
- Specific goals related to curriculum and school, district, or state standards
- A tangible product that can be shared with the intended audience
- Connections among academic, life, and work skills
- Opportunity for feedback and assessments from expert sources
- Opportunity for reflective thinking and student self-assessment
- Authentic assessments (portfolios, journals, etc.)

Whole Group, Small Group and Individualized Instruction: Brief sessions in each of these settings provide opportunities for a variety of learning experiences.

Whole Group Discussion is a modified form of classroom lecture where the focus is shared between the instructor and the students for information transfer. Typically, an instructor will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing examples. Some merits of whole group instruction are:

1. Whole group discussions provide for greater interaction between teacher and students.
2. Instructors maintain a greater control over what is being taught because they are able to steer the discussion.
3. Auditory learners find them appealing to their learning style.
4. Teachers can check on what students are retaining through questions posed.
5. Whole group discussion is comfortable for many teachers because it is a modified form of lecture.
6. Students have a tendency to stay focused on the lesson because they might be called on to answer questions.
7. Students may feel more comfortable asking questions during whole group discussions.

Small Group Instruction is not ideal for distributing information, but they are helpful for students to develop their understanding of concepts and to acquire or improve strategies and approaches to problems. To achieve these higher-order thinking and learning activities promoted by small group teaching, it is helpful for the student to engage in meaningful communication directed towards a goal or set of goals. These higher-order thinking skills (e.g., application of concepts and principles, problem-solving, etc.) are the primary objective of small group sessions.

Individualized Instruction is designed to be tailored to the individual needs of the students. This can be achieved via individual projects, computer-based activities, etc.

Peer Teaching: This method continues to produce positive learning outcomes for both the peer teacher and the peer learner. Students assist their peer by demonstrating their knowledge and capabilities in many ways. Peer teaching reinforces the development of interpersonal and inter-group interaction skills, and provides practice in citizenship in and social action.

Direct Instruction. Coupled with Direct Instruction, Guided Practice and Modeling are applications that, when used appropriately, can produce positive student outcomes. Direct-instruction increases the probability that students will both correctly master and actually use effective academic strategies. This framework includes four major stages: (1) explicitly show students how to use the skill or strategy, (2) students practice the skill under the teacher's supervision--and frequent corrective feedback and praise is given, (3) students use the skill independently in real academic situations, and (4) students use the skill in a variety of other settings or situations.

Timelines: Visual and chronological depiction of events and developments are represented through the development of timelines. Graphic Organizers involve students in skills like sequencing, comparing and classifying to create representations of concepts and processes. These mental maps depict complex relationships and can become "blue prints" that make abstract ideas more visible and concrete.

Monitoring Tools: Multiple monitoring and management tools can be useful in providing needed structure and encouraging personal accountability. Some tools include: Home Reading Log, Student Academic Log, Cooperative Group Log, Individual & Classroom Expectations Chart, No Homework Excuse Form, Tardy Form, Inappropriate Uniform Form, and Student Work Calendar.

Alternative Experiential Learning: Effective as enrichment and remediation activities is role playing, games, observation settings, study groups, learning tournaments, and case study projects.

Differentiated Instruction:

Differentiated Instruction is a philosophy of education that provides appropriate opportunities for growth and success. Educational research supports the notion that "one size does not fit all" when it comes to presenting lessons to students and even when assessing students. Efforts are mobilized to ensure that all children are given opportunities for academic growth. While the goal for achieving state/district standards and benchmarks is constant, the route to that goal may vary according to student need. According to Carol Ann Tomlinson, professor at the University of Virginia and nation-wide proponent of Differentiated Instruction, "Fair is when everyone doesn't necessarily get the same. Fair is when everyone gets what he or she needs!"

According to Roberts Marzano there are nine instructional strategies that are most likely to improve student achievement across all content areas and grade level. They are as follows:

- **Identifying Similarities and Differences:** Presenting students with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge. Asking students to independently identify similarities and differences enhances students' understanding of and ability to use knowledge. Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge. Reinforcing effort and providing recognition: Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.
- **Summarizing and note taking:** Although we sometimes refer to summarizing and note taking as mere "Study Skills", they are two of the most powerful skills students can cultivate for enhanced achievement. They provide students with tools for identifying and understanding the most important aspect of what they are learning. Non-linguistic representations: According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

- **Home Learning for Practice:** An innovative instructional technique that provides students with the opportunity to deepen their understanding and skills relative to content that has been initially presented to them.
- **Cooperative Learning:** Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.
- **Setting objectives and providing feedback:** Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.
- **Generating and Testing Hypotheses:** The process of generating and testing hypotheses involves the application of knowledge. The more opportunities students have in comprehending, applying, analyzing, synthesizing, and evaluating new information, the more opportunities for learning to occur. When students are asked to describe how they generated their hypotheses and to explain what they learned as a result they realize a fuller learning experience.
- **Cues, questions, and advance organizers:** Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

In addition:

The changing characteristics of today's and tomorrow's economies, especially globalization and the increasing intellectual content of production, require a labor force with stronger mathematics, language, and communications skills, as well as flexibility, creativity and an increased ability to work together cooperatively. Fortunately, in recent years school districts throughout Florida and elsewhere have begun to pay attention to secondary education as it has come to be perceived, rightly so, as a pivotal factor in promoting economic development. As a response to this challenge, career academies have been successfully implemented as a whole school restructuring tool that have been proven to reduce dropout rates, improve student performance, and equip students to face the complexities of future employment. In 15 years of data analysis, High Schools That Work (HSTW) has found that students learn more, when they are engaged with challenging content through planned learning activities. Offering higher-level academic and technical courses is essential to raising student achievement. Schools that show the greatest gains in student achievement not only enroll more students in higher-level courses, but also adopt other key requirements; students reading books in and outside of class, completing writing assignments weekly, preparing science projects, writing reports, making oral presentations, using computers with their instruction, solving real world problems, working in teams and sharing knowledge. Miramar Charter High School has been designed to offer a specialized education within a charter high school that is organized into academies that reflect the high skill, high paying careers in environmental sciences, business/finance and legal studies in environmental sciences, business/finance and legal studies..

Technology needs to become a tool for learning, not another subject to teach. The primary goal is to use technology to supplement learning -- rather than teaching technology in isolation.

Teacher training and professional development are key to implementing technology and teachers will be provided with training opportunities that enable them to use technology in addition to the traditional strategies. Teachers will be provided training using the following:

- Apple i-Pod Learning Lab – training will be provided through Apple Technologies to insure that teachers receive the appropriate instruction so they may assist students in the use of the Apple iPod.
- Mimio Board – The Mimio Board is an interactive Smart board technology that enables teachers to bring learning to life via videos, book projectors and student interaction. Training will be provided by Mimio to insure appropriate use and methods.
- Computer Technology – Teachers will receive ongoing training using the Internet and appropriate software as selected by the principal or as part of the curriculum.
- FCAT Explorer - The FCAT Explorer/FOCUS Support Services Team is available to provide training to teachers and staff across the state. Support Services Staff can train any teacher, media specialist, school administrator, or other school staff in using the FCAT Explorer and FOCUS Teacher's Desk features.

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

As a school of choice, Miramar Charter High School believes its focus on a rigorous college preparatory and career academy program will appeal to those students and parents interested in the School's mission: to provide students with a well-rounded high school education, through a challenging program, focused on using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. The Miramar Charter High School educational philosophy will ensure that the school delivers a comprehensive, cross-instructional program to students desiring to achieve in the core content areas and to provide students with career educational opportunities that will assist them with their post secondary decisions.

Miramar Charter High School also believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provides improved student achievement information for classroom teachers in a timely manner.

Research shows that a multitude of schools and districts across the country are seeing substantial improvements in student learning and achievement as they incorporate data-driven practices. Teachers in these schools are finding that intelligent and pervasive uses of data can improve their instructional interventions for students, re-energize their enthusiasm for teaching, and increase their feelings of professional fulfillment and job satisfaction. Data-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. Educational practices are evaluated in light of their direct impacts on student learning.

The five major elements of data-driven instruction are:

- good baseline data,
- measurable instructional goals,

- frequent formative assessment,
- professional learning communities, and
- focused instructional interventions.

These elements interact to enhance student learning and to inform teacher practice.

Miramar Charter High School has adopted the Florida Continuous Improvement Model as the cornerstone for teacher instruction and evaluation. The goal is to create a definable, predictable, repeatable, system. This system is shared with all stakeholders, including students so that they understand learner expectations and the alignment of classroom goals to the mission of the school - *to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging program, supported by technology, on-site learning experiences via local business and the opportunity to tie classroom learning with the real world of work.*

Students understand the objectives, understand the mission of the school, and work within an effective classroom “system” that subscribes to a common set of expectations as part of the larger whole school system. The effective classroom teacher uses the PDSA cycle to:

- Improve systems
- Facilitate classroom meetings to build a culture
- Align to the school goals
- Meet with next grade level teachers to include their expectations when goal writing
- Survey parents and share feedback on a regular basis (repeated improvement cycles)
- Access data looking for trends and use the data to support their classroom instruction
- Make strategic and operational decisions in the classroom based on data.
- Use comparison data to rate classroom.
- Display classroom data.
- Use data to drive instruction.
- Involve students in creating a recognition system that is aligned to class goals.
- Incorporate research based “best practices” for instruction.
- Meet regularly with support personnel to improve processes.
- Create a climate of openness and trust that is safe for all learners.

Miramar Charter High School believes that an effective school must display the following characteristics:

Leadership: This is the responsibility of the principal who must set the example and tone for instructional excellence. The teacher becomes a leader in the classroom by moving forward with the expectations set by the school.

High expectations of student achievement: The school staff believes and expects all students to attain mastery of core curriculum.

Pervasive and broadly understood instructional focus: The instructional staff devotes sufficient time to the key skills of reading, writing and mathematics.

Safe and orderly school climate conducive to teaching and learning: Students have a safe environment in which to learn.

Measures of student achievement as an indicator of program success: Measurement is the key to school improvement. This involves frequent assessment where data is used to improve individual performance and the school instructional program.

Miramar Charter High School also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student. Because Florida's student population and the demographic mix of the nation is constantly changing, it is important to create cultural awareness in students. Through the use of the arts, music, literature and numerous cross-curricular programs and activities, students will recognize the achievements of a wide range of ethnic groups supporting the school's belief that a multicultural education helps to prepare students for life in an ethnically diverse society.

E. 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.

Miramar Charter High School anticipates that the student population will be diverse in many different aspects including educationally, culturally, ethnically, demographically and socio-economically. The use of data "levels the playing field" for all students because continuous assessment reveals the gaps in learning that must be addressed to help insure student academic success.

The Florida Continuous Improvement Model is Miramar Charter High School's method for insuring that all levels of students are provided with meaningful instruction.

FCIM - The Florida Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction and is designed to assist administrators, teachers, and students in recognizing students' academic strengths and weaknesses through a systematic approach to data collection and analysis from student assessment. FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. – Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

The School's curriculum is aligned with the Next Generation Sunshine State Standards and student progress will be assessed with the Florida Comprehensive Assessment Test, school generated assessments and state/district assessments.

The faculty and administrators analyze information obtained from classroom and state/district assessments to evaluate the academic strengths and weaknesses of individual students. Data is

derived from formal and informal assessments supporting data driven decision making when determining adjustments that may need to be made to the curriculum.

Teachers plan for instruction using lesson plans, state approved resources and appropriate instructional strategies. Instruction is designed to address new skills acquisition as well as addressing the achievement gaps in student performance.

The State of Florida has developed the Next Generation Sunshine State Standards and Course Outlines that stipulate a comprehensive plan for the instructional program. The Principal, Department Chairs, Lead teachers and the Reading Coach develop Scope and Sequence documents that guide the organization and pacing of instruction. Classroom teachers implement “Best Practices” that include examples of techniques and strategies which effectively promote improved student achievement.

Classroom and school-wide interim assessments are a critical component of the teaching and learning process. Teachers assess student learning frequently to insure academic success. In addition, interim assessments that mimic the FCAT format provide tools for adjusting and refining curriculum and instruction so that all students have the opportunity for in-depth learning to be successful on the FCAT.

The school provides tutoring for students whose assessment results indicate a need for further instruction in any essential skill area. Extended learning opportunities are made available for all students at all academic levels of achievement.

Classroom teachers and administrative staff monitor student progress on a continuous basis. Informal student/teacher conferences, principal visits to classrooms, and examinations of test results are ways a student’s progress is monitored.

Miramar Charter High School recognizes that a culturally diverse student population requires individualized methods of instruction delivery. Multicultural themes will teach students tolerance for the ethnically and/or culturally diverse population served by the school. With tolerance comes understanding, thus creating a community of students who are committed to working together to assist in creating a school environment that is conducive to learning.

4. Curriculum Plan

A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards.

The Miramar Charter High School curriculum will provide for appropriate instruction based upon the state curriculum frameworks, course descriptions, and Sunshine State Standards prescribed by the Florida State Department of Education, Florida’s System of School Improvement and Accountability goals and standards.

The educational program of Miramar Charter High School uses a comprehensive and evidence-based model of teaching and learning that addresses the social, personal, career and academic goals of students. The program focus is on preparing students for post secondary education at a college or university while providing substantial career experiences. The program is characterized by a strong curriculum plan, rich learning experiences and technology enhanced teaching and learning opportunities. The following components are integrated into the school's teaching and learning model:

- Teacher directed instruction, tutoring, mentoring and coaching
- Mastery based learning
- Technology enhanced learning
- Honors, Advanced Placement and Dual enrollment course-work
- Focused and relevant learning opportunities
- Foundational skills development
- Employability skills development
- Career Preparation
- College preparation

Technology Programs

The school will utilize many programs offering students and teachers easy access to a variety of research tools and useful information. These resources may be accessed from any Internet-connected computer, including from home to enhance instruction. These programs may include but not be limited to:

FCAT Explorer - is a free online practice program for Florida's public school students. The system includes two practice programs created for tenth grade students: Reading Timeline covers topics in science and culture, using a history-based navigation. In addition, the Reading Timeline offers eight in-depth lessons on important reading skills. Math Timeline includes problems that focus on history, science, culture, and career. In addition, the Math Timeline allows students to freely navigate through the program or work on problems related to a specific benchmark. All five programs offer practice for the skills tested on the FCAT and include features to help students get the most from their study time.

Science Mission provides comprehensive practice for the skills tested on the 11th grade science FCAT. The program is organized into three areas: Physical & Chemical, Earth & Space, and Life & Environment. FCAT Explorer is online, which provides students with the opportunity to use the system on any computer connected to the Internet whether at school, at the library, or at home.

Gale Databases - A large collection of cross-searchable databases containing thousands of primary documents, biographies, topical essays, critical analyses, photographs and illustrations, audio and video clips, and full-text articles from hundreds of magazines and newspapers.

Newseum – Today's Front Pages - 728 front pages from 73 countries. The Newseum displays daily newspaper front pages in their original, unedited form.

Grolier On-line - Rich multimedia encyclopedia which provides quick access to encyclopedia articles, web links, and full-text periodical articles all with a single search.

BLS Occupational Outlook Handbook - A nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

Florida CHOICES PLANNER - Florida CHOICES PLANNER provides career and educational exploration and information. It includes assessments for interests, skills, and values. The database contains information on careers, Florida public and private postsecondary institutions, national institutions, and financial aid. It also allows users to make career plans, develop resumes and complete job search activities.

Internet Search Engines – Ask Jeeves, Google, Yahoo

Broward Public Library System - Search the Broward public Library System catalog.

SUNLINK - Search for books all over Florida -- the entire state or by region.

Strong Curriculum Plan

The curriculum objectives for the school are:

- Provide a relevant and rigorous curriculum that meets the needs of all students
- Provide accelerated courses designed to successfully prepare students for post-secondary education
- Use abundant assessments to determine student mastery and performance in all subjects
- Integrate technology to enhance the teaching and learning environment
- Offer on-going tutoring to support student learning
- Provide FCAT preparation so students demonstrate mastery at Level 3 or higher
- Provide meaningful internship experiences so students may determine the career path that best suits their interest.
- Offer students an accelerated curriculum to include dual enrollment opportunities, Honors and Advanced Placement coursework.
- Preparing students to succeed in the college, university or world of work by teaching the student how to learn and by equipping students with 21st century skills, thereby empowering them along the path to post secondary success.

The school will provide a rigorous and relevant education to students aligned with the Next Generation Sunshine State Standards while also providing guidance counseling to ensure an appropriate course of study, providing students access to FACTS.org and the ePep and provide students information regarding scholarship opportunities including but not limited to:

Bright Futures Scholarship Program:

Florida Academic Scholars Awards -

Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$126 per semester hour at a four-year public or private institution, \$78 per semester hour at a two-year institution (community college), and \$64 per semester hour at a career/technical center. Full time students must earn 24 semester credits per

academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.

Florida Medallion Scholars Awards -

Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), and \$48 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.

Florida Gold Seal Vocational Scholars Awards -

Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), and \$48 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.

Jose Marti Scholarship Challenge Fund Grant - Florida students of Hispanic origin who have a combination of the highest ranked GPA and the highest financial need can receive a \$2,000 grant for use at a Florida public or eligible private institution.

Mary McLeod Bethune Scholarship Fund - This program offers scholarships to students attending Bethune-Cookman College, Edward Waters College, Florida A&M University or Florida Memorial University. Students must demonstrate great financial need.

Assessment

Abundant and relevant assessments are key to the collection of data used to drive instruction. Teachers utilize current FCAT data to include baseline assessments, interim assessments, and teacher-designed assessments in order to focus on selected benchmarks. Teachers will work collaboratively to examine and discuss instructional strategies that stimulate students to think more deeply about the concepts, to remediate skills where gaps in learning occur or to determine student growth in the acquisition of concepts.

Assessments will include but not be limited to:

Teacher made tests and quizzes

FCAT Released Item

District Interim Assessments

Scantron Achievement and Performance Series

School-wide FCAT style tests created by FCAT Test Generator

State and district mandated exams –

- Florida Assessment for Instruction in Reading (FAIR) select students
- College Board Preliminary PSAT/NMSQT grade 9, optional; grade 10 required; grade 11, optional
- Florida College Entry-level Placement Test – grades 11-12, optional
- District Benchmark Assessment –Reading, Math and Science – grades 9-11 – baseline, fall, winter, Florida Comprehensive Assessment Test (FCAT) – Writing – grade 10, Science – grade 11, Reading and Math – grades 9 – 10

- CELLA – grades 9-12

Course Work

The coursework for Miramar Charter High School will provide for appropriate instruction based upon the state curriculum frameworks, course descriptions, and Sunshine State Standards prescribed by the Florida State Department of Education, Florida's System of School Improvement and Accountability goals and standards.

Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations may be provided as specified in the student's Individual Education Plan (IEP) but cannot change course performance standards. The accommodations specify changes in instructional strategies that are required as a result of a student's disability.

Florida students entering ninth grade may choose from the following graduation programs although the 24-credit option will be recommended for Miramar Charter High School students:

A four-year, 24-credit program

A three-year, 18-credit college preparatory program

A three-year, 18-credit career preparatory program

The core curriculum will be built upon the Next Generation Sunshine State Standards and is designed to challenge the college-bound student. However the school understands that there are those students with an interest in pursuing high level vocation out of high school with an intention to return to higher education at a later date. The school will offer at least four courses in dual enrollment or AP (FLDOE 6/24/10) and will encourage all eligible students to participate.

Miramar Charter High School will establish small learning communities that focus on career strands, facilitating interests in environmental sciences, business/finance, and legal studies. Such strands will embrace the concept of small learning academies that keep students and teachers together in units that remain together for two years of a student's high school experience.

Miramar Charter High School will offer a four year high school program, although a three year option is available, designed to prepare students for success after high school. Miramar Charter High School will implement the following career academies: The Academy of Environmental and Marine Science, The Academy of Legal Studies and the Academy of Business and Finance. The first two years of each academy will consist of a core studies program that concentrates on academic disciplines/classes necessary to meet Broward's student progression plan and an introduction to the School's available career academy themes. The second two years will focus on the disciplines/classes tied to each student's post secondary goals – whether those goals are higher education, technical education, or immediate entry into work – and a targeted pursuit of the student's chosen career strand.

Because it is believed that most Miramar Charter High School students will be college-bound, the Academy will offer core academic and elective programs to enable students to successfully pursue their goals through multiple education/career pathways and meet requirements for

admission to Florida's State University System. It is anticipated that Miramar Charter High School students will meet the following course requirements over four years of high school:

Language Arts	4 credits
Mathematics	4 credits
Science	4 credits (3 required)
Social Studies	4 credits (3 required)
Foreign Language	2 credits (required for admission to state university system)
General Electives	8 credits
Required Electives	2 credits (i.e., fine and performing arts, practical arts, physical education, health, and life management)

It is anticipated that most students will earn 24-30 credits during grades 9-12. Students may be eligible to receive college credits for scoring a 3 or higher on Advanced Placement examinations.

At the beginning of ninth grade students will declare a Major of Interest. During the first two years (grades 9 and 10), students will focus on core academic competencies and required electives, reading proficiency, career aptitude assessments, preparations required for the world of work and essential citizenship skills for effective entry into a global society. Beginning in grade eleven students will begin coursework in the career academy program they wish to pursue. In addition to core subjects, student will choose electives that reflect their career interest. Upon completion of the Junior year, students will continue with completion of core subjects required for graduation, but the internship program will be implemented. Twelfth grade students will continue completing required coursework for graduation, but will participate in the Executive Internship program as an elective.

Reading will be the primary focus of the curriculum, whether taught independently or infused throughout the curriculum, and will be consistent with the Broward County Schools Comprehensive Reading Plan. The program will implement developmental, accelerated and preventive reading program strategies.

Student learning tasks within each area will be individualized to meet each learner's needs. Emphasis will be placed on rigorous academic standards that prepare students for success beyond the high school years. While each discipline is taught as a separate credit course, the instructional staff will focus on integration of content and reading across the curriculum so that content connections within the area of specialization are emphasized and become a strong foundation for life-long learning pursuits.

Within this structure, student learning will focus on state and national standards i.e. the core areas of mathematics, language arts, science, and social studies. Additionally, students will learn workplace competencies such as those described in the SCANS Report for America 2000 ((US Secretary of Labor Commission on Achieving Necessary Skills - Learning a Living: A Blueprint for High Performance. The report was commissioned to determine the skills young people need to succeed in the world of work. The primary objective was to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace. As outlined in that report, a high-

performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.

The core program within each academy will prepare students to meet the challenges of a competitive workplace in the 21st century. Through participation in core academic offerings that emphasize the state and national standards and the key literacies of the 21st century (e.g., reading, mathematics, and information technology), students will be engaged in meaningful learning activities that promote the acquisition of essential content knowledge and the application of these skills in practical performance competencies. A wide array of technological resources will facilitate the development of these skills in an environment that is rich with thoughtful inquiry and discussion.

The core curriculum will incorporate and be aligned with the Next Generation Sunshine State Standards, will have a college preparatory emphasis, and will provide intensive core courses customized to specific student needs. Course offerings are designed to enable students to meet requirements for admission to state universities and are anticipated to include the following:

- Language Arts - English I, English II, English III, and English IV, or English I-IV Through ESOL, Advanced Placement English Language, Advanced Placement English Literature, Developmental Language arts through ESOL. Four years required.
- Mathematics - Algebra I A/B, Algebra I Honors, Geometry, Geometry Honors, Algebra II, Algebra II Honors, Analysis and Functions, Pre-Calculus, Trigonometry, AP Calculus AB, AP Calculus BC, Informal Geometry, Probability & Statistics. Four years required.
- Science - Biology, Biology Honors, Biology AP, Chemistry, Chemistry Honors, Chemistry AP, Physical Science, Physics, Physics Honors, Physics AP, Integrated Science III Three years required, four suggested
- Social Studies –World History, World History Honors, , American History, American History Honors, American History AP, American Government, American Government Honors, Economics, Economics Honors -three years required, four suggested
- Foreign language - Spanish I, II, III, IV, AP, Spanish Speakers I, II, III, IV(minimum of two years)
- Electives and special area courses – Physical Education, Art Appreciation I & II, Drawing and Painting I & II, Drama I-IV, Chorus I – IV, Band I – IV, Computer Applications I & II, Web Masters, Emergent Computer Technologies-
- Investigative research and exploration of specialization areas in Career Academies

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

Language Arts/Reading (English):

The school will implement the K-12 Comprehensive Research-based Reading Plan (K-12 CRRP), Pacing Guides and Focus Calendars aligned with the Next Generation Sunshine State

Standards to guide instruction in Language Arts and Reading classes in grades 9-12. The integration of these documents will provide teachers with guidance to ensure that all students receive instruction that will enable them to become literate, life-long, self-directed learners who can compete in a global economy. All teachers will be supported by a highly-qualified reading coach who model will model lessons, analyze data, and provide professional development in research-based literacy. Instructional content in reading will be based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts will include the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Additionally, the students in language arts and reading classes are supported by technology-based focused interventions centered on students' needs.

In collaboration with Broward County Public Schools' Comprehensive Research-Based Reading Plan (CRRP), Miramar Charter High School is committed to the teaching of reading and the beliefs that every child should learn to read. The district comprehensive plan for reading (CRRP) describes programs, standards, strategies, interventions, benchmarks, and assessments which support this goal. With the goal of teaching every child to read, every student will:

- receive reading instruction, across the curriculum, which reflects the best teaching practices;
- be assessed regularly in order to plan for instruction;
- receive appropriate intervention and tutoring services;
- independently read a required minimum number of books during each quarter and during the summer;
- learn strategies for reading content area texts;
- improve performance in reading and communication on district and state mandated tests.

The plan for improvement of reading achievement will include:

- research-based reading survey test to determine reading levels;
- mandated district and state benchmarks of reading achievement;
- unified school-wide instructional strategies;
- early intervention strategies;
- intervention/tutoring strategies;
- documentation of required independent reading;
- staff development;
- connections to local college and university programs and resources.

Students in Grades 9– 11 will be assessed at the end of each school year to determine reading levels and to plan for the next school year instruction. The assessment will be used, in conjunction with other data, to determine student performance levels and to make decisions about promotion, remediation, and retention. The district's CRRP requires the school to conduct a screening and diagnostic process to identify appropriate placement of Level I and Level II students in reading classes to be completed prior to the end of the school year. The CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving Level II students may either attend an Intensive Reading or a homogeneously grouped language arts course in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course.

Students in grades 9 and 10 who scored at Level I and II on the most recent administration of the FCAT reading test as well as grade 11 or 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the English course.

Adjustments will be made to ensure that English Language Learners (ELL) students and Exceptional Student Education (ESE) students receive equal instructional time. A student classified as ELL is required to attend Developmental Language Arts through ESOL for each year the student is classified as ELL.

Students in grades 9 – 12 will be required to read a minimum of five books each quarter. Students will have a minimum of 30-minutes of independent reading daily as a homework assignment and all students will read a minimum of two books, chosen from an age appropriate list, each summer. Assessments will be developed to insure understanding and comprehension. Credit for completing this reading requirement will be factored into the student's language arts/reading grades.

The independent reading requirement is not limited to the language arts/reading/ESOL or English class, but will be a school-wide program. Students will receive instruction in reading strategies across the curriculum with core subject area teachers collaborating to continually assess the needs of the students they teach.

Miramar Charter High School will adopt the strategies outlined in the CRRP and these will be implemented throughout the core curriculum program. Teachers will be provided with the Next Generation Sunshine State Standards and the Benchmarks for Language Arts. Miramar Charter High School will use Holt – Elements of Literature. Traditional literature programs are difficult for many students because they lack appropriate reading skills. Holt Elements of Literature offers the best in contemporary and traditional literature and includes reading skills and strategies lessons by top educational leaders and researchers. The series is a research-based, developmental reading program that has been the subject of numerous rigorous independent research studies that have confirmed the efficacy of the series and ensured its compliance with NCLB. The series is State adopted and aligns with *Just Read Florida*. Eleventh grade students will study American Literature and twelfth grade students will study British Literature. In addition, the Sadler-Oxford Vocabulary Workshop will be implemented to systematically increase vocabulary and improve vocabulary-building skills while preparing students for the vocabulary strands on standardized tests.

The remedial process for grades 9-12 will include:

- a preventive intervention plan developed with the parents or guardians for students needing additional help;
- enrollment in a reading course beginning in grade 9 and continuing through grade 12 , if necessary;
- a reassessment of the intervention plan to continue into the next school year,
- possible retention in the grade level and suspension of other electives classes.

It is extremely important that parents or guardians help their children improve their reading achievement. Evening seminars will be provided for parents/guardians as part of the plan.

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

The purpose of English I - IV is to enable students to develop fundamental reading and writing skills and strategies to ensure successful literacy experiences.

The content includes the following:

- reading strategies to construct meaning
- various literary, informational, and technical texts
- writing process strategies
- speaking, listening, and viewing strategies
- vocabulary acquisition
- impact of language on varied audiences
- characteristics of various literary forms
- critical and aesthetic response to literature
- varied media for basic research

Students will become effective communicators using language, information, and ideas. Students will develop their ability to think and present ideas clearly and analytically interpret ideas presented to them by others.

Students will be expected to complete four years (credits) of English as a requirement of graduation including English I, II, III and IV, or higher, geared to the Sunshine State Standards. Students in Grade 10 are expected to pass the FCAT Reading and FCAT Writes.

English I & II and English I & II Honors will concentrate on literature and composition, emphasizing writing skills to prepare students for the successful completion of the writing and reading portion of the FCAT. Included in the coursework will be integrated research focusing on communication. Classroom work will be supplemented with hands-on instruction, and exposure to community partners to provide a broader educational experience and to enhance the transition to further education and career. The curriculum will include career-related oral and verbal communication opportunities, such as business letter writing, technical writing, expository and persuasive writing.

English III and English III Honors will focus on American Literature and continued concentration in English language skills such as reading, composition, speaking, listening, and critical thinking.

English IV and English IV Honors are offered in the senior year. English IV focuses on providing instruction in English language skills and on British Literature as part of our literary heritage. English IV promotes academic excellence in English Language Arts through enriched experiences and communication skills.

Advanced Placement English Language and is designed to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also provides a variety of writing opportunities calling for the use of different styles and tones.

Advanced Placement English Literature and Composition is designed to allow students to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

Reading I & II are designed to course is to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

Intensive Reading is designed to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

Advanced Placement English will be offered as a specialized course of study for students who demonstrate an exceptional interest in and commitment to the study of literature.

Mathematics:

The mathematics curriculum is designed to enrich the mathematical experiences of both teachers and students. It builds on fundamental mathematical strands and integrates mathematics into other subject areas. The curriculum is based upon an extensive body of research on how students learn mathematics and provides opportunities for all students to develop mathematical proficiency. The Sunshine State Standards, the Mathematics Pacing Guides, and the Florida Mathematics Curriculum Framework delineate what mathematics students need to know and be able to do. These documents provide the blueprint for rigorous content in mathematics for students in grades K – 12. Teachers will be trained in the delivery of differentiated instructional strategies through Project MIND – Math is Not Difficult.

Senior high school students must complete Algebra I, Geometry, Algebra II, and one additional higher-level mathematics course. Students interested in challenging themselves are encouraged to enroll in Pre-AP/honors and Advanced Placement courses in mathematics.

The following principles guide the Mathematics Instructional Design for Teaching and Learning Mathematics: learning requires the active participation of the student, people learn in a variety of ways and at different rates, and learning is both an individual and a group process. Teachers focus instruction on the meaningful development of essential mathematical ideas as outlined in District, and State, standards. New concepts and skills are developed through real-world

problem-solving opportunities. Cooperative learning enables small groups of students to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning. Whole group collaboration follows with discussion of the specific concepts, connections, and predictions. As students develop their numeracy skills and concepts, they become more confident and motivated in the expression of their mathematical ability. They learn to enjoy and value mathematics, think analytically, and understand the role of mathematics in everyday life.

The K-12 Math Curriculum will incorporate the Next Generation Sunshine State Math Standards (September 2007). The goal of the new standards is to develop a citizenry that has the ability to compete in the world market.

According to the Florida Department of Education, there are five process standards (NTCM 2000) and five strands of Mathematics proficiency (NRC, 2001). They are as follows:

Process Standards:

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representations

Strands of Mathematic Proficiency:

(1) Conceptual Understanding refers to the “integrated and functional grasp of mathematical ideas”, which “enables them [students] to learn new ideas by connecting those ideas to what they already know.” A few of the benefits of building conceptual understanding are that it supports retention, and prevents common errors.

(2) Procedural Fluency is defined as the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

(3) Strategic Competence is the ability to formulate, represent, and solve mathematical problems.

(4) Adaptive Reasoning is the capacity for logical thought, reflection, explanation, and justification.

(5) Productive Disposition is the inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.

Students graduating from a Florida Public high school are required to take four years of math. Teachers will be provided with the Next Generation Sunshine State Standards and the appropriate for the Next Generation Sunshine State Standards and for course descriptions with an eye for any revisions that may be adopted by the Florida Board of Education. State adopted materials and supplementary reading materials will be used in grades 9-12 to assist in the instructional program including but not limited to the Glencoe-McGraw Hill Math series for all courses.

Miramar Charter High School will offer the following courses:

Algebra IA/B This course is the first half of a two-year sequence. The material covered in this course will be equivalent to the first semester of Algebra I. This course is designed for the student who needs to move at a slower pace and for those who need constant reinforcement. There is more drill and practice in this course compared to Algebra I. Students who successfully

complete this course will take the second half, Algebra IB, the following year. The first half of this two-part course will develop important skills. Students will collect, organize and graph data, solve logic problems, review order of operations and a variety of mathematical skills using integers and fractions. They will explore patterns and use scientific calculators to work with exponents. Building on patterning skills, students will use guess and check tables to write equations for standard word problems. Students will solve linear equations as well as examine numerical and geometric ratios in a variety of activities. They will write and solve equations to problems involving equivalent ratios. This course will culminate with the student building a geometric understanding and connection to the algebraic representation. –

Algebra I This course introduces the student to the concepts and variables and emphasizes problem-solving skills. Topics include linear equations; solving and graphing inequalities; graphing on a coordinate plane; solving systems of equations; factoring; operating with polynomials; rational expressions; radicals; and solving quadratic equations. Selected topics from trigonometry, probability, and statistics are also included. Applications are emphasized throughout the course.

Algebra I Honors - This course emphasizes development of skills, techniques, and applications that deal with number relations, linear equations, formulas, polynomials, graphing, systems of equations, and probability. Additional content will include techniques of evaluating and simplifying algebraic expressions, the solving of quadratic equations, and methods of factoring.

Geometry/ Geometry Honors - This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. **Algebra II/Algebra II Honors** - The major component of this course is advanced topics in Algebra. The students continue the study of statistics including probability, distributions, and linear regression. The course integrates geometry, algebra, statistics, discrete mathematics, algebraic and transcendental functions, and problem solving with the use of graphing calculators.

Pre-Calculus - The purpose of this course is to study functions and develop skills necessary for the study of calculus. The pre-calculus course includes analytical geometry and trigonometry.

Trigonometry - Trigonometry deals with relationships between the sides and the angles of triangles, and with trigonometric functions, which describe those relationships and angles in general,

AP Calculus AB/BC - Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally.

Informal Geometry - Informal Geometry provides an introduction to basic geometric topics including language, classification and properties of polygons, congruence, similarity, parallel lines, area and volume, right triangle trigonometry and coordinate geometry. This course uses an informal approach, which is not dependent on formal geometric proof

Analysis and Functions – this course is designed to further develop the mathematical foundation needed for success in calculus. The course includes but is not limited to piecewise functions, linear equations, and inequalities in two and three variables, behavior of polynomials, discontinuities, exponential and logarithmic functions, limits, logic, matrices, partial sums of arithmetic, and geometric series, permutations and combinations, skewed and normal distributions and calculate and interpret measures of center and variability. This course is taught utilizing a graphing calculator.

Intensive Math – This course covers the concepts required to pass the FCAT. This course is required of all students who score at the low level, non-proficient on the math portion of the FCAT and already have Algebra I, Geometry and Algebra II credits.

For the 24-credit option, students are required to take four credits of mathematics. For the 18-credit option students must earn 3 credits. A four year recommended sequence includes Algebra I, Geometry, Algebra II and Analysis and Functions. Informal Geometry meets high school graduation requirements but does not meet the minimum entrance requirements for the Florida University System.

Social Studies: High school students must be prepared to be contributing members of society upon graduation, prepared to assume further educational or career responsibilities imbued with and understanding of current events, American and World history, government and economics. Not only should students be prepared with knowledge about what has happened and how governmental, cultural and economic systems have operated, they must also understand their responsibilities and potential contributions to society as adults.

Graduating students will have completed course work in World History, American History, American Government and Economics, enabling and empowering them to function in the community. Using the Next Generation Sunshine State Standards, to guide instruction, social studies teachers will provide students in grades 9-12 with the content, concepts, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. At each grade level, students will be provided opportunities to learn and apply the lessons from the study of history, geography, political science, and economics. Helping students to develop a global perspective and an appreciation of cultures other than their own is also emphasized throughout the instructional program.

Exemplary social studies teachers will use a variety of teaching methods, instructional materials, and evaluative techniques to achieve program goals and to actively engage students in their learning. Additionally, the social studies teacher will:

- integrate critical thinking and reading and writing skills throughout the curriculum;
- promote multicultural appreciation;
- emphasize geography and current events throughout the curriculum;

- emphasize a global perspective;
- encourage the examination of controversial issues;
- assist students in conducting research; and
- utilize technology to enhance the instructional program.

The school may utilize but not be limited to:

Glencoe – World History

Holt, Rinehart & Winston publishing company for instructional and supplementary materials in American History, Glencoe for Honors and Advanced Placement American History,

Glencoe – American Government

Prentice Hall for AP American Government.

Prentice Hall - Economics

Course offerings will include but not be limited to:

World History - The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings

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American History - The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

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American History AP - Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

American Government - The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

American Government Honors - The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

Economics - The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

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Science:

Teachers will be provided with the Next Generation Sunshine State Standards and the appropriate Benchmarks as included in the following DOE website <http://www.fldoe.org/bii/curriculum/sss/> (for the Next Generation Sunshine State Standards) and <http://www.fldoe.org/bii/curriculum/sss/> (for course descriptions) and with an eye for any revisions that may be adopted by the Florida Board of Education. State adopted materials and supplementary reading materials will be used in grades 9-12 to assist in the instructional program.

The research-based instructional model based on Bybee's Five E's (Engage, Explore, Explain, Evaluate, and Extend) will be used to direct teachers and their students through the scientific process with the use of essential, higher-order, critical thinking strategies in the development of hands-on, inquiry-based investigations.

The school may utilize but not be limited to: Glencoe – Earth/Space Science, Biology, Advanced Placement Biology, Chemistry, Marine Science and Physics
Prentice Hall - Honors Biology
Holt – Environmental Science, Physical Science

Students need to be well-grounded in the sciences to operate in the real world of employment and higher learning. Students will experience a lab component in at least two of their science courses at Miramar Charter High School . Students are required to take 3-credits of Science to include Earth/Space Science, Biology and one of the following: Chemistry, Physical Science, or Physics. Miramar Charter High School students will be encouraged to take four. All applicable prerequisites will be followed when enrolling students in courses.

Course Offerings will include but not be limited to:

Earth/Space Science - The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space.

Earth/Space Science Honors - The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space.

Biology - The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

Biology Honors - The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

AP Biology - The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data.

Chemistry - The purpose of this course is to study the composition, properties, and changes associated with matter and their applications.

Chemistry Honors - The purpose of this course is to study the composition, properties, and changes associated with matter, and their applications.

AP Chemistry - The purpose of this course is to study the development and application of chemistry principles and concepts.

Physical Science - The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities.

Physics - The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

Physics Honors - The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

AP Physics B - The purpose of this course is to provide a systematic introduction to the main principles of classical and modern physics and emphasize the development of problem-solving ability.

Integrated Science III - This purpose of this course is to provide opportunities to investigate the theories and ideas associated with the biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating.

Integrated Science III Honors - This purpose of this course is to provide opportunities to investigate the theories and ideas associated with the biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating.

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

Miramar Charter High School will adopt the K-12 Comprehensive Research-Based Reading Plan (CRRP).

Miramar Charter High School’s goal is for students to become lifelong readers and critical thinkers. We believe that reading is the cornerstone of educational progress. Students need to read for comprehension at or above their grade level to succeed in all of their current class work, and in further educational endeavors or other vocations in life. The Board will require a commitment by principal candidates to ensure that reading is a school-wide priority. The Board will commit that appropriate resources are provided to ensure the success of the reading program.

Therefore, Miramar Charter High School will conduct a rigorous school-wide reading and literacy program in keeping with the guidelines promulgated in Governor Bush’s Executive Order number 01-260, now known as the *Just Read Florida* initiative. Miramar Charter High School will utilize the resources of the *Florida Center for Reading Research* and *Just Read Florida* to implement a comprehensive and scientifically-based program that focuses on the five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and that offers all students an opportunity to meet or exceed grade level expectations for reading according to the Sunshine State Standards.

The skills and strategies taught align with the Next Generation Sunshine State Standards for Reading, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). High school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. Success in subject area courses for some students in grades 9-12 is contingent upon intensive reading intervention of content area vocabulary and concepts.

Miramar Charter High School will follow the *Comprehensive Research Reading Program (CRRP)* and implement these specifications to ensure that the reading program described herein has all of the core elements in place for an effective reading program that will propel students to meet the Sunshine State Standards.

Briefly stated, the *CRRP* establishes a framework that supports high quality reading instruction and creates opportunity for secondary students to learn to read well. Miramar Charter High School will embrace this framework completely as it implements its reading program thus ensuring a dynamic system that generates success for all students. The four strands (specifications) critical to an effective reading program are:

1. Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site expertise

2. Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focus on Reading
- 2.3 Resource Focus on Reading Achievement

3. High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

4. Reading Text Materials and Resources

- 4.1 Materials Align with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Miramar Charter High School reading curriculum, strategies and instruction shall be the nucleus of instruction encouraging reading and writing across the curriculum. Miramar Charter High School recognizes that fluent and efficient reading is an essential tool needed by students in order to become life-long learners. Furthermore, a superb reader can engage in learning more freely and gain command of some aspects of his/her educational endeavors. The Comprehensive Core Reading Program is designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction.

According to the guidelines of the *CRRP*, Reading will be taught across the curriculum. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts. Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area.

Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important

to understanding the text;

- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas.

With the goal of teaching every child to read, every student will:

- receive reading instruction, across the curriculum, which reflects the best teaching practices;
- be assessed regularly in order to plan for instruction;
- receive appropriate intervention and tutoring services;
- independently read a required minimum number of books during each quarter and during the summer;
- learn strategies for reading content area texts;
- improve performance in reading and communication on district and state mandated tests.

The plan for improvement of reading achievement will include:

- research-based reading survey test to determine reading levels;
- mandated district and state benchmarks of reading achievement;
- unified school-wide instructional strategies;
- early intervention strategies intervention/tutoring strategies;
- documentation of required independent reading;
- staff development;
- connections to local college and university programs and resources.

Level 1 & 2 students will be monitored three times per year to determine reading levels and to plan for the next school year instruction. The assessment will be used, in conjunction with other data, to determine student performance levels and to make decisions about promotion, remediation, and retention.

Students in grades 9 – 12 who are enrolled in regular language arts classes may also be enrolled in a reading course and this may be in lieu of a traditional elective class. Reading I, II, and III are courses designed to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

Adjustments will be made to ensure that English Language Learners (ELL) and Exceptional Student Education (ESE) students receive equal instructional time.

Students in grades 9 – 12 will be required to read a minimum of five books each quarter. Students will have a minimum of 30-minutes of independent reading daily as a homework assignment and all students will read a minimum of two books, chosen from an age appropriate

list, each summer. Assessments will be developed to insure understanding and comprehension. Credit for completing this reading requirement will be factored into the student's language arts/reading grades.

The independent reading requirement is not limited to the language arts/reading/ESOL or English class, but will be a school-wide program. Students will receive instruction in reading strategies across the curriculum with core subject area teachers collaborating to continually assess the needs of the students they teach.

Miramar Charter High School will adopt the strategies outlined in the CRRP and these will be implemented throughout the core curriculum program. Teachers will be provided with the Next Generation Sunshine State Standards and the Benchmarks for Language Arts. State adopted materials and supplementary reading materials will be used in grades 9-12 to assist in the instructional program. In addition, the Sadler-Oxford Vocabulary Workshop will be implemented to systematically increase vocabulary and improve vocabulary-building skills while preparing students for the vocabulary strands on standardized tests.

Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention.

The remedial process for grades 9-12 will include:

- a preventive intervention plan developed with the parents or guardians for students needing additional help. enrollment in a reading course beginning in grade 9 and continuing through grade 12 , if necessary;
- a reassessment of the intervention plan to continue into the next school year,

The reading intervention course will include:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- a focus on informational text at a ratio matching FCAT

The Intensive Reading program is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. In those instances when this course is repeated for credit, the content will be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention will be continued. If students are not making adequate progress, a new intervention will be implemented.

It is extremely important that parents or guardians help their children improve their reading achievement. Evening seminars will be provided for parents/guardians as part of the plan.

Success in the early grades does not guarantee success throughout the school years and beyond, but failure in the early grades does virtually guarantee failure in later schooling. This statement in an ominous way highlights the state of reading instruction and learning at the present time. In 2001, the campaign for researched-based reading instruction took a giant step forward with the release of the final report from the National Reading Panel. The group took almost two years trying to identify elements of effective reading strategies. After studying approximately 100,000 studies conducted over a 34 year period, their report addressed five general areas: alphabets, fluency, comprehension, teacher education, and computer technology and reading instruction. Among the reports major findings:

Teaching students to manipulate phonemes (the smallest units composing spoken language) is highly effective under a variety of condition and with a variety of learners across a range of grades and age levels. Systematic instruction in phonics (which stresses letter-sound correspondence and their use in spelling and reading) produces significant, positive gains for older students having difficulty learning to read.

Students who undertake oral reading guided by teachers, peers, or parents showed significant, positive gains in word recognition, fluency, and comprehension across a range of grade levels. The panel did not find any positive relationships between programs and instruction that encourage large amounts of independent silent reading. Vocabulary instruction does lead to gains in comprehension, but methods must be matched to the age and ability of the reader. The use of computers in the classroom is clearly emerging as a viable aid to classroom teachers in the area of vocabulary instruction.

Teaching a range of reading comprehension techniques- from graphic representations of reading materials to cooperative learning and question and answer sessions – is most effective. Teacher pre-service on using these strategies is necessary. Results of in-service studies indicate that staff reading in-services produce significantly higher student achievement.

Cognizant of this research, Miramar Charter High School understands that the primary objective of any reading program is to help the students understand what they read, effectively express what they mean, and apply these skills to all areas of the curriculum. The use of supplemental reading materials, computer programs and a wide variety of novels help each student master the skills needed to achieve early independence in reading. The novels provide a broad scope of interests that encourage personal development through reading and writing.

During reading instruction, teachers need to use numerous approaches to develop and strengthen skills of comprehension. Informal discussions of stories will promote inferential skill development, and frequent oral reading will encourage expressiveness. Students will learn to appreciate literature and their own creative stories. Furthermore, they will develop the reading habit as they participate in a home centered reading program.

There is, however, a situation that must be addressed in terms of how the reading program should be structured. Because students come to school with different levels of readiness, the reading program needs to be structured in a manner that will serve all the students well. The school will

diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist. The high school Assessment Curriculum Decision Tree will be utilized to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The goal of all instruction is to improve student achievement through mastery of the Sunshine State Standards. Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich.

Students in grade 9 or above with no FCAT scores will be administered the Diagnostic Assessment of Reading (DAR) if according to their IEP the student had a deficit in reading due to the impact of their disability. Students arriving in Florida's public schools for the first time, should first have their records reviewed. Next, each student should be given a FORF, San Diego word list, or the DAR to determine need. Schools may also administer a benchmark assessment test as well. If on the IEP of a student with disabilities there is a deficit in reading due to the impact of their disability, the full DAR should be administered.

On-Grade-Level Reading Program Structure

The goal of instruction for this group of students is to keep them motivated and excited about reading and to improve their reading level. Strategies for this group include:

1. Sustained silent reading requiring a written assignment.
2. Independent reading assignments requiring book reports, literary analysis, technical reports, debates, etc.
3. Timed readings to increase speed, accuracy, and comprehension across the content area.
4. Emphasis on reading strategies such as skimming, scanning, predicting generalizing to assist students in comprehending materials of increasing difficulty and to vary reading strategies inherent in diverse content areas.
5. Use of computer assisted instruction to augment classroom programs and provide skilled practice for acceleration.
6. Teacher directed lessons focusing on strategies to be learned and applied while reading.

Strategies for Students Reading Above Grade Level

Strategies for above grade level students will include but not be limited to: the study of high level, high interest novels; projects requiring reading and research; i.e., book reports, skits, group projects; a "Literary Circle" to discuss novels; and competitive reading games. The objective is that all students, including advanced readers, receive instruction and materials commensurate with their abilities. Advanced readers must progress at their appropriate rate, which is typically more than one grade level per year. Advanced readers must be challenged through instruction at

their highest readiness level and appropriate pace. Assessments must be varied beyond the standardized test to document progress and guide instruction. Other recommendations for advanced learners include incorporating rich inviting tasks that require spatial as well as analytical and abstract thinking; encouraging students to develop more complex, high level comprehension and reach advanced interpretations; promote student research using technology to generate original investigations and advanced products; and provide examples of superior work to challenge students to ever-increasing levels of excellence.

Honors, Advanced Placement and Dual Enrollment opportunities will be provided for advanced and gifted students.

Below grade Level and Readers-at-Risk Program Structure

Students placed in Intensive Reading will be placed with a teacher who is Reading Certified, Reading Endorsed, or working towards Reading Endorsement by completing at least two of the six reading endorsement competencies per year.

A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). High school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students within grades 9-12, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

9-12 Grade Most Intensive Disfluent Students

Our most intensive disfluent Level 1 students with the greatest needs will receive 90 to 110 minutes of reading instruction every day in high school. These students read words at or below a third grade level and have a fluency rate at 80 CWPM or below. Many of these students don't have the basic skills to unlock words accurately and quickly. Direct instruction in phonemic awareness and phonics helps this important pre-skill to develop.

Students diagnosed as needing phonemic awareness, phonics, fluency, vocabulary, and comprehension will be placed in the direct instruction programs of the Wilson Reading System. The goal of the Wilson Reading System is to accelerate learning so that students who have fallen behind can catch up. It helps these students learn the structure of words and language by directly instructing them to decode and encode fluently.

Progress monitoring in Wilson is conducted through in-program mastery tests and the fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, WADE (for Wilson), FORF and FCAT results. The school will also monitor student progress using the Florida

Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

9-10 Grade Disfluent Level 1 and 2 Students

Disfluent Level 1 and 2 students may be reading at a slightly higher level (between grades 4-6), but they still need intensive interventions in fluency and word study skill instruction. These students have fluency rates that can range from 81 – 120 CWPM and must receive 90 to 110 minutes of daily reading instruction in high school.

Broward County has adopted National Geographic/Hampton-Brown Edge program Levels A and B for these students with specific placement criteria for Edge A or B identified on the High School Placement Chart and Curriculum Decision Tree. Edge is designed to meet the literacy needs of students who are reading below grade level, including struggling readers and English language learners, in grades 9-10. Edge Level A and B is for struggling readers who have mastered decoding, but still need support to develop fluency, vocabulary, and comprehension skills.

Progress monitoring in these programs is conducted through in-program mastery tests, as well as the fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

9-10 Fluent Level 2 Students

Fluent Level 2 students may be two or more grade levels behind, but they have mastered the basic decoding and encoding skills. These students have fluency rates that range from 121 – 150+ CWPM and need 55 to 90 or 110 minutes of daily Intensive Reading instruction in high school depending on the school's schedule. If the school uses the Block schedule (AB/4x4) these students will be placed in Intensive Reading for 90 minutes daily for 90 days. If the school uses a Rotator Schedule these students will be served in a 55-minute block for the full school year (180 days.)

Broward County has adopted National Geographic/Hampton-Brown Edge program Level C for these students. Edge Level C is for fluent readers who have mastered decoding, but still need support to develop vocabulary, comprehension, and critical thinking skills.

The school may decide to use READ 180 as another alternative program for Fluent and Level 1 and 2. READ 180 provides continuous progress monitoring through the use of the Scholastic Reading Inventory. If the school uses READ 180, students will be scheduled into a 90-minute reading block.

Under specific conditions, some fluent level 2 students may be served in a content area class. This content area teacher will be the reading teacher of record, and will provide the student with

additional reading instruction using reading strategies embedded within the content area curriculum. Placement criteria for these students includes SSS FCAT scores 290 or higher for incoming 9th graders and 300 or higher for incoming 10th graders, a fluency rate of 151 or higher for both incoming 9th and 10th graders, and a grade level placement of 8 or higher using the DAR Word List, AND a review of the student's Benchmark Assessment Test data and teacher recommendations. If the student meets the criteria above, these students may be placed in content area coursework with a teacher that is Reading Certified, Reading Endorsed, or CAR-PD certified. Students on the Block schedule (AB/4x4) will be placed in Intensive Reading for 90 minutes daily for 90 days. Students on a Rotator Schedule will be served in a 55-minute block for the full school year (180 days.)

Progress monitoring in these programs is conducted through in-program mastery tests, as well as the fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

9th and 10th Grade English Language Learners

English Language Learners classified as A1 or A2 with no FCAT scores, or with Level 1 or 2 scores will be served in Developmental Language Arts through ESOL program.

ELLs (A1 or A2) who receive a Level 1 or 2 on the FCAT do not necessarily need services from an intensive reading course. Students who are classified as A1 or A2 and have not been administered the FCAT must also have the opportunity to develop their oral and written English abilities before they are placed in a remedial/intensive reading course. Therefore, ELLs who are classified as A1 or A2 must receive Developmental Language Arts through ESOL in place of a remedial/intensive reading course. Developmental Language Arts through ESOL is an elective course that students can take more than once if necessary. It provides ELLs with the additional skills needed in order to continue developing their reading and writing while acquiring English. The goal is for ELLs to be transitioned into regular classes as soon as possible. The amount of time students may stay in this course will vary.

ELLs classified as B1-C1 may or may not need to take intensive reading. Data from the FCAT, IDEA-IPT Oral Language Proficiency Test, teacher input, and other pertinent information will be considered before placement.

The curriculum for this course includes, but is not limited to, the following:

- vocabulary for informal and formal conversation
- listening and speaking skills
- major literary forms
- reading and writing skills
- study skills and learning strategies

Pearson/Longman Northstar: Focus on Reading, Writing, Listening, and Speaking is the state-adopted (2000) material for high school. Shining Star Levels Intro – C from Pearson/Longman,

may be used for intervention . This program gives students all the support they need to master reading, writing, literature, and content, within a systematic language framework.

Progress monitoring in these programs is conducted through in-program mastery tests, as well as fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF, Lexile reports, and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

11-12 Disfluent Level 1 and 2 Students

Disfluent Level 1 and 2, 11th and 12th grade students who have not mastered the SSS Reading standards and have not passed the 10th grade FCAT, having achieved a SSS Reading FCAT score of 299 or below) will be served in Intensive Reading coursework until they pass the FCAT or meet graduation requirements through a concordant score. Students in the Block schedule (AB/4x4) will be placed in Intensive Reading for 90 to 110 minutes daily for 90 days. Students on a Rotator Schedule will be served in a 55+ minute block for the full school year (180 days.)

Students in 11th and 12th grade Intensive Reading use IMPACT 3 or 4. Students receive direct instruction in all areas of the Florida Sunshine State Standards Reading Benchmarks. Students will self-monitor progress and read thematically related fiction and non-fiction. Topics from the Restless by Jamestown Publishers offers students rich vocabulary practice and challenging text written to high school and college readability.

Progress monitoring in these programs is conducted through in-program mastery tests, as well as the fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF, Lexile reports, and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

11-12 Fluent Level 1 and 2 Students

Fluent Level 1 and 2, 11th and 12th grade students that have achieved a Reading SSS FCAT score of 300 or above but have not passed the 10th grade FCAT, may be served in Intensive Reading coursework or content area coursework until they pass the FCAT or meet graduation requirements through a concordant score. Students on the Block schedule (AB/4x4) will be placed in Intensive Reading for 90 minutes daily for 90 days. Students on a Rotator Schedule will be served in a 55-minute block for the full school year (180 days.)

Students in 11th and 12th grade Intensive Reading use IMPACT 3 or 4. Students will receive direct instruction in all areas of the Florida Sunshine State Standards Reading Benchmarks. Students will self-monitor progress and read thematically related fiction and non-fiction. Students may be offered rich vocabulary practice and challenging text written to high school and college readability via Restless by Jamestown Publishers. These students will be placed with a

teacher who is Reading Certified, Reading Endorsed, or in the case of placement in content area coursework, the teacher may be Reading Certified, Reading Endorsed, or CAR-PD certified.

All 12th grade re-take students also receive instruction in the Real ACT and may take the December administration of the ACT test as an alternative to passing FCAT.

All fluent level 2 11th and 12th grade students who have passed the FCAT but remain at Level 2 may have their reading intervention needs served in a content area class. This content area teacher will be the reading teacher of record, and will provide the student with additional reading instruction using reading strategies embedded within the content area curriculum. The teacher must be Reading Certified, Reading Endorsed, or CAR-PD certified.

Progress monitoring in these programs is conducted through in-program mastery tests, as well as fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF, Lexile reports, and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

English Language Learners

English Language Learners classified as A1 or A2 with no FCAT scores, or with Level 1 or 2 scores are served in Developmental Language Arts through ESOL program, Shining Star.

ELLs (A1 or A2) who receive a Level 1 or 2 on the FCAT do not necessarily need services from an intensive reading course. Students who are classified as A1 or A2 and have not been administered the FCAT must also have the opportunity to develop their oral and written English abilities before they are placed in a remedial/intensive reading course. Therefore, ELLs who are classified as A1 or A2 must receive Developmental Language Arts through ESOL in place of a remedial/intensive reading course. Developmental Language Arts through ESOL is an elective course that students can take more than once if necessary. It provides ELLs with the additional skills needed in order to continue developing their reading and writing while acquiring English.

The goal is for ELLs to be transitioned into regular classes as soon as possible. The amount of time students may stay in this course will vary. However, it will give them an opportunity to become acclimated to the school and culture in a safe environment before being scheduled into a remedial/intensive reading course.

ELLs classified as B1-C1 may or may not need to take intensive reading. Data from the FCAT, IDEA-IPT Oral Language Proficiency Test, teacher input, and other pertinent information should be considered before placement. Some students may need more time to acquire language before being mainstreamed, therefore they may benefit from taking Developmental Language Arts through ESOL.

The curriculum for this course includes, but is not limited to, the following:

- vocabulary for informal and formal conversation

- listening and speaking skills
- major literary forms
- reading and writing skills
- study skills and learning strategies

Pearson/Longman Northstar: Focus on Reading, Writing, Listening, and Speaking is the state-adopted (2000) material for high school. Shining Star Levels Intro – C from Pearson/Longman, has been purchased as an intervention material by the Multicultural and ESOL Program Services Department for high schools. This program gives students all the support they need to master reading, writing, literature, and content, within a systematic language framework.

Progress monitoring in these programs is conducted through in-program mastery tests, as well as fall, winter and spring FORF fluency probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, FORF, Lexile reports, and FCAT results. Schools may also be progress monitoring using the Florida Assessments for Instruction in Reading. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

All Level 1 and 2 secondary students are administered a screening at the beginning of the year to determine fluency and are Progress Monitored three times a year using the Florida Assessment for Instruction in Reading or using the Florida Oral Reading Fluency (FORF) probe and Word Lists three times a year. Students reading at a rate of less than 120 Correct Words Per Minute (CWPM) on the FORF or who have been identified as disfluent by the criteria on the Florida Assessments for Instruction in Reading are placed in Intensive Reading instruction courses for an extended block of instruction of at least 90 minutes a per day, 5 days per week. Florida Oral Reading Fluency (FORF) data is recorded in Virtual Counselor and data from the Florida Assessment for Instruction in Reading is reported directly to the PMRN.

Students at the high school level should be placed in the highest level of program in which student data suggests the student can succeed using the criteria identified on the appropriate Student Placement Charts. In some cases, the student's formal assessment data, such as FCAT score, may not provide the full picture of a student's strengths and their needs, and the reading coach may need to administer an additional diagnostic assessment or administer a previously administered assessment again to determine the best placement for the student. The school's Reading Leadership Team will review placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs.

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both.

The school will utilize one or more of the following SIRP materials in reading classes: Reading Fluency - Jamestown Reading Fluency, Great Leaps Reading, Vocabulary and Comprehension - The Reading Advantage Series, Jamestown Signature Series.

Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension).

Additional strategies for low level students will include but not be limited to: high interest novels; reading practice utilizing phonics for reading comprehension and speed; reading centers to focus on individual skills; use of FCAT practice materials; after-school reading tutorials; extended day program for reading; and nightly reading homework. Students reading below grade level lack the skills that enable them to organize text, to understand what they are reading, and to stay on task. To acquire these skills, students need careful, systematic instruction that will help them overcome these problems. Teachers will implement instructional strategies such as;

- Graphic Organizers - By visually representing the meaning they construct from reading, students improve their ability to comprehend.
- Reciprocal Teaching - uses four strategies for constructing meaning: predict, summarize, question, and clarify. Each of these strategies aids students in constructing meaning from text, and provides a means of monitoring their reading to ensure that they, in fact, understand what they read.
- Scaffolding- The process of providing strong teacher support and gradually removing it until students are working independently, scaffolding is effective in helping students accelerate their learning.
- Daily, fast-paced, structured lessons- Fast-paced, structured lessons help to move students along and keep them focused on the task at hand.
- Modeling good work habits - Students reading below grade level usually lack structure in their schoolwork. An effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

Use of computer-assisted instruction for students to practice reading skills

Miramar Charter High School will use FCAT Explorer in the Intensive Reading and Intensive Reading Plus classes. Educational software will supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the reading program. These materials may include but not be limited to Achieve 3000 Teen Biz, News Currents, Compass Learning or Read On.

The Reading Classroom

The set-up and physical learning environment is important in the secondary reading classroom. Professional development in secondary reading emphasizes the requirements of an inviting literacy learning environment for students. The reading teachers will remain in the same classroom throughout the day so that classroom libraries, word walls, graphic organizers, and student work can be displayed and utilized. The reading classrooms should be inviting literacy

learning environments with different instructional areas to support whole group, small group, and independent reading activities, and the use of technology tools to aid instruction. These areas should include a classroom library area where students can explore books and read during silent sustained reading, a section for small group instruction where teachers can provide differentiated instruction to meet the intervention needs of struggling learners, computer area for students using websites or reading software, and a direct instruction area for whole class instruction. Students should keep folders or portfolios of student work to demonstrate progress towards achievement of mastery on reading benchmarks. Digital tools such as an interactive whiteboard, LCD projector, document camera, and/or student interactive responders help to bring the learning alive for students, and allow the teacher to provide explicit, systematic, visual modeling of reading strategies to students.

Use reading materials of various levels of difficulty and interest

Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas. Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies.

Use of predictable language materials for students who are lagging behind three grade levels in reading

These materials are based on rhyme, rhythm, and repetition of patterns. Materials need to be high interest to motivate the reluctant reader. Enrich reading with visual formats in building conceptual models. They are dynamic, visual, and spatial and promote the formation of vivid mental models that are especially beneficial for students with little knowledge.

Organization of a parent intervention program

Parent volunteers serve as volunteers for reading aloud sessions, help ELL students with vocabulary and conversational skills, work with students regarding comprehension skills using teacher provided materials, etc.

Tutoring Before and After School –

To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension, as well as the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

Mentoring programs

Mentoring programs will be established for students “at risk” of dropping out of school.

All students may attend these programs but FCAT Level 1 & 2 students are encouraged to attend before and after school activities in order to pass the FCAT. Parents will be notified of these opportunities via teacher contact, phone calls, newsletter and information mailed home.

Reading Assessment

Teachers may select from the following assessment instruments to track the progress of each student:

- Florida Assessment for Instruction in Reading – Select students grades 9-10 who score Level 1, 2, and 3 and students grade 11-12 who are eligible to take the FCAT Reading Retake.
- FORF – Florida Oral Reading Fluency – Fall, Winter and Spring
- Diagnostic Assessment of Reading – DAR – determines annual growth
- Informal classroom assessments to gauge that strategies being used are successful; for example, reading inventories, reading records, student folders and checklists, journals, and interviews.
- Formal assessment devices to measure student progress; for example, unit and chapter tests, essay exams, mid and final exams, and commercially produced.
- Authentic and alternative assessment; for example, portfolios, projects, exhibits, demonstrations, and oral presentations. These measures require a rubric score.
- FCAT scores

A Progress Monitoring Plan (PMP) is required by state mandates for ALL students performing below grade level in the core-curricular areas: reading, math, language arts/writing, and science. The PMP must have the input of the teacher, curriculum administrator, counselor, specialized instructors, and the student's parents. It must contain the skill deficiencies and corrective actions. Progress is monitored through Progress Monitoring and Reporting Network..

Miramar Charter High School shall use Holt – Elements of Literature. Traditional literature programs are difficult for many students because they lack appropriate reading skills. Holt Elements of Literature offers the best in contemporary and traditional literature and includes reading skills and strategies lessons by top educational leaders and researchers. The series is a research-based, developmental reading program that has been the subject of numerous rigorous independent research studies that have confirmed the efficacy of the series and ensured its compliance with NCLB. The series is State adopted and aligns with *Just Read Florida*. Eleventh grade students will study American Literature and twelfth grade students will study British Literature.

The Miramar Charter High School reading curriculum correlates to all Reading and Language Arts Sunshine State Standards including the new Next Generation Standards and is aligned with *Just Read, Florida*; the research-based initiative of the Florida Department of Education (DOE) which also focuses on six areas of reading instruction These strategic areas are as follows:

- **Oral Language** - Speech is not simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.
- **Phonemic awareness** is the ability to focus on, and manipulate, these phonemes in spoken words. Phonemes are the smallest of units in a spoken language. English has about 41 phonemes which combine to create syllables and words.
- **Phonics instruction** is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling.
- **Vocabulary** development should be taught both directly and indirectly. Repetition is important when learning vocabulary, as is rich contexts and incidental learning.

- **Fluency** is generally believed to improve with practice. Practice may take the form of guided repeated oral reading which is shown to have positive impact on word recognition, fluency and comprehension for all ages. Independent silent reading practice is not known to improve fluency. (*However, Miramar Charter High School values reading as a recreational activity and will encourage this form of reading.*)
- **Comprehension** is important to the development of children’s reading skills and therefore to their ability to obtain an education.

Miramar Charter High School will utilize a Reading Coach to oversee the reading program, work with students in small group and whole group instruction in the context of modeling, co-teaching and coaching in other teacher’s classrooms. The Reading Coach will be instrumental in the implementation of Florida’s reading initiative and the communication between home and school. In addition the Reading Coach will provide on-going professional development for teachers in the areas of analysis of student performance data, administration of instructional assessments and providing differentiated instruction and intensive intervention based on assessments. The Reading Coach will:

- Model effective instructional strategies
- Co-teach in classrooms
- Provide daily support to classroom teachers
- Lead and support reading leadership teams at the school
- Assist with the Creating Independence through Student-owned Strategies (CRISS)

Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies. Writing will be incorporated across the curriculum during reading instruction to monitor students’ learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies will enhance teaching and learning in the content area classrooms. Professional development in writing will be provided to teachers and coaches.

The classroom teacher, reading resource teacher or special education teacher will provide immediate intensive intervention to children as determined by progress monitoring and other forms of assessment. Upon analysis of the assessment data, the classroom teacher will assist students who are under-performing and secure immediate and additional reinforcements in reading.

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

Because every student has complex and unique needs, the strategies and tools of instruction will be constantly modified at Miramar Charter High School so that each student may succeed at learning.

The Miramar Charter High School curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress.

Each student must participate in the statewide assessment tests required by FS.1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the Sunshine State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation is given diagnostic testing to determine the area of deficiency and is placed on a Progress Monitoring Plan (PMP) that outlines the strategies that will be used to help the student. Available diagnostic tests/interim progress monitoring measures include, but are not limited to:

- Florida Assessments for Instruction in Reading (FAIR)
- Other District/State mandated assessments

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade will be provided with additional diagnostic assessment to determine the nature of the student's difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the school will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student's parent or legal guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency. The Progress Monitoring Plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school. Strategies may include one or more of the following or others as deemed appropriate:

- | | |
|--|---|
| <input type="checkbox"/> After School Program | <input type="checkbox"/> Counseling at School |
| <input type="checkbox"/> Assignment Accommodations | <input type="checkbox"/> Direct Instruction |
| <input type="checkbox"/> "Read at Home" Plan | <input type="checkbox"/> Daily Student Planner |
| <input type="checkbox"/> Reading Area: Phonemic Awareness | <input type="checkbox"/> Daily/Weekly Assignment Sheet |
| <input type="checkbox"/> Reading Area: Phonics | <input type="checkbox"/> Reduced Student/Teacher Ratios |
| <input type="checkbox"/> Reading Area: Fluency Development | <input type="checkbox"/> Remedial Course |
| <input type="checkbox"/> Reading Area: Comprehension | <input type="checkbox"/> ESOL Support |
| <input type="checkbox"/> Reading Area: Vocabulary | <input type="checkbox"/> Retention |
| <input type="checkbox"/> Computer Assisted Instruction | <input type="checkbox"/> Flexible Skill Groups |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Summer Reading Camp |
| <input type="checkbox"/> Intensive Reading Class | <input type="checkbox"/> Modification of Curriculum |
| <input type="checkbox"/> Suspension of Curriculum | <input type="checkbox"/> Parent-Guardian |

- | | |
|---|---|
| <input type="checkbox"/> Intensive Math Class | <input type="checkbox"/> Weekly Progress Report |
| <input type="checkbox"/> Targeted Skill/Small Group Instruction | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mentor | |

If the student is identified as having a deficiency in reading, the PMP will also clearly identify the following:

1. The specific diagnosed academic needs to be remediated, including
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary;
2. The success-based intervention strategies to be used;
3. How, when, how often, by whom, and how long intensive remedial instruction is to be provided;
4. The monitoring and reevaluation activities to be employed.

The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached. A PMP will be written for any student who is not on grade level. When the determination is made that a child is not working on grade level, no matter what time of year, a PMP that is driven by a diagnostic assessment will be written. The Individual Education Plan (IEP) will suffice for a PMP for Exceptional Education Students (except those ESE students placed for Speech/Language or Gifted only).

Students who enter the school with a current Individual Education Plan or Section 504 Plan will receive services as designated on the IEP or 504. The appropriate accommodations will be made through instruction/consultation by a qualified ESE teacher.

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

Modern Foreign Language:

Students will become effective communicators in a global society by using the study of modern (foreign) language for the expression of information and ideas. Students will develop their ability to think and present ideas clearly, analytically, and with a regard for the nuances of foreign cultures. Of increasing importance to students' preparation for life experience is exposure to and proficiency in foreign language.

Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language. The primary foreign language offered will be Spanish. Given student interest additional languages may be offered. The school will utilize textbooks and supplemental materials adopted by the State of Florida.

Course offerings may include but not be limited to:

Spanish I –IV - The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Advanced Placement Spanish Language - The purpose of this course is to develop oral and written fluency in Spanish.

Spanish for Speakers I –IV - The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Physical Education:

Physical education provides students the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of physical fitness activities. These physical activities are essential for developing physical, mental, emotional, and social skills. Through participation, students develop interests and skills that promote and encourage lifetime fitness for daily living. Physical education is an integral part of the total curriculum. Physical education shares with all disciplines the aim of providing a well-balanced program of learning experiences which will assist all students in achieving the broad goals of education. The curriculum in physical education is aligned with the Next Generation Sunshine State Standards, the National Standards for Physical Education, and the SCANS Report. The curriculum helps to develop in all students a level of personal fitness commensurate with individual capabilities and to provide students with the opportunity to develop positive self concepts. Improving both the cognitive and affective level of understanding of health concepts relating to changes in body status resulting from physically active lifestyles is an essential part of the curriculum. Student learning in the areas of physical education and health literacy is measured through authentic and formal assessment. In grades 9-12 it is offered as an elective with one credit of instruction required during any grade level to meet the high school graduation requirement. Students choosing the 24-credit graduation option are required to earn 1 credit in Physical Education to include the integration of health. Students choosing the 18-credit college prep option are not required to take physical education. However, Miramar Charter High School will encourage all students participate in Physical Education classes.

Course offering:

Personal Fitness - The purpose of this course is to (a) acquire knowledge of physical fitness concepts (b) understand the influence of lifestyle on health and fitness, and (c) begin to develop an optimal level of fitness.

Team Sports - The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

Performing/Fine Arts, Practical Arts, Career and Technical Education

Students choosing the 24-credit option are required to take 1-credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination. Students choosing the 18-credit college prep option are not required to participate. The arts curricula will include planning, developing, and implementing the fine arts curriculum as outlined in the SSS. Authentic assessment is one of the focal points of the curriculum. This assessment is offered through a series of festivals, art exhibitions, and performances.

The Arts:

Visual and performing arts are integral to a well rounded high school education. Course offerings may include but not be limited to:

Art Appreciation/History/Criticism - The purpose of this course is to enable students to develop an appreciation of art through the sequential study of art history and theory. Students will use skills of visual analysis to critique masterworks using the elements of art and principles of design.

Drawing and Painting I & II - The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Art 2-D Comprehensive I & II - The purpose of this course is to enable students to communicate ideas and concepts through basic two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods.

Drama I - IV - The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art.

Chorus I – IV - The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

Band I - IV - The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

All course work will be aligned to the Florida Next Generation Sunshine State Standards.

Technology:

Florida's Department of Education has adopted the National Educational Technology Standards for Students for High school grades 9-12. Miramar Charter High School will follow these standards and the use of technology will play a major role in the education of every student. The power of information technology has had more impact on today's world than any other recent technology. It is transforming economies and creating a demand for new skills in which imagination, knowledge, intellect, and higher-order thinking are essential ingredients. The internet and the union of information and communication technologies are changing the way we all live, work, play and, most relevantly, the way we learn.

In addition to becoming a way of life, technology has particular effectiveness with all levels of learners. Enrichment and remediation are equally enhanced through the use of appropriate technological experiences and presentations. Miramar Charter High School's approach is to integrate technology throughout the curriculum and to establish at each grade a stronger foundation for future growth.

To facilitate the effective use of technology at Miramar Charter High School:

- Regular, specific training for teachers will be conducted regarding technology integration into all aspects of the whole curriculum;
- There will be networked computers with Internet access and other multimedia equipment;

The goal of the technology curriculum is to provide students with the technology tools and competencies they need to become independent and effective users of technology.

The *NETS for Students 2007* has developed six achievement levels in relation to the NETS. The rubric will assist school leaders in their efforts to measure and monitor the development of student technology literacy throughout the high school grades. Specifically:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a) Apply existing knowledge to generate new ideas, products, or processes.
- b) Create original works as a means of personal or group expression
- c) Use models and simulations to explore complex systems or ideas

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate and use Information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical Thinking, Problem Solving and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution to a complete project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspective to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural and societal issues related to technology and practical legal and ethical behavior.

- a. Advocate and practice safe, legal and responsible use of technology and information
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
- c. Demonstrate personal responsibility for life-long learning
- d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Trouble-shoot systems and applications
- d. Transfer current knowledge to learning of new technologies

Technology will be an integral component of each of the career themes of environmental science, business and finance, and legal studies.

Course Offerings may include but not be limited to:

Computer Applications I & II - The purpose of this course is to enable students to develop knowledge and skills in the use of computer applications.

Web Masters - The purpose of this course is to enable students to plan, develop, and publish well-designed web sites that combine effective navigation with appropriate use of graphics, text, color, and sound.

Emergent Computer Technologies - The purpose of this course is to enable students to develop knowledge of computer-based emergent technologies and telecommunications, and related ethics, issues, and trends.

Career Academy:

The Florida Career and Professional Education Act was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy. Miramar Charter High School will offer a four year high school program designed to prepare students for success after high school and entrance to the university system. Upon entering Miramar Charter High School students will choose a Major Area of Interest. Four elective credits must be in the student's major area of interest. Remaining credits may be used for another major, minor, elective course, intensive reading or mathematics course. Specific academy options will include the following: The Academy of Environmental and Marine Science, The Academy of Business and Finance, and The Academy of Legal Studies. The first two years of each academy will consist of a core studies program that concentrates on academic disciplines/classes necessary to meet Broward's student progression plan and an introduction to the School's available career academy themes. The second two years will focus on the disciplines/classes tied to each student's post secondary goals – whether those goals are higher education, technical education, or immediate entry into work – and a targeted pursuit of the student's chosen career strand.

At the beginning of the ninth grade year students will select a career academy. By the end of the tenth grade year students must complete an application for admission to the academy to ensure the choice is the right path for the student and the business where the student will ultimately be placed for an internship.

During the junior year (11th grade) students will begin elective course work for the career path chosen while completing course work required for graduation. In addition students will learn workplace etiquette, completing an employment application, business attire, etc. in preparation for their internship in twelfth grade.

The Academy Executive Internship is a key element in the educational experience offered by Miramar Charter High School. The internship offers students with academic and real world experiences related to health care, environmental careers, technology, and business bridging the gap between the classroom and the workplace, through a closely supervised employment experience. Students learn firsthand how to function in a business setting that requires a high level of performance. Internship candidates look forward to this real-life, hands-on experience. The internship culminates with the Capstone project containing a journal detailing experiences related to the project, a research based essay which will include an annotated bibliography, an application product from the essay study and an oral presentation before the review board.

Students who have successfully completed their junior year academy courses are eligible for placement in internships. All potential interns prepare a resume with the guidance of their career instructors, are evaluated by their core teachers, and take part in a pre-internship interview in order to determine their eligibility for placement. Students are then placed based upon their interest and capabilities with companies that have requested interns. Participating companies agree to provide the selected students with six-week supervised internships in career-related positions. During the course of their work experience, their career department chair speaks with the intern's supervisor and writes an evaluation following each visit. The

supervisor is also asked to complete a brief written report at the end of the internship evaluating the intern and making suggestions for improvement.

Internships provide a valuable addition to the students' program. Not only do they provide students with an introduction to the world of work, they specifically enable the students to apply the skills and information learned during their first years in the academy. This work experience, coupled with the internship report each student must complete, helps the individual to carefully examine the industry as a possible career area and to make informed career decisions. Obviously, the internship provides students with the opportunity to learn new skills, both technical and interpersonal. Hopefully, an additional benefit for many of the interns will be the chance to create opportunities for future employment.

Companies providing internships gain from the experience as well. They are able to select from among a number of students who have had exposure to the industry and who have already expressed a strong interest in working in the industry. There is always an academy supervisor to contact if any problem should arise during the course of employment. Additionally, firms know that if extra hands are needed during a particular crunch, assistance is just a phone call away. Lastly, and perhaps most significantly, there is the knowledge on the part of the companies that they have made a major contribution to public school education in creating a motivated, educated future workforce.

Upon completion of the internship students will complete a “Capstone” project designed to highlight the students’ experiences. The Capstone Project will be presented to a focus group of business and academic professionals for final evaluation of the students’ performance in the academy

The Academy of Environmental and Marine Science –

The Academy of Environmental Science is an academic and internship program designed for students who are interested in career opportunities in the natural environment and the related sciences. Students who enroll in the Academy of Environmental Science will gain first-hand experience by working with environmental professionals, while participating in hands-on labs, outdoor research and field experiences. Students participate in a rigorous program of study that contains dual enrollment opportunities and honors credit. Students in the academy are required to participate in the Environmental Club.

Course offerings will include but not be limited to:

Leadership Skills Development - The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Career Research and Decision Making - The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

Computing For College & Careers (Microsoft Office)

The purpose of this course is to provide instruction generic to all business and office occupations in the following areas:

1. Keyboarding Activities
 - A. Correct Typing Technique
 - B. Parts of the Computer and Its Operation
 - C. Principles of Keyboarding
 - D. Speed and Accuracy in Typing Straight Copy Material
 - E. Business Letters, Personal Business Letters
 - F. Interoffice Memoranda
 - G. Tabulated Information
 - H. Reports
 - I. Desktop Publishing
2. Microsoft Office: Word, Excel, Access, PowerPoint and Publisher
3. Communication Activities
4. Current Trends Affecting Global/Local Workplace Environments
5. Leadership/Management Skills
6. Financial/Mathematical Applications
7. Career Planning/Job Application Activities
8. Human Relations Activities
9. Administrative Office Procedures
10. Internet Projects

Ecology - The purpose of this course is to enable students to develop understanding of the natural relationships between organisms and other environmental factors.

Environmental Science - The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.

Marine Science I & Marine Science I Honors- The purpose of this course is to provide an overview of the marine environment.

Marine Science II & Marine Science II Honors - The purpose of this course is to continue an in-depth study of the marine environment.

Executive Internship I -

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

Executive Internship II

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

The Academy of Business and Finance

The Business and Finance Academy is an academic and internship program for high school students exploring career opportunities within the financial services and business management industries. Students participate in a rigorous program of study that contains dual enrollment opportunities and honors credit. Students in the academy are required to participate in the DECA student association.

The Academy of Business and Finance will establish an on-going relationship that involves corporate executives, school personnel, parents and students, and may result in paid internships, scholarships, and employment opportunities. Students are provided opportunities to enter into internships with local financial service companies and could result in offers of part-time employment during the school year.

Course offerings will include but not be limited to:

Leadership Skills Development - The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Career Research and Decision Making - The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

Computing For College & Careers (Microsoft Office)

The purpose of this course is to provide instruction generic to all business and office occupations in the following areas:

1. Keyboarding Activities
 - A. Correct Typing Technique
 - B. Parts of the Computer And Its Operation
 - C. Principles of Keyboarding
 - D. Speed and Accuracy in Typing Straight Copy Material
 - E. Business Letters, Personal Business Letters
 - F. Interoffice Memoranda
 - G. Tabulated Information
 - H. Reports
 - I. Desktop Publishing
2. Microsoft Office: Word, Excel, Access, PowerPoint and Publisher
3. Communication Activities
4. Current Trends Affecting Global/Local Workplace Environments
5. Leadership/Management Skills
6. Financial/Mathematical Applications
7. Career Planning/Job Application Activities
8. Human Relations Activities
9. Administrative Office Procedures
10. Internet Projects

Financial Operations - This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different economic systems and institutions, taxation and budgeting, labor management relations, and sales. The students will become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

Business Essentials - This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

Accounting - This course provides a comprehensive introduction to basic financial accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, accounting systems and controls.

Executive Internship I -

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

Executive Internship II

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

Academy of Legal Studies

This Academy will provide students with career and college opportunities in the field of law. College-bound students will find numerous higher education opportunities in law, including public administration, political studies, and law school. Students will have the opportunity to intern in law offices and governmental agencies. Some unique features include:

- Development of higher-order critical thinking skills
- Technology in the classroom
- Business, community, and education partnerships

- Cultivation of exceptional reading and writing skills
- Cooperative, project-based, and problem-based learning
- Mentoring and other supportive strategies for struggling students
- Field trips, mock trials, guest lectures, and other stimulating activities
- Leadership Skills Development - The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Career Research and Decision Making - The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

Computing For College & Careers (Microsoft Office)

The purpose of this course is to provide instruction generic to all business and office occupations in the following areas:

1. Keyboarding Activities
 - A. Correct Typing Technique
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 - C. Principles of Keyboarding
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3. Communication Activities
4. Current Trends Affecting Global/Local Workplace Environments
5. Leadership/Management Skills
6. Financial/Mathematical Applications
7. Career Planning/Job Application Activities
8. Human Relations Activities
9. Administrative Office Procedures
10. Internet Projects

Comprehensive Legal Studies

Students will explore the American legal system and conduct a comprehensive examination of civil and criminal law. Topics include historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and the importance of the adversarial relationship in American jurisprudence.

Legal Concepts of Business

This course is designed to provide an introduction to the legal aspects of business. Topics include ethics, business crimes, negligence, product liability, contracts, property, forms of business ownership, insurance, governmental regulations, agency, employment, and career development. The use of computers is an integral part of this program. Emphasis is placed on legal analysis and higher-order thinking skills. Students learn to solve legal problems using the issue-rule-analysis-conclusion (IRAC) approach. Simple mock trials are employed to accentuate key concepts from the course.

Legal Office Technology I

In this course students will learn office procedures specific to the legal environment. Students will continue to develop computer skills through application of higher-level office tasks and communication skills. Students will use legal terminology, prepare legal documents, maintain and utilize a legal reference library, use of legal and ethical procedures in the legal office, use specialized legal software, and perform specialized records management functions specific to the legal field. Students will be introduced to trial preparation through mock trials.

Legal Office Technology II

This course expands the competencies learned in Legal Office Technology I. Writing skills and quality of work will be emphasized. Students will continue to develop research and writing skills by preparing memoranda, trial briefs, wills, and other forms of legal documents. Students will transcribe legal documents from machine dictation. Mock trial preparation will become more complex, requiring comprehensive application of legal skills developed to date. Students will learn the various career options available in law through personal contact with legal secretaries, paralegals, court reporters, lawyers, and other legal professionals.

Legal Office Technology III

This course expands the competencies learned in Legal Office Technology II. It is designed to fully develop legal research and writing skills as well as provide a capstone course for legal studies students. Students will develop cases for trial from start to finish, including the taking of depositions, online legal research, document preparation, trial preparation, and mock trial performance. Students will learn to manage time efficiently, demonstrate knowledge of the rules of lawyer/client confidentiality, demonstrate familiarity with different governmental agencies, and demonstrate knowledge of the various types of law practices.

Executive Internship I -

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

Executive Internship II

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.



Sample Document

Student Name: _____
 Student ID: _____
 School: _____

The Academy of Legal Studies

Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Finance Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. Dual Enrollment courses may be

GRADE	English/ Language Arts	4 Credits	Math 4 Credits	Science 4 credits required for Academy	Social Studies 4 Credits required for Academy	Other R Arts Optio 1 Cred
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Career Cluster of interest identified by students enrolled in required middle school career education course that includes interest assessment and career exploration through ePEP.

9	English I English through ESOL I	Algebra 1a Algebra I Geometry	Earth Space Science or Biology	World Geography	Art Appreciation Drawing and Painting Art 2-D Comprehensive Drama I-IV Chorus I-IV Band I-IV	Career Research and Decision Making Leadership Skills Development Career Research and Decision Making Comprehensive Legal Studies Legal Concepts of Business Legal Office Technology I Legal Office Technology II Legal Office Technology III Executive Internship I & II	<ul style="list-style-type: none"> ► Administrative Lawyer ► Attorney ► Case Management Specialist ► Court Reporter ► File and Document Manager ► Information Officer ► Investigator ► Judge ► Law Clerk ► Legal Assistant ► Legal Secretary ► Magistrate ► Mediator/Arbitrator ► Negotiator
10	English II English through ESOL II	Algebra 1b Geometry Algebra II	Biology or Chemistry	American History	Spanish I - IV Spanish for Speakers I – IV (Required for admission to state university system) AP Spanish Web Masters Emergent Computer Technologies	Computing for Colleges and Careers: Students will use technology tools to develop appropriate skills for use in the business community including communication, Microsoft Office applications and business technology etiquette	
11	English III English through ESOL III	Algebra II or Trigonometry Pre-Calculus Analysis & Functions	Chemistry or Physics	World History			
12	English IV English through ESOL IV	Trigonometry Pre-Calculus Calculus AP Calculus Probability and Statistics	AP or Honors Science Course	American Government & Economics			

College Placement Assessments (SAT, ACT, etc.) -Academic/Career Advisement Provided

A similar form will be created for each academy.

Each career education teacher will act as a mentor to the students in the program. The notion of mentoring is ancient. Homer described the original Mentor as the "wise and trusted counselor". A mentoring relationship develops over an extended period, during which a student's needs and the nature of the relationship tends to change. A mentor will try to be aware of these changes and vary the degree and type of attention, help, advice, information, and encouragement that he or she provides. Good mentors are able to share life experiences and wisdom, as well as technical expertise. They are good listeners, good observers, and good problem-solvers. They make an effort to know, accept, and respect the goals and interests of a student. In the end, they establish an environment in which the student's accomplishment is limited only by the extent of his or her talent and determination. Effective mentoring need not always require large amounts of time. An experienced, perceptive mentor can provide great help in just a few minutes by making the right suggestion or asking the right question.

All activities are related to students' on-the-job performance and involve completing a major project; some also involve reflection, such as keeping a journal or preparing a summary report; and some are homework assignments that require students to expand on the larger experience. Learning outcomes vary according to the nature of the placement and its facilities.

Responsibilities of the placement organization:

1. Designate one professional staff person as the student's supervisor. The supervisor must be able to provide direct contact with the intern. This direct contact and interaction is extremely important in allowing the intern to understand roles and responsibilities within the organization. This time together enables the supervisor to directly observe the intern at work, setting groundwork for evaluation and allows the supervisor to share expertise with the intern.
2. The supervisor should set aside time to discuss the intern's strengths and weaknesses, as it relates to job performance, and provide specific suggestions for improvement.
3. Provide the student with an orientation that includes an explanation of the background, structure, regulations and operations of the agency.
4. Explain to other staff members the intern's responsibilities and duties. Ensure that staff is available to answer questions and provide support when needed.
5. Provide meaningful work that promotes the professional growth of the intern while pursuing the goals of the company. Whenever possible, provide a variety of learning opportunities including attendance at staff meetings, collaborative meetings, etc.
6. Provide intern with appropriate workspace and necessary supplies to perform the duties assigned.
7. Communicate with the Academy Department Chair to ensure a quality field experience.
8. Prepare a written evaluation of the student intern (form provided) during the last week of the internship. Discuss the evaluations with the students, have the student sign the form and return it directly to the Academy Department Chair.

Clubs and Organizations

After school activities are almost as important as in-school activities, especially to students. The school will provide many opportunities for students to participate in professional organizations, competitions and school sports programs. Clubs that may be available to students include but are not limited to:

DECA - Delta Epsilon Chi (DECA) helps students to develop skills for successful business careers, build self-esteem, experience leadership and practice community service. DECA members create friendships with like-minded people from all over the world at career and leadership conferences and build resumes that move them to the top of the job and college application list.

Student Government - The High School Student Government Association is an organization run by and for High school Students with a classroom teacher as sponsor. The Organization takes a leadership role in representing student needs and concerns, promoting school spirit and by providing a venue for school service.

Key Club - Key Club is the oldest and largest service program for high school students. Sponsored by Kiwanis, Key Club is a student-led organization that teaches leadership through serving others. Members of the Kiwanis International family, Key Club members build themselves as they build their schools and communities.

Future Business Leaders of America-
Future Business Leaders of America-Phi Beta Lambda is an education association that prepares students for careers in business and business-related fields.

Environmental Club - Community service organization concerned with local, regional and global environmental issues

National Honor Society - National Honor Society (NHS) is an organization devoted to acknowledging high school students who have excelled in four characteristics during their high school years. These four characteristics are Leadership, Service, Character, and Scholarship. NHS members make every effort to work for the betterment of their community.

Silver Knights - The Silver Knight Awards is one of the nation's most highly regarded student awards programs. The purpose of this Awards program is to recognize outstanding students who have not only maintained good grades but have also unselfishly applied their special knowledge and talents to contribute significant service to their schools and communities.

Florida High School Athletic Association - The Florida High School Athletic Association (FHSAA) is committed to this ideal, and to the belief that a quality education does not begin or end in the classroom. For 89 years, the FHSAA – through the cooperative efforts of its member schools – has provided opportunities for high school students in Florida to participate on a fair and equitable basis in interscholastic athletic programs that produce vital educational benefits.

In addition, students may participate in other clubs and organizations as determined by the school.

Parental Involvement

Parents play an integral role in the education of their children as partners with Miramar Charter High School. Parents will be provided opportunity to meet a minimum 10 hour commitment based on the belief that a parent should be able to dedicate one hour per month (September to June) to in-school or out-of-school activities in direct support of the school and their child. Each

parent will be encouraged to volunteer through school tutoring time, sharing information about their business through career class presentations, evening projects, chaperoning of evening activities or other opportunities developed by Miramar Charter High School's staff and the Advisory Council.

Miramar Charter High School will work with parents to develop a school-parent "compact" outlining the responsibilities for improved student achievement to be shared among parents, Miramar Charter High School staff, and students. This approach will also incorporate the means by which Miramar Charter High School and the parents will build and develop a partnership to help the children achieve, delineating Miramar Charter High School's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and parents' responsibility to support their children's formal education at home and through volunteering at Miramar Charter High School and its functions. This approach will encourage parents to participate in daily-shared reading, reinforce class work, and participate in enrichment activities.

Miramar Charter High School will develop an effective method of monitoring and communicating each student's achievement in partnership with parents. This approach will include creating a "user friendly" environment at Miramar Charter High School to foster collaborative and productive parent/teacher relationships and encourage parent participation in parent-teacher conferences to address a student's performance.

Finally, Miramar Charter High School will explore ways to understand the reasons why some parents have not previously taken the occasion to play a more active role in their children's educational advancement. This effort may result in such things as educational workshops for parents and training in how to assist their high school child with decisions regarding post-secondary options. Such programs will help parents more effectively fulfill their role as their child's first and best teacher. Outreach services may be made available to help families obtain resources needed for their child's school success. To accomplish this, Miramar Charter High School will work with appropriate institutions and individuals in the community, including members of the retirement community, educational not-for-profit organizations, community centers, and churches.

Community Involvement

In addition to immediate family, Miramar Charter High School recognizes the importance of extended family, neighborhoods, and community institutions in school enrichment. Through its community involvement efforts, Miramar Charter High School will step to its responsibility by providing students' a safe and diverse educational experience through the use of activities and programs such as the following:

Mentoring Students need role models setting positive examples of socially and professionally acceptable behavior and practices. Mentoring is an acknowledged method of accomplishing this; it takes on added significance with the decrease of two parent households and other family related constraints. Mentors can be teachers, administrators, or other adults, and hence, a mentoring program can be considered an "instructional" method within the school.

Tutoring. While teachers and guidance counselors are in the best position to identify students' needs for additional attention and focus on subject matter to assure academic success, they cannot be expected to be the sole source of meeting each student's additional needs through tutoring. Tutoring can be by peers within Miramar Charter High School, or by other students elsewhere. In addition, there are important community-based tutoring programs currently being conducted after school at neighborhood centers and area churches, providing further peer and cross age tutoring. Miramar Charter High School intends to work closely with these efforts in developing a more integrated, comprehensive approach with shared resources in order to help students improve their classroom performance in both academics and personal advancement.

School/Community Partnerships. Miramar Charter High School area businesses, not-for-profit organizations, public entities and individuals are committed to working with educators and administrators to assist in the children's educational and career advancement. The community wants to support teachers in their efforts to educate our children in every way possible.

Community Service/Community Spirit. The current terminology is "giving back," but the concept is ageless. Miramar Charter High School wants its students to feel not only from the community but also of the community. Students need to learn early on their responsibility to their fellow citizens and to the integrity and well being of the community as a whole. They need to learn the importance of contributing – and the personal and community value of doing so.

Community involvement is critical to success in education. Student participation in community service activities build an awareness of society and a connection between classroom and real world issues. Service Learning is a method through which students learn about and develop a commitment to addressing needs in their communities.

Community Service hours, as a graduation requirement, provides students with the opportunity to develop a long lasting sense of responsibility to society. Students, who wish to earn a Standard Diploma, must meet the graduation requirement of 40 service learning hours plus a written reflection. Students will be encouraged to use their service learning experiences as discussion or written topics whenever appropriate as a part of class assignments. All service hours must be appropriately documented.

Seventy-five (75) documented hours of service is one of the qualifications for the Florida Academic Scholars Program (Florida Bright Futures Scholarship Program).

All students who have earned a total of 250 Volunteer Service Hours will receive a silver cord to wear at commencement. An adjustment to the 250 total hours required to receive a silver cord will be made for students who enter the school after their freshmen year.

FACTS.org

Beginning in ninth grade high school students can map out courses for high school with the ePersonal Education Planner (ePEP) provided at FACTS.org. When planning, students should think about goals after high school, whether they intend to go to a university, community college, career technical center or straight to the work force. Students must be prepared by taking the most appropriate and challenging courses. Students can monitor progress with the High

School Academic Evaluations which compare transcript information to current requirements for graduation, scholarships and college admission..

FACTS.org also provides Florida Choices which enables students to assess their interests and abilities, match their interest to over 650 careers and view detailed occupational profiles.

F. Describe how the effectiveness of the curriculum will be evaluated.

Miramar Charter High School uses a school improvement program that combines successful, standards-based instructional practices with technology-based assessment tools; e.g., school created assessments using *Test Generator*, District Interim Assessments and State Mandated Assessments. The assessment tools are used to analyze student performance on state and district assessments and to create school-based interim assessments that are aligned to state standards and paced to the curriculum. The result is a balanced approach to assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments.

Miramar Charter High School will create Scope and Sequence calendars and Pacing Guides for Reading, Math, Language Arts and Science to insure that all aspects of the Sunshine State Standards are being taught in a timely manner. Students will be able to achieve more in the core subject areas because teachers can:

- Focus on the most important standards (for high-stakes tests and for learning in the following years)
- Monitor students' academic performance using interim assessments
- Analyze those assessment results in group meetings and plan appropriate interventions

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels. Teachers will plan curriculum using the SSS and they will choose which classroom activities are likely to produce a greater return—in terms of student achievement—for their investment of time.

Through the use of Scope and Sequence calendars and Pacing Guides teachers will pace essential standards over the school year to ensure proper sequencing and adequate teaching time is allocated for mastery of the essential standards. This pacing ensures Miramar Charter High School teachers spend more time on fewer, but more critical standards. By integrating data analysis, research and best classroom practices the curriculum can continuously be adjusted to meet the needs of the students.

After school, administrators examine the data and teachers will begin to identify/implement additional strategies to use for closing the gaps by identifying the following:

- which strategies are already in place
- what resources are needed to implement new strategies
- what new actions are needed

Strategies that support the school's achievement plan may include the following:

- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models
- Engage/reach out to students' families
- Hire staff from the community who speak families' home languages
- Conduct parenting courses at school
- Reorganize the instructional day to maximize time for learning
- Extend learning to before- and after-school programs, as well as, summer programs
- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction
- Safeguard instructional time
- Use research and data to improve practice
- Make closing gaps a school-wide responsibility
- Set high expectations and provide rigorous, deep curricula
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Develop effective school-wide leadership teams
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Prepare teacher leaders to be knowledgeable and effective on school reform
- Target resources on closing the gaps
- Expand school capacity via additional resources
- Engage businesses, universities, foundations in schools' work

The school will implement the appropriate strategies and through the use of Benchmark Interim Assessments, Test Generator assessments to create tests that evaluate student mastery of Benchmarks through classroom instruction, interim assessments, Scantron Achievement and Progress Monitoring Series, grading school created tests and District/State mandated assessments, the school can constantly monitor student progress.

Student performance on the FCAT will also be used to determine an effective curriculum plan. Florida is changing the way it grades its high schools. Beginning fall 2009, grades no longer will be based solely on performance on the often-criticized Florida Comprehensive Assessment Test. In fact, FCAT will only account for half of a high school's grade. The Legislature voted to make the change in 2008. The previous system only measured ninth- and 10th-grade performance on FCAT and didn't consider the performance of students in grades 11 and 12. Traditional FCAT measures will account for 50 percent of high school grades and the other 50 percent will come from measures of graduation rate, participation and performance on accelerated programs like

Advanced Placement and college readiness as measured by the SAT and ACT, and the graduation rate of students who in the eighth grade scored a 1 or 2 in reading and math.

Miramar Charter High School will also gauge effectiveness of the curriculum by seeking accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) This process will serve to engage teachers and staff in evaluating practices, effectiveness of curriculum and overall success of the school. The accreditation process will help the school realize the SACS/CASI standards, a commitment to on-going improvement, quality of instruction and a peer review process for teachers and administrators. The school will initiate contact with the Florida SACS committee in its first year of operation to determine readiness to apply for candidacy. The school expects successful participation in the accreditation process consisting of completion of the self-study, hosting a peer review committee and demonstrating successful compliance with all SACS standards.

5. Student Performance, Assessment and Evaluation

A. State the school’s educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student success will be evaluated and the specific results to be attained.

The primary learning objective of Miramar Charter High School will be to demonstrate continuous improvement among its students. The following objectives are presented with the caveat that the school has not opened and therefore has no baseline data for its students. More importantly, the school will use the School Improvement Planning process outlined by Broward County to develop subsequent learning objectives based upon the experience(s) and learning results obtained in the first year.

Miramar Charter High School will also utilize appropriate assessments to include Test Generator in-house assessments, on-going assessments provided by the text, district/state mandated assessments to establish baseline performance data in Reading during the school’s first year and then show improvement in learning gains in subsequent years. Additional objectives will be established in the School Improvement Plan. Other core subjects will be evaluated using teacher made assessments and report card grades.

Grades 9/10 Reading:

- Given instruction using the Next Generation Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 86% of students reaching the proficiency Level 3 or higher on the FCAT Reading Assessment. Data from the previous year’s FCAT Reading Assessment scores will be used to determine gains. Equally there will be a 10% decrease in the number of students scoring at Level 1 or 2.

Grades 9/10 Math:

- Given instruction using the Next Generation Sunshine State Standards 86% of students reaching the proficiency Level 3 or higher on the FCAT Mathematics Assessment. Data from the previous year’s FCAT scores will be used to determine gains.

Grade 10 Writing:

- Given instruction using the Next Generation Sunshine State Standards 90% of students will score Level 4 or higher as evidenced by the FCAT Writing Assessment. Once the school reaches 90 - 99% in these indicators, the school will meet these objectives by maintaining this level of performance or making further improvement on this level of performance.

Grade 11 Science -

- Given instruction using the Next Generation Sunshine State Standards 50% of students reaching the proficiency Level 3 or higher as evidenced by the FCAT Science Assessment. Once the school reaches 50% in these indicators, the school will increase student performance by 10%.

In addition the following general goals will be implemented:

- Miramar Charter High School will offer a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, Mathematics, Science and Social Studies. The school will offer enrollment with the Florida Virtual School.
- The school will partner with Broward Community College for dual enrollment opportunities.
- Less than two percent (2%) of the student body will have received a suspension of duration in excess of one day.
- Student attendance rates will be between 90-95%
- 100% of school administrators and faculty will be highly qualified.
- The Florida Continuous Improvement Model (FCIM) model will be implemented as evidenced by quarterly focus groups (*beginning the second half of the year*) and monthly academic calendars which display planned SSS benchmarks.
- Data will be collected monthly for each FCAT subject area to determine gaps in student learning. Tutorials and supplemental materials will be provided as needed.
- A portfolio will be established for each student documenting essential work. The portfolio will be reviewed and shared with the student's parents to show progress or need for remediation at least two times per year.
- Faculty will be trained in strategies for differentiated instruction, classroom management, creating educational centers and reading groups, cooperative learning and intervention strategies.
- Parent Academies will be implemented to assist parents with reading, math, homework, etc.

In addition to evaluating the charter's success on objectives stated above, Miramar Charter High School shall submit the information required in the annual school report and the education accountability system governed by §1008.3 and 1008.345, Florida statutes.

B. Describe the school's placement procedures and promotion standards.

Miramar Charter High School will adopt the Sponsor's Student Progression Plan (Policy 6000.1) including the then current criteria and standards for promotion.

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The number of credits required to progress from one grade to another in high school follows:

- a. To be in grade nine, a student must be promoted from grade eight.
- b. To be in grade ten, a student must have earned a minimum of five credits. To be promoted mid-year to grade 10, the student must have earned a minimum of 7.5 credits.
- c. To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted midyear to grade 11, a student must have earned a minimum of 13.5 credits.
- d. To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted to grade 12 mid-year, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.

Academic grades are to reflect the student's academic progress. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation.

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.

To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

- a. both quarter grading periods, or
- b. one quarter grading period and the semester examination.

The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options which may include, but are not limited to:

- a. forgiveness policy,
- b. extended learning,
- c. special counseling,
- d. volunteer and/or peer tutors,
- e. school-sponsored help sessions,
- f. homework hotlines,
- g. study skills classes,
- h. co-enrollment.

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The reporting of student progress to parents shall follow procedures established in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 1008.25/1003.33)

1. Progress Reports (Report Cards)

Progress reports are issued at the end of each marking period. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

2. Interim Reports

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.

The following are the academic grades used:Grade	Numerical Value	Verbal Interpretation	Grade Point Value	Honors	Advanced Placement
A	90-100	Outstanding Progress	4	1	2
B	80-89	Good Progress	3	1	2
C	70-79	Average Progress	2	1	1
D	60-69	Lowest Acceptable Progress	1	0	0
F	0-59	Failure	0	0	0
I	0	Incomplete	0		

Dual enrollment courses are awarded the equivalent of AP.

C. If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with S.1003.43.

Although Miramar Charter High School recommends the traditional four-year high school program, the school understands that the right graduation program for a particular student is the one that best fits the abilities, interests, and goals of that individual student. Families should consider the educational benefits of each program and choose the one that will best prepare the student for his or her postsecondary education or career plan. Some things that students and families should consider:

- What is the student’s postsecondary education and/or career goal?

- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he or she have the mature decision-making skills needed to make informed, safe choices required for independent living?
- Are three electives enough or is the student interested in taking additional courses to explore their interests?
- Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- Can the student meet admissions requirements for postsecondary education institutions of his or her choice by choosing an 18-credit graduation program?
- Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or to earn additional advanced placement course credit and/or college credit by choosing the 24-credit program?
- Is the student planning to play college-level sports and needs to meet NCAA course eligibility requirements?
- If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance of the plan a year early?

To help them make this important decision, families are encouraged to contact the guidance counselor or career specialist to get more information about graduation programs, financial aid opportunities, accelerated programs, and college or career plans. Students and parents are also encouraged to continue to discuss their plans with the school counselor on a regular basis during the high school years. Students need to be interested and involved in their academic progress and in planning for their futures in order to ensure that they will be prepared to achieve their postsecondary goals. If the student and his/her parents do not select a graduation option, the student will be considered to have selected the four-year, 24-credit standard program.

Florida students entering ninth grade may choose from the following graduation programs:

A four-year, 24-credit program

A three-year, 18-credit college preparatory program

A three-year, 18-credit career preparatory program

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must still earn a 2.0 grade point average (GPA) on a 4.0 scale and achieve passing scores on the Florida Comprehensive Assessment Test (FCAT) in order to graduate with a standard diploma.

To assist students and parents with this task, school districts must provide each student in sixth through ninth grade and their parents with information concerning the three-year and four-year

high school graduation options, including the respective curriculum requirements for those options, so that students and their parents may select the program that best fits their needs.

The two three-year programs are significantly different than the traditional 24-credit program. The three-year programs are designed for students who are clear about their future goals, who are mature enough to leave high school early, and who are ready to pursue their goals beyond high school. To select a three-year graduation program, students and their parents must meet with designated school personnel to receive an explanation of the requirements, advantages, and disadvantages of each program option. Students must also receive the written consent of their parents. Students must select a graduation program prior to the end of ninth grade. Each student and his or her family should select the graduation program that will best prepare the student for his or her postsecondary education or career plan. Miramar Charter High School will encourage students to select the four-year program.

Four-year, 24 Credit Program

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas and maintain an unweighted GPA of 2.0. Foreign language credit is not required for this program, although it is recommended for community college preparation and is required for admission to Florida's state universities. This program requires students to complete certain "Major Areas of Interest" courses. Major Areas of Interest courses allow students to define their interests and use their high school experience to become better prepared for higher education and/or a career. Students who choose this program are required to:

Complete a minimum 16 credits in core content areas

4 English

4 Mathematics

3 Science

3 Social Science

Complete 1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts courses

Complete 1 credit in Physical Education that includes integration of Health

Complete 8 elective credits

4 credits in a Major Area of Interest

4 credits in elective courses, which may be combined to allow for a second Major Area of Interest, a minor area of interest (3 credits), individual electives, or intensive Reading or Mathematics intervention courses

Three-Year, 18-Credit College Preparatory Program

The requirements of this program are designed to prepare students for entering a postsecondary institution of education. This accelerated graduation program requires fewer credits than the 24-credit program and does not require the student to select a Major Area of Interest. It focuses more on academic courses, which means students take fewer elective courses. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents. A signed parental consent form (FM-6911) must be submitted to the principal and guidance counselor to enroll in either one of the accelerated programs. Students who select this program are required to:

- Earn 2 credits in a foreign language
- Earn at least 6 of the 18 required credits in specified rigorous courses
- Maintain a cumulative weighted grade point average of a 3.5 on a 4.0 scale
- Earn grades of 3.0 or its equivalent, weighted or unweighted, in each of the 18 required credits for the college preparatory program
- Complete higher-level mathematics courses than the 24-credit program and the three-year career preparatory program
- Satisfy the minimum standards for admission into Florida's state universities

Three-Year, 18-Credit Career Preparatory Program

The requirements of the program are designed to prepare students for entrance into a technical center or community college for career preparation or for entrance into the workforce. This accelerated graduation program requires fewer credits than the traditional 24-credit program and does not require the student to select a Major Area of Interest. It focuses more on academic courses, which means students take fewer elective courses. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents. A signed parental consent form (FM-6911) must be submitted to the principal and guidance counselor to enroll in either one of the accelerated programs.

Students who select this program are required to:

- Earn specific credits in a single vocational or career education program
- Maintain a cumulative weighted grade point average of 3.0 on a 4.0 scale
- Earn grades of 2.0 or its equivalent, weighted or unweighted, in each of the 18 required credits for the career preparatory program

The requirements for the two accelerated options have been changed several times by the Florida Legislature since these options became available to students in 2003-2004. Students are responsible for the requirements in force at the time they select an accelerated program.

Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.

Students who choose a three-year program will automatically move to the four-year, 24-credit program if they do not earn five credits by the end of grade nine or 11 credits by the end of grade ten; do not achieve a score of three or higher on the grade 10 FCAT Writing assessment; do not pass the grade 10 FCAT; or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT is critical.

Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a career education certification on his or her high school diploma.

High school credits awarded before ninth grade can be counted toward the required credits for all graduation programs.

Students must remain in high school at least three years regardless of how many credits they earn before that time. Students and parents are required to sign a graduation program option form prior to selecting a three-year program. The three-year graduation programs are only available to students who will receive a standard diploma.

Out-of-state and out-of-country students are eligible for all graduation programs as long as they fulfill the credit requirements, maintain the required 2.0 GPA, and pass the FCAT.

Students who complete the three-year college preparatory program must still satisfy minimum academic core credit requirements for State University System (SUS) admissions. Students who choose the three-year career preparatory program must take their electives in career and technical education courses.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

Students who choose a three-year graduation program must be treated equally in all ways with students who choose the traditional 24-credit option, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.

Graduation Requirements

HB 7053 - The bill amends the graduation requirements for math to provide that, beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or the equivalent.

Similarly, the bill amends the graduation requirements for science to provide that, beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or the equivalent and end-of-course assessment requirements must be met in

order for a student to earn the required credit in Biology I. In addition, beginning with students entering grade 9 in the 2013-2014 school year, in addition to the Biology I credit requirement, one of the three credits in science must be chemistry or physics or the equivalent.

The bill provides that, for courses that require statewide, standardized end-of-course assessments, a minimum of 30% of a student's course grade must be comprised of performance on the statewide, standardized end-of-course assessment. A student with a disability for whom the individual education plan (IEP) committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, must have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

The bill amends s. 1002.429 relating to accelerated high school graduation options to include the same course requirements and end-of-course assessment requirements in mathematics and science as are applied for the general graduation requirements described above. In order to accommodate the additional math course, the bill provides that, for the 3-year college preparatory program, beginning with students entering grade 9 in the 2010-2011 school year, students must earn four credits (rather than three credits) in mathematics and earn two credits (rather than three credits) in electives. For the 3-year career preparatory program, beginning with students entering grade 9 in the 2010-2011 school year, students must earn four credits (rather than three credits) in mathematics and earn one credit (rather than two credits) in electives.

Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program¹	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English/ESOL	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent ² , or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission (SUS) ³	3 credits, one of which must be Algebra I
Science	3 credits in Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History .5 credit	1 credit World History 1 credit American History .5 credit	1 credit World History 1 credit American History .5 credit 1 credit American Government

	American Government .5 credit Economics	American Government .5 credit Economics	.5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health ⁴	Not Required	Not Required
Majors, Minors, or Electives	8 credits ⁵ • 4 credits in a Major Area of Interest • 4 credits in elective courses, which may be combined to allow for a second Major Area of Interest, a minor area of interest (3 credits), individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <i>or</i> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <i>or</i> 5 credits in vocational/career education (including 3 credits in one sequential career/technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements ⁶	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements ⁷	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0

		earns at least 3.0 points or its equivalent in each of the 18 required credits	points or its equivalent in each of the 18 required credits
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According to Florida law, students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn the correct number of credits, maintain a passing grade point average, and pass the Reading and Mathematics Sunshine State Standards (SSS) portion of the Grade 10 FCAT.

FCAT SSS Reading	FCAT SSS Mathematics
1926 (scale score of 300) or above	1889 (scale score of 300) or above

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Next Generation Sunshine State Standards and complete a community service project. In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL or one credit in mathematics. To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 9 credits, which must include two credits in English/ESOL, one credit in mathematics, and one credit in science **or** one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science or two credits in English/ESOL, three credits in mathematics, and two credits in science .

For a student enrolled in either one of the two accelerated graduation programs, the student must earn at least five credits by the end of grade 9 and 11 credits by the end of grade 10. Entering 9th grade students must have a completed electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in 7th grade and reviewed and revised, if necessary, at each grade level thereafter.

The school will provide students with disabilities certain modifications to basic education or programs of student to ensure students the opportunity to meet graduation requirements for a standard or special diploma. Allowable adaptations may include:

- Instructional time may be increased or decreased
- Instructional methodology/strategies may be varied
- Classroom and district test administration procedures and other evaluation procedures may be adapted to accommodate the student’s disability.

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and to fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements or if they do not meet standard diploma graduation requirements until the end of the school year in which they turn 22 years of age. A student may switch from a standard

diploma to a special diploma and receive credit toward a special diploma for passing general education courses.

For Exceptional Education Students the decision to take a course of study leading to a particular type of diploma must first be addressed at the Transition Individual Education Plan (IEP) meeting conducted during the child's *eighth* grade year (or the year the child turns 14). This IEP meeting (and the ones that follow in high school) is called a Transition IEP meeting. This is because the meeting deals with issues related to making the transition to adult life after school. Diploma decisions, which are made by the IEP team, the student and the parent, are part of the written transition IEP.

Students with the following disabilities, who have been properly classified with rules established by the Florida Board of Education, may be given the opportunity to pursue a special diploma: Intellectual Disabilities, Specific Learning Disabled, Physically Impaired, Emotional/Behavioral Disabilities, Dual Sensory Impaired, Autism Spectrum Disorder, Language Impaired or Deaf/Hard-of-Hearing.

Graduation Requirements for Special Diploma Option 1

Students with disabilities may be awarded a special diploma that certifies mastery of the Sunshine State Standards for Special Diploma and specified district course/credit requirements. The skills listed in the document, Florida Course Descriptions Exceptional Student Education, grades 6-12 must be incorporated into the instructional program. The course descriptions for basic education should be incorporated when appropriate. A 2.0 GPA will determine mastery of SSS Access Points for special diploma students.

In order to graduate with Special Diploma Option 1, a student must earn:

English - 2 annual credits

Reading = 2 annual credits

Mathematics = 3 annual credits

Social Science = 2 annual credit

Science = 2 annual credit

Career Preparation = 1 annual credit

Life Management and Transition = 1 annual credit

Physical Education = 1 annual credit

Career and Technical Education = 4 annual credits

Electives = 5 annual credits

Credit requirements may be fulfilled by earning credit in special education courses, basic education courses and career and technical education courses as appropriate to the individual needs of the student.

Graduation Requirements for Special Diploma Option 2

Requirements for this diploma option are based on mastery of a set of competencies developed for each individual student related to employment and community competencies. The specific goals and competencies required for each student are planned by the transition IEP team and are identified on the Graduation Training Plan. Documented mastery of employment and community competencies listed in the GTP must be verified by the student's employer, job coach and/or instructor.

When Option 2 is selected, the following must occur:

- Document decision on the transition IEP
- Develop relevant measurable annual goals and objectives/benchmarks
- Develop a GTP

To be awarded a special diploma Option 2 upon graduation the student must:

- Have completed a minimum of 2 semester in a high school level program prior to selecting Option 2
- Be at least 16 years old
- Have a Graduation Training Plan (GTP) developed by the student, student's employer, parent and instructor that specifies competencies to be mastered. The GTP must include specific employment and community competencies (exit skills, behaviors, attitudes and knowledge for success beyond high school), criteria for determining mastery of competencies (teacher observation, student product, performance assessments), include work schedule and provide a description of the supervision to be provided by school personnel.
- Have mastered all of the employment and community competencies specified on the GTP
- Achieved all annual goals and short term objectives/benchmarks related to employment and community identified on the transition IEP
- Be successfully employed full time for 200 days earning at or above minimum wage at a site that has an FEIN, provides opportunities for students to interact with non-disabled employees, adheres to child labor laws and provides opportunity for advancement.
- Have earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills or 1 credit in a job preparatory in which employability skills and social/personal skills training has been incorporated

Acceleration Options and Advanced Coursework

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of accelerated coursework. Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and/or acceleration programs such as:

- o Dual enrollment
- o Advanced Placement Program (AP)
- o Florida Virtual School

These options are available to all qualified students, no matter which graduation program they choose.

Dual Enrollment

Dual Enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees.

In addition, text books for dual enrollment are provided to students free of charge. Dual enrollment courses will be weighted the same as courses taught through other acceleration mechanisms.

Students must meet the following eligibility criteria:

- Be a student in a Florida public or nonpublic secondary school, or in a home education program.
- For Florida public or nonpublic school students, must have accrued a minimum of 11 high school credits and have a 3.0 unweighted grade point average to enroll in college credit courses, or a 2.0 unweighted grade point average to enroll in vocational certificate courses.
- Meet minimum scores on the college placement test or equivalent assessments – SAT, ACT.
- Meet any additional admissions criteria set by the postsecondary institution.

Advanced Placement Program (AP)

The College Board’s Advanced Placement (AP) Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of three or above on an AP exam can earn college credit, or AP credit, or both, depending on the college or university. Students in Florida’s public secondary schools enrolled in AP courses do not have to pay to take the exams.

Florida Virtual School

The Florida Virtual School offers high-quality, online high school curricula, including Advanced Placement (AP) courses. Florida Virtual School can be a resource for students with limited access to AP offerings in their traditional schools.

College-Level Examination Program (CLEP)

Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Candidates for the CLEP are postsecondary students who have completed an advanced placement (AP) course but did not take or earn a qualifying score on the AP exam. Other students who have taken several high school courses in one particular subject area may wish to take a CLEP exam when they begin selecting college courses.

Florida Department of Education Resources Available to Students and Parents

FACTS.org (www.FACTS.org) is Florida’s free academic advising web site. The site includes services to help students prepare for, and succeed, in school and beyond. FACTS.org makes it easy for public middle and high school students to be involved in their academic and career planning. By establishing a login ID, students can create an Electronic Personal Education Planner (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FACTS.org services support Florida Department of Education initiatives and legislative reforms.

Florida Counseling for Future Education Handbook is a comprehensive guide designed for Florida's high school guidance counselors. It is intended to help counsel students who will enroll in Florida's postsecondary institutions. The Handbook is updated annually with the most current version available on FACTS.org.

Office of Student Financial Assistance (OSFA) administers state-funded grants and scholarship programs and federal student loan financial aid programs to assist students with the costs of postsecondary education.

Federal Student Aid web site provides information for families about federal financial assistance for postsecondary education, including application forms and a calculator to help figure college costs and financial need.

Talented 20 Program provides eligible students guaranteed admission to one of the 11 state universities. These students are given priority funding from the Florida Student Assistance Grant Program.

FCAT Explorer is a free online practice program for Florida's public school students. The system includes two practice programs created for tenth grade students: Reading Timeline covers topics in science and culture, using a history-based navigation. In addition, the Reading Timeline offers eight in-depth lessons on important reading skills. Math Timeline includes problems that focus on history, science, culture, and career. In addition, the Math Timeline allows students to freely navigate through the program or work on problems related to a specific benchmark. All five programs offer practice for the skills tested on the FCAT and include features to help students get the most from their study time.

Science Mission provides comprehensive practice for the skills tested on the 11th grade science FCAT. The program is organized into three areas: Physical & Chemical, Earth & Space, and Life & Environment.

FCAT Explorer is online, which provides students with the opportunity to use the system on any computer connected to the Internet whether at school, at the library, or at home.

CHOICES web site is a comprehensive career information system that uses a flexible approach combining graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key web sites related to career exploration to help students plan for a career.

Career Voyages web site provides information and guided support for students in determining the best career path. The site includes Florida-specific information about high-growth jobs with better wages, including new career fields. The site includes video tours for students and an online interest inventory.

Major Areas of Interest web site provides information on major areas of interest, part of new secondary school reform measures aimed at increasing the rigor and relevance of Florida high schools.

Identify the range of assessments that the school will use to measure and monitor student performance.

D. 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 baseline rates will be compared to the academic progress of the same students attending the charter school.

Miramar Charter High School will administer and use all assessments prescribed by the State of Florida and Sponsor according to the calendar published by either entity.

The Florida Department of Education (FLDOE) requires a baseline assessment as part of the initial progress report required of all public schools. Miramar Charter High School will have a comprehensive assessment program 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. Miramar Charter High School teachers will be expected to use a variety of assessments. Moreover, they will be expected to know how to apply and integrate assessment data to improve student performance on our standards-based curriculum requirements. Baseline data will be established for all students grouped by individual achievement, whole class achievement, and school-wide achievement.

All assessments are tracked by the requirements of the next Generation Sunshine State Standards and benchmarks. Benchmark strengths and weaknesses are identified and instruction, intervention and differentiated instruction efforts are based from the results of these assessments. Benchmarks are monitored by grade level, school and individual student progress towards mastery. Students in the bottom quartile are identified on a board and movement is monitored for every assessment.

Baseline data from the FAIR, the previous year FCAT and the Math textbook series baseline assessment tool will be used to identify the lower 40th percentile of students in Reading and Math rather than only the lower 25th percentile. The data will be tracked based on subsequent FAIR assessments, interim assessments and school created assessment to determine student mastery of benchmarks. A data-board will be created to visually document student progress moving from the 0-25th percentile quadrant, the 26-50th percentile quadrant, the 51-75th percentile quadrant and ultimately the goal is for all students to fall in the 75-100th percentile quadrant signifying mastery of skills.

In addition to the data board for the lower 40th percentile of students, individual student achievement is tracked via the student portfolio. Following the baseline assessment the student scores are recorded for each benchmark in Reading and Math. As each interim assessment is administered the scores are recorded to show areas of growth or need for remediation.

Whole class achievement will be monitored to determine the effectiveness of instructional strategies. The administrative team will review this data to assist teachers in differentiated instructional techniques to effectively meet the needs of students in the class whether remediation or advanced coursework is required.

School-wide data by grade level will be tracked to determine progress as a school and to assess teacher effectiveness. This will show the need for revisions to the curriculum or strategies required to maintain student achievement, remediate student achievement or enrich student achievement.

Weekly grade level meetings are the first basis of data analysis and data driven instruction. Monthly school-wide data is analyzed by the Leadership Team and Departments with a focus on areas of strength and weakness. Areas of identified strength are maintained while areas of identified weakness have a strong focus through instruction and intervention.

Baseline assessment will consist of the following:

- **Diagnostic Tests** (e.g., Mathematics and Reading): to be administered to new students in the early fall of the academic year to provide information that will be used to:
 1. Determine student's reading and mathematics strengths and weaknesses.
 2. Assist teachers and administrators in making instructional and curriculum decisions.
 3. Generate student performance baselines in reading and mathematics.
- **Oral Reading Fluency Probe** (a state mandated assessment administered to FCAT reading Level 1 and 2 students in grades 6-12.) The test is administered individually and is used to monitor reading progress. The scores are immediately available for targeting reading instruction.
- **The Florida Assessment for Instruction in Reading (FAIR)** will be administered to grades kindergarten through three and students in grades four through eight scoring at Level 1 or 2 to determine a baseline achievement level or Level 3 students to make sure they are still on track for the fall of each year
- **Baseline Benchmark Assessments – Reading, Math, Science**
 - Reading – grades 9-11
 - Math – grades 9-11
 - Science – grades 9-11

The same assessments are administered to Non-English speaking ELL students, including each component of the FAIR. In-program assessments are also administered to these students. Approved accommodations are used as necessary; such as providing directions in the child's home language. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

Pursuant to Section 1008.25, Florida Statutes, any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For students required to participate in the statewide

assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) in Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

An additional method of determining baseline achievement levels will be through a review of incoming students' prior year attendance records, and report card grades. A determination will be made if the student has an ELLSEP, IEP, EP or 504 plan. Prior year FCAT scores will be primarily used to determine prior rates of academic progress.

Students who have not previously taken the FCAT will be assessed in the core subject areas using such instruments as the FAIR, placement assessments provided by the text, baseline benchmark assessments scored by Scantron Achievement and Progress Monitoring Series, assessments generated by Test Generator, previous standardized test scores and report card grades.

The teaching and learning process is an endless and ever-evolving process that is driven by the needs of the students as demonstrated on weekly subject-specific assessments. Areas of focus are discussed at Leadership Team meetings and any areas of professional development are immediately addressed. This process is revisited every time there is a new assessment with different data results. Monitoring practices include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

Progress monitoring is when teachers assess students' academic performance on a regular basis (weekly or monthly) for two purposes: to determine whether children are profiting appropriately from the typical instructional program and to build more effective programs for the children who benefit inadequately from typical instruction. On-going progress monitoring is essential to the success of instruction.

Teachers will be expected to use assessment strategies to assist in assuring continuous progress. For example, teachers will be expected to assess students' mastery, 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.

The school will implement additional assessments to determine student progress and performance. All techniques designed to monitor student progress will be based on the following purposes:

- To assist student learning

- To identify student strengths and weaknesses
- To assess the effectiveness of a particular strategy
- To assess and improve the effectiveness of curriculum programs
- To assess and improve teacher effectiveness
- To provide data to driven instructional decision making
- To communicate and involve parents

The school will utilize the following types of assessments to monitor student performance:

- Diagnostic Assessment – to ascertain prior to instruction, each student’s strengths , weaknesses, knowledge and skills.
- Formative Assessments – is a self-reflective process that intends to promote student attainment. Cowie and Bell define it as the bidirectional process between teacher and student to enhance, recognize and respond to the learning. Black and William consider an assessment ‘formative’ when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
- Summative Assessment - refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment..

The following is provided to describe a wide variety of assessment instruments that teachers will employ in addition to formalized assessments:

Diagnostic techniques:

Graphic Organizers

Journal entries

Pre-Tests

Formative techniques:

Conferences

Observations

Question and answer sessions

First drafts

Quizzes

Summative techniques:

FCAT

Chapter/Unit tests

Final Exams

Projects

Final Copies

Listed below are measurement tools to be used by Miramar Charter High School for assessment

purposes. The assessment tools listed below do not limit Miramar Charter High School from incorporating other measures that may be determined necessary to support the mission of the school.

Methods of Measurement

- Performance on tests to be administered at enrollment to establish baseline levels in the areas of Mathematics and Reading and post testing at the end of each subsequent year thereafter
- FCAT Writing – State assessment of writing skills
- FCAT – State assessment of reading and math, and science as provided
- FCAT Prep Questions (monthly)
- Weekly tests (teacher designed) that may include some objective questions for quick check of material taught, as well as essay type questions that require thinking skills and writing ability
- Achievement of goals and objectives in the student’s Progress Monitoring Plan
- Mastery of competencies as determined by assessments
- Teacher made tests (including pre-and post-tests)
- Student portfolios (ongoing)
- Quarterly progress summaries
- Teacher observations/authentic assessment of student performance (ongoing)

Program Assessment

Evaluation of the whole school will include:

- Surveys, including self-evaluation surveys conducted by staff members, and cooperative surveys with the community;
- Opinion polls, whenever necessary to gain an understanding of the level of support and morale;
- Standard evaluation instruments, to assess the successful completion of progress towards goals and objectives;
- School accreditation evaluations such as SACS (Southern Association of Colleges and Schools).

E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance. *Include a description of how students will participate in the statewide assessment program and what other assessments will be used to document student progress.*

The school will participate in all state and district mandated assessments as specified in s.1003.43

September TBD - FAIR

September 13-16 – District Benchmark Assessment Test

October 11 - 15- FCAT Reading & Math Retakes – Grades 11 – 12 as needed

October 13 – Preliminary SAT/National Merit Scholarship Qualifying test – Grade 9, optional;
Grade 10, Grade 11, Optional

October 27 -28 – High School Semester Final Exams (Block Schools only)

November 29- 30 December 1-2 – District Benchmark Assessment Test
January 18-21 – High School Semester Final Exams (Rotator and Block Schools)
January TBD – FAIR – Grades 9-12 selected students
TBD – FI Alternate Assessment – Grades 9- 11, exempted ESE students only
March 1-3 – FCAT Writing – Grade 10
March 7 – April 8 – CELLA – Grades 9-12 all current ELL’s and selected former ELL’s
March 31 – April 1 – High School Final Exams (Block Schools)
April 5-7 – FCAT Retake Reading and Math – Grades 10-12 as needed
April TBD - FAIR – Grades 9-12 selected students
April 11 – 25 – FCAT Reading & Math – Grades 9-10, Science – Grade 10
March 7 – April 8 - CELLA
May 2-13 – Advanced Placement Exam – Grades 9-12; registered students only
May 16 – 20 – End of Course Exams – Algebra I – Grades 9-12, enrolled students
May 24-27 – Grade 12 Final Exams
June 6-9 – Grades 9-11 Semester Final Exams

Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) Component in Reading and Mathematics

The FCAT (Florida Comprehensive Assessment Test) is administered annually, in late February and early to mid-March, to all public school students in grades three through eleven. Students in grades three through ten are required to take the reading and math portion every year. FCAT Science is administered annually to public school students in the fifth, eighth, and eleventh grades. In the fourth, eighth, and tenth grades, public school students take the FCAT Writes exam administered in early February to allow adequate time for scoring before the end of the school year.

Students' results from the FCAT are compiled to generate a grade for each public school under Governor Jeb Bush. Under this plan, public schools receive a grade from A to F, depending on student performance and the degree to which the bottom 25% of the school has improved compared to its past performances.

Florida Assessment for Instruction in Reading (FAIR)

FAIR is a K-12 assessment system that incorporates four types of assessments to support instructional decision making:

- A. Broad Screen/Progress Monitoring Tool (-12)
- B. Broad Diagnostic Inventory (K-2)
- C. Targeted Diagnostic Inventory (3-12)
- D. Ongoing Progress Monitoring (3-12)

Broad Screen/Progress Monitoring Tool (3-12) - the assessment is a computer-based, adaptive comprehension assessment designed to indicate the probability of success on the FCAT.

Targeted Diagnostic Inventory (3-12) – set of tasks designed to more precisely indicate the areas of instructional need based upon screen performance.

Ongoing Progress Monitoring (3-12)- set of tasks designed to monitor student progress in acquiring critical reading related skills.

Scantron Achievement and Performance series: Math and Reading will be alternately assessed bi-weekly. *Achievement Series* from Scantron is a web-based assessment that allows educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports. Used for all grade levels and subject areas, this gives administrators and teachers the data they need to monitor student progress and guide instruction. Scantron Achievement Series provides immediate results needed to achieve these two key goals:

- Data-driven decision making and reporting at the administrator level to track and meet federal mandates
- Improved instruction at the teacher level to focus on individual student needs

Scantron assessments meet NCLB requirements and raise the level of student achievement through a combination of standards-based assessment and computer-adaptive diagnostic testing.

Performance Series is a computer-adaptive test that lets teachers quickly pinpoint the proficiency level of students, across a range of subjects that correspond with the specific Florida Sunshine State Standards. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

Diagnostic Tests (e.g., Mathematics and Reading): to be administered to new students in the early fall of the academic year to provide information that will be used to:

1. Determine student's reading and mathematics strengths and weaknesses.
2. Assist teachers and administrators in making instructional and curriculum decisions.
3. Generate student performance baselines in reading and mathematics.

Baseline Assessments will include:

Oral Reading Fluency Probe (a state mandated assessment administered to FCAT reading Level 1 and 2 students in grades 6-12.) The test is administered individually and is used to monitor reading progress. The scores are immediately available for targeting reading instruction.

Baseline Benchmark Assessments – Reading, Math, Science - administered in the fall of each year

Reading – grades 3-10

Math – grades 3-10

Science – grades 5, 8

Comprehensive English Language Learning Assessment (CELLA)

Grade/Students: All current ELL students and former selected ELL students

Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school.

CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students; charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.)

Interim Assessment

The Interim Assessment Program is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Sunshine State Standards.

The principal will be provided with two reports:

- a. Performance Band Report by School – provides an overall raw score and percentage correct by grade level.
- b. Class List Report by School - provides a list of all students in the school in alphabetical order or by performance ranking. It also provides a raw score and percent correct by benchmark for the entire grade group and by student.

The teacher will be provided the following reports:

- a. Performance Band Report by Classroom - provides an overall raw percentage of total correct out of possible points for the class or an individual student.
- b. Class List Report by Classroom - provides a list of all students in the classroom in alphabetical order or by performance ranking. Additionally, a raw score by benchmark for the entire grade group and by student (see above).
- c. Item Analysis Report – provides a summary of responses selected for each item which allows teachers to analyze their students' responses. This report can be the starting point to debriefing in the class.
- d. Item Response Report – provides a detailed listing of each student's response to each question, useful for debriefing purposes.

Teacher made tests and quizzes – administered as determined by the teacher

FCAT Released Item- alternately administered for Reading, Math and Science as determined by the school principal.

Additional assessments include:

Standards-Based Assessment Tests: locally developed assessment tests (including assessments provided by the publisher of adopted curriculum materials), designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as reading, mathematics, science, and social studies. Teachers will use test results as an ongoing guide to student instructional needs and to enhance student progress.

Writing Assessments: assessments that will measure student writing proficiency in grades 9-12.

School Climate Assessment: Administered two times per year at the end of each semester A survey to gather information regarding what students, parents, and staff think about the school and their ideas on how the school can be improved in the areas of curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide critical feedback on stakeholder perceptions and will serve as a guide for improving school services.

Classroom Assessments: Classroom assessments will occur on an ongoing basis and may include student portfolios, class observations, interviews, quizzes, demonstrations, rubrics, student work folders, project-based learning products, essays and performance tests. Performance-based classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies.

Alternative Assessments for students with disabilities

All Florida students participate in the state's assessment and accountability system. The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations. Aligned to the Sunshine State Standards (SSS) in Language Arts, Mathematics, and Science; the Florida Alternate Assessment measures student academic performance on the Sunshine State Standards Access Points at three levels of complexity, participatory, supported, and independent. Access Points are extensions of the general standards and capture the essence of the SSS with reduced levels of complexity. The assessments contain performance tasks made up of primarily selected response options and some open response options. The access points were used to develop an assessment blueprint that will serve as the foundation for structured student performance tasks. The design is an innovative approach that provides test administrators with structured tasks comprised of item sets that reflect typical classroom activities and embed items frequently containing three response options for students to select with the communication systems they normally use.

Within each item set, each of the three access points is addressed. Each student starts at the participatory level. A student completing the participatory level item accurately without assistance moves on to the supported level item. In this way, the student moves up through the access points as long as he or she is able to respond accurately and independently. At the participatory level item only, for a student who is unable to complete the participatory level item accurately and independently scaffolding will occur. The student will be presented the item again with one distracter removed, if the student is able to accurately respond he/she will be scored at two points. If the student is still unable to accurately respond the item is presented again with another distracter removed (leaving only the correct answer) and the student is asked to actively engage with the correct answer. At any point within the participatory level item, if the student will not engage or actively refuses the student will score a zero point.

The student receives the final score for the item set based on the level at which it was answered correctly. For example, if the student is unable to complete the item at the supported level, he or she retains the three-point score from the participatory level. However, if he or she is able to complete the supported item, the teacher will next administer the independent level item. If the

student is unable to complete the independent item accurately, a score of six points is awarded. However, if the student completes the independent item accurately, the teacher will record a score of nine points.

0	1	2	3	6	9
No response, student actively refuses or does not engage at any point during the Participatory Level	Student responds correctly after the removal of two distracters at the Participatory Level	Student responds correctly after the removal of one distracter at the Participatory Level	Student responds correctly at Participatory Level	Student responds correctly at Supported Level	Student responds correctly at Independent Level

It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment. Revised in July 2010, the Revised Florida Alternate Assessment Participation Checklist must be completed. If the IEP team determines that all four of the questions accurately characterize a student’s current educational situation then the Florida Alternate Assessment should be used. If yes is not checked in all four boxes, then the students should participate in the FCAT with accommodations as appropriate. If the decision is made to administer the Florida Alternate Assessment the parents must be informed. There are several formal and informal alternate assessments that have been approved for administration to students with disabilities that meet criteria for exemption. Formal assessments include the Brigance, Assessment Learning Profile (ALP) and other curriculum-based assessments tied to curriculum materials and the Access Points. District Interim Assessments may also be used

FCAT Explorer - Teachers and students have incorrect-answer feedback for every practice question. After students complete each mini-assessment, they will be able to see which questions they answered incorrectly. The new student score page will list each question, the student's answer, and the correct answer.

An additional method of determining baseline achievement levels will be through a review of incoming students’ prior year attendance records, and report card grades. A determination will be made if the student has an ELLSEP, IEP, EP or 504 plan. Prior year FCAT scores will be primarily used to determine prior rates of academic progress.

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

Miramar Charter High School will utilize the Florida Continuous Improvement model to evaluate and inform instruction. FCIM is a quality improvement and research-based approach to management that enables school administrators and teachers to track student performance, help close the achievement gap using data. A relative to the FCIM approach the 8-Step Instructional Process which was developed by Mary Lehman Barksdale, while teaching third grade at the

Brazosport Independent School District (Texas). Based on Barksdale's model, teachers and administrators must

1. raise expectations for all students;
2. create a vision to guide reform;
3. develop measurable objectives with timeframes for accomplishing them.

The Eight-step Process works as follows:

- Disaggregate data - Disaggregating data is the critical first step of the instructional process. The term “disaggregate” means to break up, to divide, to separate, or to break apart. Breaking down and analyzing data provides the structure for success. Data can help to quickly identify the concepts students have not mastered or are on the verge of not mastering.
- Develop an instructional timeline - The instructional timeline serves as a graphic reminder for teachers and parents. It is a map that shows a logical path for the following:
Aligning state performance standards

Curriculum and assessment based on the needs of students

The importance of the object on performance tests

The timeline assists by telling us what to teach and when to teach it.

- Deliver an instructional focus - This is the step where teaching and learning take place. This step is without question the most critical part of the instructional process. The instructional focus sheet (Scope and Sequence) shows what is to be mastered – objectives, target areas, instructional timeline, assessment dates, and important reminders – but it is not a ready-made lesson plan. Based on the needs of the students, the teacher creatively designs the appropriate lesson plans.
- Administer frequent assessments - Frequent assessments help us check for understanding, provide data for analysis and helps us to track student progress. With data we are able to administer early interventions and to adjust teaching methods to meet the needs of the students.
- Use tutorials to re-teach non-mastered targeted areas - In order for tutorials to be effective, they must be offered frequently and by talented staff (not necessarily the same person as the student’s regular classroom teacher). The instruction must be focused and intense. Tutorials should never be perceived by the students as punishment but instead as an opportunity to catch up and receive additional assistance. Tutorials allow for additional instructional time for review and refocus, and are a requirement if we are to insure the success of all students.
- Provide enrichment opportunities - What is considered beneficial to a few “gifted and talented” students often will prove beneficial to all students. Activities provided during enrichment time could become the “light bulb” of understanding and provide new ability for non-mastery students.
- Reinforce learning through maintenance - If students do not routinely use a skill, it is soon forgotten. Maintenance involves using and reinforcing previously taught skills. Using instructional time wisely permits teachers to reinforce skills and concepts through a variety of retention strategies.
- Monitor progress - Monitoring should be an ongoing, multifaceted step in the instructional process cycle. While principals are very busy and have many responsibilities, monitoring student achievement should have the highest priority. As the

school's instructional leader, the principal must work with great determination to insure the success of both teachers and students.

Implemented at all grade levels, the process treats students individually by assessing how much they're learning at regular intervals. Based on the assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards.

Miramar Charter High School will be characterized by all of the hallmarks of an effective school: a strong Principal, high expectations for teachers and students, a sharp instructional focus, a safe and orderly climate conducive to teaching and learning, and high standards of achievement.

As a quality, effective school, Miramar Charter High School believes that all students can learn and recognizes the differences in learning styles. The school staff believes that they can teach all students, set high expectations, develop clear vision, align planning for instructional assessment, and implement the "Plan-Do-Study-Act" instructional process.

1. Plan: Develop a plan to improve.
 - Identify the opportunity for improvement.
 - Document "how we do things now."
 - Determine the root cause of the problem.
 - Select a solution for improvement.
 - Develop an action plan for implementing the improvement.
2. Do: Carry out your plan.
 - Pilot the proposed changes on a small scale.
3. Study: Gather information and study results for the pilot project.
 - Identify what you learned about the process and how you could improve upon it.
4. Act: Adjust the process, based on your new knowledge.
 - Standardize the new methods.
 - Review and repeat the steps.

Einstein stated, "Doing the same thing over and over while expecting a different result is the definition of insanity." This statement explains the need to implement an instructional process that includes a self check to insure that the strategies being implemented are meeting the needs of the students. The PDSA cycle requires careful analysis of student performance data and planning the instructional calendar. This step leads to delivering or doing the instructional focus in the classroom, followed by checking the assessment, maintenance, and monitoring of the instructional focus. Finally, acting provides enrichment and tutorials based on individual student needs. These steps will be repeated again and again to achieve steady improvement.

Other critical elements are as follows:

- Proven teaching strategies
- A no-nonsense, intense classroom environment
- Teachers must believe students can be successful
- Hard work by both teachers and students.

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. (34 CFR § 99.31(a)(8).)

Miramar Charter High School believes that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to insure academic success for students.

Miramar Charter High School will implement *Edline* as one resource for informing parents and students of student progress. *Edline* provides parents web-based access to current Grade Book reports via independent student identification access. Parents will review grades and attendance online from home and will receive private email alerts on urgent grade, attendance or other information sent from the teacher to immediately inform parents of changes in a student's performance or progress. In addition the school will implement the Interactive Classroom component of Edline.

Online discussions that maximize participation

Integrated online discussions with instructional content engage students in assignment discussions and the teacher can target or restrict certain users or groups within the classroom. Teachers can review comments before they are posted.

Interactive assignments

Homework assignments are posted that integrates online practice exercises, quizzes, or worksheets. Students complete the learning activities online.

Homework hand-in

A homework "drop-box" is provided where students can submit documents or other files to hand in their homework electronically.

Flexible online tests & quizzes

Teachers can select from a variety of question types: multiple choice, single choice, open-ended, etc. and can choose from several different components: text entry fields, radio buttons, drop-down lists, file attachments, etc.

Automatic grading

Assignments can be graded automatically with no intervention by the teacher. Grades can be transferred to the teacher's grade book.

Track and review student responses

Teachers can track which students have and have not submitted a response. An e-mail reminder can be sent to users who have not submitted a response.

Keep parents informed

Let parents or guardians know the status of a student's work.

Teachers will also provide information as follows:

- Private, secure student-specific reports regarding school-wide assessments, missing homework assignments, daily grades, etc.
- Class-specific content, such as homework assignments, test dates, project instructions, etc.
- Team, club and other group specific material, such as practice schedules
- General school information, such as newsletters, daily announcements, lunch menus, school-wide activities.

Parent conferences will be scheduled to discuss individual student progress. All children learn in different ways, have their own individual personalities and their own listening and work habits. Parent conferences can become a bridge between the home and school thus influencing student performance in the classroom. By discussing student progress and assessment results with parents, parents are better able to understand their child's difficulties so that they may become a resource at home for skills improvement. Teachers are encouraged to fully prepare for conferences so that substantial information is provided in a specific time frame.

Formal assessment results will be provided to parents, as they are available. Formal results are provided from District and State mandated testing.

The school will follow the district calendar for the distribution of interim progress reports at the four and one half week point of the quarter, and report cards at the end of the quarter. In addition, individual students may be placed on daily or weekly progress reports so that progress is closely monitored in the event there are concerns with student progress.

H. Describe to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student populations.

The students' rates of progress will be compared to rates of progress of a comparable Broward County control group, using criteria such as race, ethnicity, free/reduced lunch percentages and geographic area to identify closely related student populations to determine the performance of the charter school against the comparison group. In addition, the School shall be able to make comparisons to State and District performance using published records of performance from the Florida Department of Education. An additional method of comparing the rate of progress of the charter school's students to the rates of progress at other closely comparable schools was made several years ago as a result of a study and data base developed by the South Florida Annenberg Challenge. This study matches charter schools with traditional public schools of similar demographic profiles.

6. Exceptional Students

A. 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.

Miramar Charter High School will work closely with Broward County School's Department of Exceptional Student Education and follow the District guidelines for ESE students.

The instructional program for Students with Disabilities will be aligned to the Next generation Sunshine State Standards, Access Points, and the Individual Educational Plan (IEP) or Education Plan (EP) thus providing ample opportunities to learn and achieve individual outcomes.

Instruction with accommodations will support the pathways delineated in the IEP/EP with annual yearly assessment in either the Florida Comprehensive Assessment Test (FCAT) or Alternate Assessment.

The goal of special education at Miramar Charter High School is consistent with the goal of regular education: to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives with as much independence as possible in their communities. We will support the education of students with special learning needs within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time or full-time basis be considered. Exceptional students shall be provided with programs implemented in accordance with federal, state and local policies and procedures; including, the Individuals with Disabilities in Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. This includes, but is not limited to:

1. A Non-Discriminatory Policy regarding identification, location, evaluation and selection.
2. Free and appropriate public education (FAPE).
3. Individual Education Plans (IEP).

The school will create public awareness of special education opportunities and will advise parents of the rights of students with disabilities. We will provide written procedures (in the primary language of the home) to assure that information regarding the rights of students with disabilities is made available in plain language and phraseology which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

The school will identify those students who require special education and will provide an appropriate program for these students. Those students with existing Individualized Educational Plans (IEPs) in place will be provided services consistent with their existing IEPs.

Miramar Charter High School will work closely with Broward County School's Department of Exceptional Student Education and follow the district guidelines for ESE students.

When Congress reauthorized IDEA 2004, they changed the law about identifying children with specific learning disabilities. Determining factors now include:

- Inadequate achievement measured against expectations for a child's age or the grade-level standards set by the state

- Insufficient progress when using a process based on response to scientific, research-based interventions (frequently referred to as RTI- Response to Intervention))
- Evidence of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade-level standards or intellectual development

Transition Services

IDEA requires that the need for transition services be considered in conjunction with the student's Transition IEP, beginning no later than his or her 14th birthday and continuing once every 12 months through age 21 (student's 22nd birthday or the year in which the student turns age 22). Transition activities are designed to help a student move from school to post school activities including independent living, work, or continued education after finishing high school. Guidance Counselors and ESE caseload managers/teachers, and/or Transition Specialist will assist students, as needed, with the transition from high school using such resources as "Simply Careers – A Guide for Persons Involved in Transition Planning" provided by the Florida Department of Education, partnerships with area businesses, instruction, related services, community experiences, and work toward post-school goals. The need for transition services must be considered for all students with disabilities in conjunction with their Transition IEPs, rather than through a separate transition planning process.

The student must be invited to participate in his or her Transition IEP meeting conducted prior to the student's 14th birthday and in each Transition IEP meeting held thereafter. If the student is unable to attend the meeting, the Transition IEP team must document how the student's needs, preferences, and interests were considered. In order for the student's participation to be meaningful, school district personnel are strongly encouraged to provide training for students and their families in self-determination skills (skills including self-awareness, self-advocacy, making choices, setting goals, solving problems, and taking action) and the Transition IEP process.

In addition to the information required for all IEP meeting notices, the written notice for a TIEP meeting must state:

- That the purpose of the meeting is to discuss courses of study (diploma options), transition services needs or needed transition services
- That the student has been invited
- Which other agencies have been invited to the meeting (for students age 14 older).
- The student's Desired Post-School Outcome – the student's dream for life after Graduation

In addition, the Transition IEP incorporates:

- a vision statement of the student's desired post-school outcome
- measurable annual goals and short-term objectives or benchmarks based priority educational needs that will assist the student with attaining his or her desired post-school outcome
- specific special education and related services to be provided
- the extent of participation in regular educational programs
- family and student participation
- agency linkages
- an evaluation plan for how progress toward the annual goals will be measured

- a statement of needed transition services in instruction, employment, community experience, post-school adult living, daily living skills (if appropriate), and functional vocational evaluation (if appropriate).

Students that have not been identified with exceptionality, but require additional interventions will take part in the Response to Intervention Model. The RTI model is a three-tiered approach to implementing research based interventions complete with progress monitoring and evaluation of outcomes. The first Tier is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in general education. The second Tier consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The third Tier consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction, with the goal of increasing an individual student's rate of progress. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying factor that is not remediated by the RTI model.

One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

For students who present a learning and/or behavior problem, the Collaborative Problem Solving Team (CPS) is convened. CPS is a structured, data-based, team-oriented, model for designing, implementing and evaluating interventions for students who are experiencing academic and/or behavioral problems in the classroom. Student's needs will be supported through the strategies/interventions determined by the CPS team and students will be identified and evaluated in accordance with state and federal regulations. This process will identify whether the concern about a student is academic and/or behavioral in nature. Depending on the intervention needs of the student, the student will be placed in intensive courses for reading, language arts, and math if they have academic concerns. If a child has behavioral concerns, a Functional Assessment of Behavior will be completed and Behavior Intervention Plan will be developed. The team consists of the parent/legal guardian, school psychologist, the general education teacher, district ESE personnel, the reading coach (if academics is the concern) and the English Language Learner teacher if the student is in the ELL program. The interventions are performed for four weeks with on-going progress monitoring. The CPS team would then analyze the progress made. Documentation of progress monitoring and strategies implemented are then reviewed to determine whether they were successful. If the results are encouraging, then a team would continue to monitor on a monthly or as-needed basis. If the strategies/interventions were not effective, an additional or different set of strategies/interventions will be designed and implemented for another four weeks as well as more frequent progress monitoring, possibly bi-monthly or weekly depending on the severity of the deficiency. At this point, if strategies/interventions prove to be unsuccessful, a CPS team meeting will be convened to

determine further action. If it is determined at the CPS team meeting that all possible strategies/interventions have been exhausted then with parental consent the school psychologist can open a case for evaluation. RTI will continue with the student until the evaluation is complete.

Once the evaluation is complete, the parents/legal guardian, the child's present teacher, the school psychologist, staffing specialist, LEA and special education teacher will meet to review the results of the evaluation and determine eligibility for services. If the child meets eligibility criteria for ESE services, and if the parent gives consent to place the student in the ESE program, an Individualized Education Plan (IEP) is created according to the individual child's needs. The IEP is developed in coordination with the school district Special Education Liaison.

Exceptional education students shall be provided with programs implemented in accordance with federal, state, and local policies and procedures; and, specifically, the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

This includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection;
- Free and appropriate public education (FAPE);
- Individual education plans (IEP) developed in IEP meetings with the parents and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural safeguards.

The IEP committee will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents;
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required to ensure that the student which derives maximum benefit from his/her educational program;
- Deciding which setting or settings would best meet those needs;
- Reviewing placement decisions annually, or sooner if necessary, at the IEP review meeting;
- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services. Services will be provided through contracts with an appropriate agency if necessary, or a staff member will be employed with the appropriate certificate in that exceptionality.

Funding for ESE services is generated by the student's level of services as documented on the Matrix of Services form and the school shall utilize this supplemental funding to provide for each exceptional student's education needs. However, in cases of extreme impairment or disability, after the school has attempted to service the needs of the student, but if determined that placement is not appropriate, and whereby the student cannot be served by Miramar Charter High School, then the School will meet with District personnel to review the child's IEP (if one is in place) to discuss placement options with the parent.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic pullout – All students will be included in regular education classes. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for the services mandated on their IEP by a certified ESE teacher. The amount of time and the specific content area to be remediated will be determined in the IEP;
- Consultation – Students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy – These services will be contracted out and services provided according to each student’s IEP.

All Florida students participate in the state’s assessment and accountability system. The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations. Aligned to the Sunshine State Standards (SSS) in Language Arts, Mathematics, and Science; the Florida Alternate Assessment measures student academic performance on the Sunshine State Standards Access Points at three levels of complexity, participatory, supported, and independent. Access Points are extensions of the general standards and capture the essence of the SSS with reduced levels of complexity. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment.

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory (Pa), supported (Su), and independent (In) with the participatory level being the least complex. The new Florida Alternate Assessment will measure student achievement on the access points in Reading, Writing, Mathematics, and Science.

The student's individual education plan (IEP) team is responsible for making the determination as to which students will be working on the access points and taking the alternate assessment and which students will be taking the Florida Comprehensive Assessment Test (FCAT). School personnel have been given five guiding questions to use to determine which students will be assessed through the alternate assessment based on the access points. A student's disability category is not the determining factor for which portions of the standards are used for instruction. If a student is being assessed using the FCAT, he or she should receive instruction using the standards tested by the FCAT. If the IEP team determines that the student meets the criteria for an alternate assessment, the student will be assessed on the access points.

Section 504 Plan

A parent, teacher, or other member of the school staff may raise a concern about a student’s unique need for special help. As in the development of an IEP the parents and school team will meet discuss all relevant information about the student. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team

needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or *accommodations*, are appropriate to meet the student's needs. A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. While Section 504 does not require a written plan, it does require documentation of evaluations and accommodations. It is very useful to have a written plan to provide clarity and direction to the individuals delivering services or making accommodations. While there is no time limit specified for an accommodation plan, a yearly review is recommended. Section 504 accommodation plans may be updated at any time to reflect changes and recommendations by the team. Accommodations may include flexible seating, shortened intervals for instruction, extended time for assignments, etc.

B. Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

Miramar Charter High School teachers teaching core content to ESE students will hold the appropriate certification in accordance with the certification table in the Florida Course Code Directory and Instructional Personnel Assignments. The number of staff is dependent upon the number of students enrolled at the school that require ESE services

Florida special education teachers, also referred to as exceptional student teachers, are governed under state administrative rule 6A-4.01795 of the revised code. Teachers in this educational pathway must comply with the following:

Plan One. A bachelor's or higher degree with a major in exceptional student education, special education, mental disabilities, specific learning disabilities, emotional disabilities, physically impaired or varying exceptionalities; or

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include the areas specified below:

(a) Foundations of special education to include educational practices and development and characteristics of children with disabilities;

(b) Assessment and evaluation to include interpretation, analysis, and application of assessment results and alternate assessment strategies;

(c) Evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings;

(d) Instructional practices in special education to include selection and implementation of instructional practices and strategies and identification of accommodations and modifications;

(e) Relevant general education and special skills curricula selection;

(f) Assessing, designing, and implementing positive behavioral supports;

(g) Language development and communication skills to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions;

(h) Skills to teach interpersonal interactions to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills, and adaptive life skills;

- (i) Transition process to include development of desired post school outcomes; and
- (j) Effective methods of communication, consultation, and collaboration with students, families, administrators, and other education professionals.

6A-4.01791 Specialization Requirements for the Gifted Endorsement –

(1) A bachelor's or higher degree with certification in an academic class coverage, and (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

- (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
- (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
- (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
- (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
- (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

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

Miramar Charter High School recognizes that gifted students possess superior abilities and/or potential and are, therefore, a unique segment of the school's student population. If gifted students are to develop their abilities and/or potential, they need ongoing and varied educational opportunities to extend their learning. According to State Law, gifted students are considered exceptional education students in Florida. This means they are eligible for ESE services, have some procedural protections, and have written educational plans. FAPE is also available to students identified as gifted.

Rule 6A-6.03019 defines gifted students as “one who has superior intellectual development and is capable of high performance”. Gifted students are afforded unique opportunities that are purposeful, motivating, and dynamic. The learner progresses beyond basic skills and experiences a wide range of specialized instructional strategies meeting the unique need of gifted students.

According to the Florida Framework for K-12 Gifted Learners, students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. A referral for gifted education can be made by a teacher, a parent/guardian, or any qualified individual who has knowledge of student's abilities. The student may also self-refer.

A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

- (a) The student demonstrates:

1. Need for a special program.
2. A majority of characteristics of gifted students according to a standard scale or checklist, and
3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. The targeted population for Broward County's Plan B are ELL students and low SES families. ELL students are defined by the following classifications:

1. Eligibility under 2(a) of State Board Rule 6A-6.03019.FAC.

or

2. Eligibility under 2(b) of State Board Rule 6A-6.03019.FAC (Revised in an Amendment to the Amendment 5/21/02).

Students eligible under 2(b) will be considered for placement upon completion of the Gifted Eligibility matrix (GEM). Leadership, creativity, and motivation have been carefully considered as characteristics of gifted learners when constructing the GEM. These characteristics have been grouped with learning and adaptability. Considering leadership, creativity, and motivation separately may serve to eliminate gifted underachievers from gifted programs and provide too much latitude for teacher bias. Gifted eligibility requires a total score of 10 points or higher on the GEM and a student must score at least one (1) point in both the intellectual abilities category and the gifted characteristics category.

For those students enrolled in 9th through 12th grade who are demonstrating a need for special program (gifted), screening information will be collected and a determination for referral will be made by a school-based team. In cases where a referral is initiated, the following information is collected:

- Parent Information Form (PIF) or Psychosocial Family Assessment
- Rating Scales (The Gifted Indicators Checklist)
- Screening Information-Includes, but is not limited to:
 - A brief intelligence test such as the Kaufman Brief Intelligence Test (KBIT) or the Naglieri Nonverbal Abilities Test (NNAT)
 - Review of grades/classroom performance
- Parent Consent

The Gifted Education Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum, Sunshine State Standards (SSS), with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. The curriculum for gifted students reflects Florida's SSS through the implementation of Pacing Guides and the Gifted Goals and Objectives identified in the students'

EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

In order to implement the curriculum for the gifted, specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate.

- Curriculum Compacting - involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study - opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters - learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Learning Centers - a physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.
- Flexible Grouping - grouping of students according to their learning needs, strengths, and preferences.

The following delivery models will be available for Miramar students

- Senior High Gifted Programs (9-12) - offer gifted content area courses (Honors and/or Advanced Placement) and/or State-approved high school gifted elective courses. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- Senior High Gifted Consultation (9-12) - general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors or other academically rigorous programs. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

Activities available to gifted students include:

Governor's Summer Program for Gifted and High-Achieving Students Program - The purpose of the Governor's Summer Program is to provide an opportunity for outstanding gifted and high-achieving students to participate in and use the resources of the universities and colleges in the State of Florida. Institutions of higher education, public or private, submit proposals to provide day or residential summer programs for gifted and high-achieving students entering grades 8-12. The goal is to use the academic strengths and unique instructional resources of the sponsoring institution to provide participating students with learning experiences not available in their secondary education programs.

Florida Atlantic University

Engineering Scholars' Program

- The *Engineering Scholars Program* is a day program providing dual-enrollment courses in Electronic Design with Operational Amplifiers, Ocean Engineering and Underwater Vehicles, New Generation Web Technologies, and Innovative Materials for

Infrastructure, for at least 80 high-achieving 10th to 12th graders of BROWARD and Palm Beach counties. Faculty experienced with gifted students will utilize state-of-the-art College of Engineering and Computer Science laboratories to provide challenging hands-on educational opportunities not available in high schools, to help students develop problem solving skills and prepare for university studies. Team projects are emphasized. Sunshine State Standards are incorporated.

Palm Beach Community College

Math and Science Institute (MSI) Summer Program

- Responding to the school district, industry, and emerging workforce trends, the college is offering a unique interdisciplinary model to connect students to the growing fields within Biotechnology and Environmental Science studies. The program will offer 30 rising 11th and 12th graders a rigorous college credit program in emerging industries such as biofuels and ethanol production from vegetation, as well as authentic field-based experiences that will serve as a model for interdisciplinary studies. The program will run for eight weeks. Seventy percent of authentic learning experiences within authentic learning environments are planned (e.g. Scripps Research Institute, South Florida Water Management District, Advanced Water Technology, Cytonics Corporation, Ocean Ridge Biosciences, and TransDermal Technologies).

Gifted students need a complex physical environment that includes a balance between the books and materials used in the general classroom and supplemental instructional materials to help meet their needs as gifted learners. Materials for gifted students attending Miramar will address an integrated or thematic approach designed to respond to gifted learners' characteristics of precocity, intensity, and complexity through advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. Gifted students are exposed to state-adopted core curriculum materials, as well as supplemental materials to address their abilities, learning styles, and interests, differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative.

Screening and Referral Procedures

The screening process for the district includes the development of a talent pool of students who demonstrate unusual ability.

1. Plan B covers kindergarten through 12th grade and involves a multidisciplinary committee of faculty members trained to become more aware of and understand the nature of the students to be screened. This committee will also learn how to effectively use the screening process. A flow chart detailing the process that will be employed is included as part of this plan.
2. In order to provide a comprehensive profile of the student's abilities, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community.
 - a. *The Parent/Community Nomination Form* will be sent home with the students to be completed by one of the following: parent, legal guardian, or surrogate, or a member of the community that knows the student well. A sample letter has been included in the District Plan to ensure that parents are informed about the screening and referral process. The form and sample letter have been translated into Spanish, Haitian-Creole, and Portuguese.

- b. Other nomination forms should be disseminated to the various individuals indicated.
- c. All nomination forms collected will be reviewed and utilized when completing the Plan B Referral Form.

3. If the student scores at the 80th percentile or above in reading or mathematics on a standardized achievement test or scores an average of $\geq 80\%$ on at least four (4) of the nomination forms, 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 ≥ 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. The screening information collected will be recorded on the Plan B Referral Form. a. If the student scores less than 115 on the screening measure of intellectual functioning, the student is no longer considered a candidate. For Limited English Proficient (LEP) students, a score on the Matrices section of the K-BIT or a score on another nonverbal instrument (e.g., Naglieri) may be used.

b. If the student is not referred for formal evaluation, parents are notified of this decision in their native language where feasible. Notification is made either by phone, letter, or conference. Notification by phone or conference must be documented in writing.

Student Evaluation

The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means. A multi-disciplinary committee of professionals will be established at each elementary, middle, and high school. This committee must 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 ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM). The ESE Specialist or Plan B designee will be responsible for recording the information on the GEM. The GEM includes measures of intellectual functioning, academic performance through achievement skills, gifted characteristics, and environmental indicators. The need for a special program will be established based on the GEM score. A teacher with the ESOL endorsement or in the process of acquiring the ESOL endorsement must be part of every staffing and/or review for a gifted LEP student.

Intellectual measures may include but are not limited to:

1. Differential Ability Scales (DAS), the Special Nonverbal Composite may be used with LEP students.
 2. Wechsler Intelligence Scale for Children – III (WISC-III)
 3. Leiter International Performance Scale-Revised (Leiter-R)
 4. Comprehensive Test of Nonverbal Intelligence (CTONI)
 5. Universal Nonverbal Intelligence Test (UNIT)
 6. Stanford-Binet Intelligence Scale, Fourth Edition (SB-IV)
 7. Raven’s Progressive Matrices
- B. Achievement Skills

Academic performance is considered through the achievement test scores. Achievement tests will be used to measure the student's academic performance in the areas of reading and mathematics.

A group achievement test administered through a public or accredited private school or an individual achievement test given by a psychologist, curriculum resource teacher, or other professional will be used as the measure of academic performance. Tests may include but are not limited to:

- Stanford Achievement Test (SAT)
- Comprehensive Test of Basic Skills (CTBS)
- Metropolitan Achievement Test (MAT)
- Woodcock-Johnson-Revised Test of Achievement Bateria Woodcock-Muñoz Revisada: Pruebas de Aprovechamiento-Revisada
- Woodcock McGrew-Werder Mini-Battery of Achievement
- Kaufman Test of Educational Achievement

Gifted Characteristics

Leadership, creativity, and motivation are carefully considered when determining eligibility for the gifted program. The Gifted Indicators Checklists will be used to evaluate the student's demonstrated ability or potential in the areas of leadership, motivation, creativity, adaptability, and learning. The student will be rated by educators with primary observational opportunities. When rating the child, parental input should be part of the rating process. Any number of educators may rate the student. Observation of the student will be the most important factor in completing the checklist. *The student must score at least one (1) point on the Gifted Characteristics section of the GEM to be considered for eligibility. To determine the student's score on the Gifted Characteristics section, select the 4 highest scores out of the 5 domains and record the total points on those 4 domains on the GEM.*

Eligibility Criteria

1. Eligibility under 2(a) of State Board Rule 6A-6.03019.FAC.

or

2. Eligibility under 2(b) of State Board Rule 6A-6.03019.FAC (Revised in an Amendment to the Amendment 5/21/02).

Students eligible under 2(b) will be considered for placement upon completion of the Gifted Eligibility matrix (GEM). Leadership, creativity, and motivation have been carefully considered as characteristics of gifted learners when constructing the GEM. These characteristics have been grouped with learning and adaptability. Considering leadership, creativity, and motivation separately may serve to eliminate gifted underachievers from gifted programs and provide too much latitude for teacher bias. Gifted eligibility requires a total score of 10 points or higher on the GEM and a student must score at least one (1) point in both the intellectual abilities category and the gifted characteristics category.

Educational plans for students who are gifted must:

- include present level for educational performance, goals and objectives, and services to be provided;
- be reviewed at least every two years or at transition period (middle to high);

- include parent participation in its development; and, include other participants as outlined in the Gifted Programs for Broward County Public Schools.

To address the unique academic needs of minority students, curriculum in the gifted program is designed to:

- Encourage students to understand their learning process, particularly for higher-level cognitive tasks such as problem-solving strategies.
- Focus on vocabulary. Provide practice using new words in a variety of contexts and incorporate ESOL strategies, when appropriate.
- Utilize interactive strategies and materials to enhance language skills with a special emphasis on ELL students.
- Encourage students to elaborate in their responses.
- Provide opportunities for students to read widely and frequently focusing on the use of multicultural literature.
- Nurture curiosity and interest by encouraging students to gather information on a variety of topics.
- Provide opportunities for open discussion in a non-threatening environment.

The school will also expect general education teachers and teachers of the gifted to meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, or other rigorous programs including Dual Enrollment.

Advanced academic programs provide curriculum that is tailored to students' cognitive and affective needs and strives to promote experiences that intensify learning to better prepare students for the workplace while providing equity and access to all students. Advanced learners flourish because teachers support high expectations with a rigorous curriculum. Through open-ended assignments, flexible grouping, differentiated instruction, challenging instructional materials, and enrichment opportunities, Miramar Charter High School will provide a rich advanced learner environment designed to challenge the students to work to their potential.

The mission is to nurture academically talented students through programs that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. The school will strive to:

- promote experiences that replace, supplement, or extend learning opportunities through differentiated pedagogy;
- facilitate student access to appropriate learning opportunities in advanced programs, especially for underrepresented groups;
- increase student achievement through the acquisition of enhanced thinking and problem-solving skills;
- provide multiple opportunities to acquire and apply knowledge, to communicate effectively in other languages, to develop a multicultural perspective of the world, and to acknowledge and act in accordance with the cultural ethics of a given community;
- promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills; and
- promote the individual pursuit of special interests and development of academic talents.

Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge
- Tackle a wider range of authentic and complex academic tasks that require doing real world work
- Advance through activities at a faster pace
- Develop a sense of self and the possibilities that the world has to offer

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment (Tomlinson, 1999). Florida's Frameworks for K–12 Gifted Learners provides guidelines, which support a challenging and rigorous curriculum that enhances the Florida Sunshine State Standards in order to meet the needs of gifted students. William Daggett (2005) suggests three components of instructional planning. When viewed together, they provide a focus for relevant learning.

- Curriculum is advanced, sophisticated, and consistently building upon and extending beyond the general curriculum. Rigorous and challenging curriculum is enhanced through the study of universal concepts, complex levels of generalizations, and essential questions. Students are consistently engaged in multiple, complex, thought provoking and ambiguous texts/materials that challenge what they think and feel. Application is made to real-world unpredictable situations.
- Instructional delivery employs a variety of research-based strategies and methods from various curricular models that emphasize skills such as inquiry, investigation, and experimentation. Students are regularly provided with opportunities for understanding the “whys” through scholarly dialogue/discussions and they reflect on concepts, generalizations, and essential questions encountered with rigorous texts/materials. The teacher constantly probes students to deepen meaning and to provide rationale for positions.
- Multiple assessments are used to consistently monitor students' growth and understanding of increasing complexity of materials, ideas, issues, and problems. The teacher provides opportunities for students to reflect on understanding and growth. Assessments match the level of rigor and relevance identified in the learning objectives.

The bulk of the research concentrates on instructional strategies that have been linked to improved student achievement and have been shown to increase critical thinking, problem-solving abilities, and creativity. The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision-making and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors

The accelerated pace at which gifted and talented students learn information requires that flexible pacing strategies be integrated into classroom. The need to explore topics in depth leads teachers to include provisions such as original research, independent studies or investigations or mentoring opportunities. When addressing the unique or advanced interests of these students,

teachers might be inspired to include opportunities such as mini-courses, interest groups, clubs, and science or art fairs. The teachers' challenge is to identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs, and monitor student progress throughout the course of study. The students' challenge is to make the best possible use of the resources available while becoming fully responsible for their own learning.

D. Describe how the school's effectiveness in serving special education students will be evaluated.

Miramar Charter High School will use a variety of assessment to determine the effectiveness of the program including district and state assessments and classroom performance. The IEP team considers the following factors in the development, review, and revision of the IEP:

- a) Strengths of the student and concerns of the parents for enhancing the education of their child
- b) Results of the initial or most recent evaluation or reevaluation
- c) As appropriate, results of the student's performance on state or district-wide assessments
- d) Academic, developmental, and functional needs of the student

An evaluation will be made to determine if the student is meeting the measurable annual goals as stated on the IEP. The goals include academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum. As appropriate, the goals enable the student to participate in appropriate activities and meet each of the student's other educational needs that result from the student's disability.

The school will develop procedures for updating, at least every three years, the effectiveness of the individualized education programs in meeting the educational needs of special education students, including parent/family involvement in the evaluation process. Students eligible for special education and related services will be re-evaluated every three years or sooner if deemed necessary by multi-disciplinary team, in accordance with state and federal requirements.

The criterion for evaluating Miramar Charter High School's special education program includes, but is not limited to, the following:

- The curriculum is individualized to meet each student's intellectual, achievement, social, emotional, physical and management needs and/or IEP goals for each student.
- The IEP is developed in coordination with the school district Special Education liaison.
- The curriculum is geared towards the student's strengths while addressing gaps in progress.
- A multi-sensory technique is used, including educational videos, CD-ROMS, peer teaching, etc.
- Accommodations and modifications are listed in the lesson plans. The accommodations/modifications are implemented in accordance with the student's IEP.
- The IEP includes a statement of measurable annual goals, including benchmarks or short-term objectives. The goals and objectives are designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum. The IEP will also include a statement of how the child's progress

toward the annual goals will be measured. The annual goals and benchmarks will be evaluated with the closing of every marking period.

Meetings are held at least once every four years at which time, the EP team will meet to discuss the student's progress with the goals and benchmarks listed on the EP. The team will discuss the student's progress with their individual goal and their progress with the program goal. Based on that information, the team will answer questions like these:

- How have the student's needs changed, if it is determined that insufficient progress has been made?
- What new goals should the student be working toward, if the student has superseded their original goal?
- Does the student need different services?
- Does the student still need all the ESE services he or she has been receiving?
- Does the student need a different placement in order to make progress?

The team will then complete a new EP for the student if it is determined that the goals on the current EP need to be amended. Students participating in the gifted program will be evaluated according to state and district guidelines. Gifted students will participate in the FCAT.

Rubrics will also be established as suggested by the Frameworks for K-12 Gifted Learners. The rubrics use four markers to describe successful meeting of a particular trait. These markers are defined as follows:

- ✓ Know—the ability to recall and locate information. One who knows can cite facts, concepts, and ideas. One who knows deals with knowledge in singular fashion; not recognizing, and poorly able to function with the interconnectedness between knowledge fields.

Learners who know see the individual snapshot.

- ✓ Understand—the ability to recall, interpret, and connect information. One who understands can use information from multiple sources, though not always simultaneously. One who understands can be flexible and creative with knowledge. Combining knowledge fields occurs here, though not necessarily with ease or on one's own.

Learners who understand see the collage of snapshots.

- ✓ Perform—the ability to analyze and synthesize information from multiple sources simultaneously. One who performs can use knowledge inventively, in novel situations. One who performs links knowledge fields in creative ways so that boundaries blur.

Learners who perform see the snapshots in motion.

- ✓ Accomplish—the ability to evaluate and use information from multiple sources critically and effectively to accomplish a significant purpose. One who accomplishes has internalized the processes addressed in the first three levels and has the ability to call on those processes automatically. One who accomplishes has ownership of knowledge, yet will share it willingly.

Learners who accomplish see the snapshots moving in 3D.

7. English Language Learners

A. 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 School will follow all guidelines established by the State and the Sponsor's ELL Plan.

Miramar Charter High School will have an ESOL Coordinator who is responsible for monitoring the progress of ESOL students. The Coordinator provides teachers with teaching strategies appropriate for English language learners. He/she monitors the academic performance of ELL students and schedules them for supplemental academic services if needed. The coordinator also ensures that ELL students get the appropriate testing accommodation available to them by law.

When preparing the Limited English Proficiency Plan (LEP) for a student of limited proficiency in the English language, faculty, student, and parents will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas in keeping with state and federal guidelines.

The School will provide an ESOL program in accordance with Florida Department of Education guidelines to meet the needs of qualifying students attending the school. Teachers servicing ELL students will be required to meet state standards on ELL Certification and/or Endorsement within the timeframe delineated by the State of Florida.

For the English Language Learners (ELL), we will offer an ESOL class designed to meet their needs. An ESOL Coordinator will be on staff to take care of the administrative aspect of the program, as well as test the eligibility of appropriate students. We will follow Broward guidelines regarding LEP. Our ESOL Coordinator will be trained or receive training from Broward County The Multicultural, ESOL and Program Services Department personnel, if available.

Administration of the Home Language Survey

Upon initial enrollment into the school, each parent/guardian is surveyed at the time of registration by being asked to address the following questions in the Home Language Survey:

- a) Is a language other than English used in the home?
- b) Did the student have a first language other than English?
- c) Does the student most frequently speak a language other than English?

The Home Language Survey is a separate form, however, it is an integral part of all student registration procedures. The Home Language Survey is placed in the student cumulative folder.

The Home Language Survey is provided to parents in English, Spanish, and Haitian Creole.

Assistance to parents in other languages is available, upon request. A copy of the Home Language Survey is placed in the students' permanent record file cumulative (cum) folder.

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

If a parent answers "yes" to **ANY** of the three questions on the *Home Language Survey*, then the student is assessed for aural/oral language proficiency in

English within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language (*20-day Parent Notification Letter*)

English Language Proficiency Assessment (Placement):

The aural/oral language assessment instruments used in the Broward County Public High Schools is the: IDEA Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 - 12

The ESOL Coordinator will be responsible for administering the assessment(s)

Once the student is assessed with an aural/oral language assessment instrument, the school will use the charts correlating the *IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications* (Revised 8/08). These charts are used to determine a Broward County language level classification for the student. The Broward County's *Language Level Classifications and Descriptions* range from A1 to E (see Appendix E). The student's Broward County language level classification should be written on the front of the aural/oral language assessment test and noted on the *Initial Language Classification Assessment Form* (Form # 2590E, Revised 8/08).

Students with A1 to C1 language level classifications are entitled to receive ESOL services. The No Child Left Behind Act requires that percentile scores be recorded for Listening and Speaking for IPT I and II. When students come from other school Florida districts all ELL assessments must be entered in TERMS for active ELLs (LYs) and students classified as LFs. The Data Processing Clerk will follow the procedures outlined in the Database Guidelines.

Achievement test scores in reading and writing (language) must be administered as part of the ESOL program eligibility requirements for Fluent English Speakers (FES) in grades 3-12. The following criteria will be used to determine eligibility for these FES, grades 9-12 students:

- If both reading and writing (language) standardized achievement 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 (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing (language) standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or basic program. The ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria:
 - extent and nature of prior educational and social experiences; and/or
 - student interview;
 - written recommendations and observations by current and previous instructional and supportive services staff;
 - level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
 - grades from the current or previous years;
 - test results other than those from the district assessments of listening/speaking/ reading/writing.

Reading and Writing Standardized Tests

- For students in grades 9-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) will be administered.
- Contact the Multicultural, ESOL and Program Services Education Department at (754) 321-2982 to arrange testing of FES students in Grades 9-12 in reading and writing. Testing must be completed within 20 days of the student's identification.
- The K-TEA II Brief Form will be administered according to instructions in the test manual, and percentile ranks will be generated based on grade referenced norms.
- Percentile ranks obtained from K-TEA II Brief Form will be recorded on the student's *Initial Language Classification Assessment Form* (Form # 2590E, Revised 8/08) and *ELLSEP Folder* (Form # 4300, Revised 8/08)
- The District ESOL Program staff will inform the school ESOL Contact or designee of the results so appropriate student placement is completed and TERMS database can be updated by school staff.

Parents of all students, must be notified by the school that the student qualifies for the ESOL Program and he/she will be receiving ESOL services. The *Parent Notification of Placement/Continuation of Services in the ESOL Program* (Form # 4673, Revised 8/09) is used for this purpose. This form is available in English and the three major languages in Broward County: Haitian-Creole, Portuguese, and Spanish. Beginning with the 2009-2010 school year, this form must be provided annually to inform parents or guardians of the continuation of services in the ESOL program.

Re-administration of the IPT The district recommends that the time interval between administrations of the IPT should be at least 4 months. Re-administering the same form of the IPT sooner could impact test reliability.

Programmatic/Academic Assessment and Placement.

Grade Level and Course Placement Procedures – Grades 9-12

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. All prior documentation shall be maintained in the ELLSEP and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur.

ELL Programmatic Assessment and Academic Placement

To effectively place ELLs, school personnel will review and document the student's prior schooling experiences using school records, transcripts, parent and student interviews and other evidence of educational experiences. Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs will be conducted at the school site by trained school staff at the time of registration and must be documented in the ELLSEP folder. A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

Initial determination of students' academic abilities or potential performance is done based on a parent/guardian/student comprehensive interview. This will be done at the time the student is registering at the school for the first time and must be documented in the appropriate section of the ELLSEP folder.

Transcript evaluation and analysis for high school students, who attended schools outside of the United States, present unique challenges not encountered on a regular basis by guidance personnel. Appropriate academic skills assessment of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

The school will refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials which is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school will:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card.
- Check the academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects that the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
- Review student records in scheduling courses. Ensure correct placement in the core academic areas, such as English, mathematics, science, and social studies. Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview the parent/guardian and student regarding the student's previous schooling.
- Generate a general profile of the student using target questions such as:
 - What grade was the student in during the previous year?
 - What courses did the student take?
 - How did the student perform in the prior school setting?
 - At what age did the student start school?

- What is the total number of years the student has been in school?
- Was the student ever retained?
- Were there excessive absences or special circumstances affecting achievement?
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement II – Brief Form) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the *ELLSEP Folder* (Form # 4300, Rev. 3/09).

English Language Learner Student Education Plan (ELLSEP) Folder

An ELLSEP must be generated for each ELL enrolled in the ESOL Program. The *ELLSEP Folder* (Form # 4300, Revised 03/09) contains the ELLs individual educational plan which must be updated as needed and reviewed annually. Individual student identification and school information should be documented on this folder. It is also used to record initial placement information, programmatic assessment and academic placement, language reclassifications, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. The descriptors used in TERMS database are capitalized and bolded for easy identification. The information entered on the A-23 panel (TERMS) must correlate with the information documented on the ELLSEP folder. The following documents must be filed in the ELLSEP folder:

- Home Language Survey, which is part of student registration form
- Initial Language Classification Assessment* (Form # 2590-E, Revised 08/09)
- Notification Letter (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days
- Aural/Oral Language Assessment (IPT I or IPT II)
- Reading and Writing Test (K-TEA II Brief Form) for Grades 3-12 only
- Parent Notification of Placement/Continuation of Services in the ESOL Program* (Form # 4673, Revised 08/09) signed and dated and in parent's native language. This form is sent home to parents for initial placement in ESOL Program and at their anniversary date (entry date) yearly for continuation of services.
- AMOUNT OF INSTRUCTIONAL TIME OR SCHEDULE (The amount of instructional time (minutes) the ELL received must correlate with the WFTE claimed and must be documented in the ELLSEP folder. Have available last year's master schedule showing teacher's classes, periods, and students enrolled.) A copy of the students' schedule (A10 Panel) must be filed in the ELLSEP folder at the beginning of the school year and whenever there is a schedule change.
- ELL Committee Meeting Invitation* letters in parent's native language
- Parent Notification of Student Exiting from the ESOL Program* (Form # 4703, Revised 08/08) in the parents' native language
- Accommodations Checklist for Active ELLs (Lys).

□ All other assessments and correspondence not mentioned above which are related to the English Language Learner Student Education Plan (ELLSEP) and programmatic assessment documentation.

Comprehensive Program Requirements and Student Instruction

Instruction

ESOL Program Delivery Models

BROWARD High School will offer ELLs instructional services through the following types of instructional delivery models:

- ESOL Sheltered-Instruction Classes
- Basic Mainstream Instruction

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

Sheltered Instruction refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers. Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

Basic Mainstream Instruction is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model ELLs receive instruction with ESOL strategies in classrooms with non- ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Instructional Approaches

The *LULAC et al. v. SBE et al. Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided.

The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards and to the

course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Sheltered Instruction -

In schools with ESOL sheltered classes, ELLs may take *English through ESOL I, II, III and IV* courses to meet graduation requirements for English. These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction. *Developmental Language Arts through ESOL* is an elective course, in lieu of Intensive Reading, which can be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills. Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education

High School ESOL Program *Chart C*

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

English Language Learners classified as A1-A2 B1 (if necessary)

High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide English through ESOL I-IV using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide English I-IV in the basic mainstream using differentiated instruction and identified curriculum.

Clustering students is recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide sheltered instruction in the Content Area using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum.

Clustering students is recommended.

Students may receive English I-IV (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction or in a Sheltered Instruction Program using identified curriculum and materials. (*School-Based Decision*)

ELLs, who meet the criteria of Level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan.

ELLs may receive Content Area instruction in the basic mainstream using differentiated instruction and identified curriculum or in a Sheltered Instruction Program using identified curriculum and materials. (*School-Based Decision*)

English Language Learners classified as B1-B2-C1

If the school does not offer sheltered ESOL classes, ELLs must receive instruction through the Basic Mainstream. Basic Mainstream using ESOL strategies is one of the delivery models which ensures comprehensible instruction for ELLs. School site administrators are

responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations.

All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. These also include honors, advanced placement, and dual enrollment courses.

Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

Instructional Support

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

Instructional Model Codes

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs. The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data element of the Student Course Schedule Format (A10 Schedule Detail). The chart found in the Multicultural handbook will be used based on the ELL code of the student to provide ELLs comprehensible instruction.

ESOL Weighted FTE Funding

The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy. The school will implement the District CRRP.

The school will initiate a required format for use by instructional personnel to document the use of ESOL instructional strategies. Teachers will document the use of ESOL instructional strategies in their lesson plans and on report cards, through the use of the comments section.

School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools.

Student Progression

The school will follow the district's standards and procedures for promotion, placement, and retention of ELLs that has been incorporated into the district's "Student Progression Requirements and Procedures for K-12 and Adult Education Students"; Section I, pages 1-23.

ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention via the district's Good Cause Policy.

ELL students are required to meet student performance standards for the appropriate grade level. However, ELL students who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's heritage language. ELL students may be retained if they are not able to demonstrate meeting grade level standards in English or in their heritage language.

Retention recommendations for ELL students require the review and approval by the ELL Committee, which must include the heritage language teacher. Progress monitoring and interventions, as well as ELL Committee recommendations must be documented in the student's Individual ELL Plan.

The ELL Committee must be involved in the decision to recommend the retention or promotion of any ELL. The school will notify and invite parents to the ELL Committee meeting.

At the secondary level promotion is based on credit completion. See Student Progression Plan. The ELL Committee will review academic progress of ELL students to make recommendations for interventions and/or alternative program placement. The schools will notify and invite parents to the ELL Committee meeting. Parents and students are notified of possible retention, based on credit completion, during the spring subject selection process. Parental signature is required to complete the scheduling process for the following year.

Statewide Assessment

All ELL students are expected to participate in statewide assessment programs. A Test Chairperson is designated yearly by the principal of each school to coordinate the administration of the assessments. However, the principal is ultimately responsible for adherence to all guidelines and procedures outlined in the individual assessment's Program Guide and/or Test Administration Manual, as documented by a School Procedural Checklist submitted by every school at the conclusion of each test administration.

English language proficiency and academic achievement assessments for ELLs. Measures include:

- Comprehensive English Language Learning Assessment (CELLA)
- IDEA Oral Language Proficiency Test (IPT)
- Kaufman Test of Educational Achievement II – Brief Form (K-TEA II-Brief Form)
- Florida Comprehensive Assessment Test – Sunshine State Standards (FCAT-SSS),
- Florida Comprehensive Assessment Test: Writing Assessment
- District Benchmark Assessment Tests (BAT)

The Comprehensive English Language Learning Assessment (CELLA)

CELLA is a state-wide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing.

The school-site testing administrator will be trained and given the modifications for ELL students participating in State Assessment Programs. Copies of letters sent to parents indicating accommodations available are kept at the school site. Accommodations provided are indicated in the FCAT test answer sheets.

English Language Proficiency Assessment (Exit)

The school will utilize the procedures to determine ELLs are ready to exit found in the district’s ELL Plan. The plan includes exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Students must be determined English proficient and eligible for exit from the ESOL program based on the following standards:

Grade - 9

Criteria used: FCAT Reading as well as CELLA Listening/Speaking and Writing

- a) Student must be assessed with CELLA on grade level;
- b) Student must achieve scores at or above the Proficient Level on CELLA **aural/oral**;
- c) Student must achieve scores at or above the Proficient Level on CELLA **writing**; and
- d) Student must score at achievement level of three (3) or greater in FCAT **reading**.

CELLA

Scores equal to and greater than the CELLA **aural/oral** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Aural/Oral Score
9	739 or greater

Scores equal to and greater than the CELLA **writing** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Writing Score
9	746 or greater

FCAT - A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater or equivalent developmental scale score on the **Reading** test of the Next Generation Sunshine State Standards.

Grades 10-12

Criteria used: FCAT Reading as well as CELLA Listening/Speaking and Writing

- a) Student must be assessed with CELLA on grade level;
- b) Student must achieve scores at or above the Proficient Level on CELLA **aural/oral**;
- c) Student must achieve scores at or above the Proficient Level on CELLA **writing**; and
- d) Student must score at graduation achievement score or greater in FCAT **reading**.

Scores equal to and greater than the FCAT graduation achievement scores in the above tables shall be used to determine minimum level of English proficiency necessary for exit from ESOL.

Grade Cluster	FCAT Score
10-12	300 or greater

Reading and Writing Proficiency Assessment

CELLA will be the Writing assessment instrument used for determining whether or not a student is English proficient and ready for exit.

Scores equal to and greater than the CELLA **writing** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Writing Score
9-12	746 or greater

FCAT - Florida Comprehensive Assessment Test will be the Reading assessment instrument used for determining whether or not a student is English proficient and ready for exit.

FCAT -achievement level of three (3) or greater or equivalent developmental scale score on the **Reading** test of the Next Generation Sunshine State Standards.

Grade Cluster	Reading Score
9	Level 3 or above
10-12	300 or greater

Provisions for ELL Students with Disabilities (SWD)

The same criteria used to exit an ELL student without a disability from ESOL will be used for an ELL SWD. However, the progress of an ELL SWD who has been in the ESOL Program for eight semesters shall be reviewed by the IEP Committee through an interim or annual, as appropriate. The IEP Committee shall review the SWD performance on the CELLA and use other assessment data as needed to consider exiting the student from the ESOL Program, provided that the student has achieved a minimum score at the proficient level on the grade cluster scale scores of the Oral Section (listening and speaking) of the CELLA and a minimum score (see chart below) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA. The decision to exit the student from the ESOL Program will be documented on the student's IEP. If the ELL SWD is to remain in the ESOL Program then on an annual basis progress will be reviewed to determine the need for continued participation in the ESOL Program.

READING – HIGH INTERMEDIATE		WRITING – HIGH INTERMEDIATE	
9-12	762	9-12	721

The ESOL Coordinator will be responsible for conducting the exit.

Process by which the ELL Committee makes exit decisions

If the ELL Committee's decision is to exit the student from the ESOL program, then the basis of exit is "LF" (ELL Committee). Students who entered the ESOL program based on ELL

Committee recommendation can only be exited from the program through ELL Committee recommendation (Basis of Exit “LF”).

Monitoring Procedures

It is mandatory for Student ELL Plans to be updated annually or when there is a change in ESOL level, instructional model and/or program participation by the ESOL Coordinator with the principal as the ultimately responsible person. This includes updates on the exit data.

For Years 2 and 3: Annual Review of ELLSEP

The ESOL Contact must make recommendations for continued placement in ESOL Program based on or before initial Entry Date (anniversary date) for every ELL receiving services in the program. For a recommendation for years 2 and 3, the ELLSEP folder must be updated and the data processing clerk must also update the plan date on the A23 Panel. An ELL Committee meeting is not required for this recommendation.

After Three-Year Base Period

Based on the students’ dates of entry into the ESOL Program, the principal/designee or the ESOL Contact informs the teachers of students who have completed a 3-year base period in the ESOL Program.

If the student does not meet the exit criteria after 3 years in the ESOL Program, the ELL Committee is convened annually to make a recommendation for a 4th, 5th or 6th year of continued ESOL Program placement.

Recommendations for an extension of the ESOL Program are documented on the ELLSEP folder by the ESOL Coordinator. The information is then given to the school data processor who enters the reevaluation date, plan date, and extension of services code on the ELL A23 screen in the State Database (TERMS).

Monitoring and Post-Reclassification Procedures

The school’s ESOL Contact person obtains exited students' data (ELL status and exit date) from the school data processor and provides teachers with a list of exited students (LF) to be monitored for 2 years from the exit date. Exited student’s academic performance is monitored on an ongoing basis. Teachers report any decline in class performance, grades, and/or test results to the school ESOL Coordinator. The ESOL Coordinator convenes the ELL Committee meeting and invites the parents to attend. Letters to parents are sent by the school in the student’s heritage language where feasible.

Exited students' academic performance is also monitored at these four specified times:

- First report card
- End of first semester
- End of first year
- End of second year

If the student's performance is **satisfactory**, designated school staff dates, signs, and enters a comment to that effect under "Monitoring Information" on the *ELLSEP folder* (Appendix G). The student is monitored for two (2) years following his/her exit.

If the student's performance is **not satisfactory**, the ESOL Contact person dates, signs,

and records a comment to that effect under “Monitoring Information” on the *ELLSEP folder*. An ELL Committee is convened and the parent(s) is/are invited. The ELL Committee determines if the student's academic underperformance is related to his/her English language ability. Special consideration is given to a decline in grades and/or test scores.

The ELL Committee may recommend reentry into the ESOL Program or placement in other appropriate programs, which will address the current needs of the student. The recommendation(s) of the ELL Committee are recorded on the *ELLSEP folder*. If the student is reclassified as ELL, designated school staff records the information under the Post-Reclassification Information Section on the *ELLSEP folder*. The ESOL Coordinator provides the school data processor with the appropriate information to be entered in TERMS:

The documentation that will be used to monitor the student's progress include but may not be limited to:

Report Cards

Test Scores

Classroom Performance

Parent/Guardian/Student Notification and Rights

From the time of students' registration, every effort is made to inform and orient parents to the Broward County Public Schools System through the use of materials translated into the district three predominant languages: Haitian-Creole, Portuguese, and Spanish.

The school will have available staff to provide assistance in Spanish and if there is a large Haitian student population it will also have staff fluent in Haitian-Creole. If assistance is needed in other languages for ELL Committee meetings and/or parent/teacher conferences, the school will make a request for a member of the multilingual team from the Multicultural, ESOL and Program Services Department to assist at school.

The school-to-home communications sent by the school to parents/guardians of ELLs will be in a language the parents/guardians understand. Some examples of these documents may include but are not limited to:

Program documents - Results of language proficiency assessment, Program placement, Program delivery model options, State and/or district testing, Retention/Remediation, Invitation to participate in an ELL Committee Meeting, etc.

School documents - Registration forms and requirements, Disciplinary forms, Information about the Sunshine State Standards and the ELP Standards, Information about statewide assessments
Information about opportunities for parental involvement, etc.

The school will provide a series of ongoing informational seminars and training to ELL parents through Parent Workshops. A different topic of interest will be developed and presented each quarter or more often as determined by the administrative team..

To meet federal and state requirements, the school in cooperation with the Florida Department of Education (FLDOE) will prepare a report entitled the No Child Left Behind (NCLB) School Public Accountability Report. This report includes data for the required NCLB indicators, including adequate yearly progress. The report is generated by FLDOE in English the school will utilize available state and district resources to provide it in Spanish and Haitian Creole.

Roles of ELL Committee

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of **at least 4 members**: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) must be invited to attend any meeting of the ELL Committee. The ELL Committee considers the preference of the parent(s) when making its decision. However, final determination of ELL status is the responsibility of the educational professionals of the ELL Committee. ELL Committee members are to assist in reviewing a student's current educational needs by identifying strategies to improve the student's performance.

When to Convene the ELL Committee

An ELL Committee is convened:

- for students with inconsistent test data to meet the entry or exit criteria.
- for students the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of **at least two** of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test), CELLA and/or FCAT.
 - extent and nature of prior educational and social experiences; and/or
 - student interview;
 - written recommendations and observations **by current** and previous instructional and supportive services staff;
 - level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion referenced standards;
 - grades from the current or previous years;
 - test results other than those from the district assessments of listening/speaking/ reading/writing.
- during the two year period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent pattern of underperformance on appropriate tests and/or grades
 - before an ELL is retained
 - when an ELL is being considered for a 4th, 5th or 6th year in the ESOL program, and/or
 - any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.

ELL Committee decisions must be documented in the *ELLSEP folder* under ELL Committee recommendations. ELL Committee members must sign the folder for documentation purposes.

Assurance that the ESOL Programs and Services will help ELL Students reach the Sunshine State Standards – All School ESOL curricula and instruction are aligned with the Sunshine State Standards.

Students who do not receive native language instruction in content areas will receive social sciences, science, mathematics and computer literacy instruction from teachers using ESOL strategies to assist students in acquiring the skills and concepts being presented.

Progress monitoring tools will be used to ensure that all ELL students are mastering the Sunshine State Standards and benchmarks:

- Student Portfolios
- FCAT Practice Tests
- Native Language Assessment

Instruction is driven Next Generation Florida Sunshine State Standards and the Florida Continuous Improvement Model.

Teachers must document the use of ESOL instructional strategies in the lesson plans and on report card comments.

General Assurances:

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 Multicultural/Foreign Language/ESOL Education Strategies Matrix are documented in the teacher's plan book.
- ELL student levels will be maintained in the grade book.
- Students will be offered many opportunities to listen, speak, read and write.
- Lessons will be align with Sunshine State Standards and documents 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 plan to assist the student in meeting state and district expectations for proficiency.
- A LEP 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 LULAC and NCLB- Title III.
- An ELL committee will be formed and will meet to resolve any issue that affects the instructional program of a ELL student. Parents will be invited to attend the ELL Committee meeting.
- Bilingual teachers and paraprofessionals, if available, will assist the student's in his/her native language as needed.
- All efforts will be made to inform and orient parents to the School through the use of materials translated into the three predominant languages as needed: English, Haitian-Creole, and Spanish.
- Collect individual student records and maintain complete and accurate student information.

- Teachers and appropriate support personnel will complete District/State approved ESOL training for certification/endorsement requirements according to the timelines established by the State.
- The English/Language Arts teacher will be ESOL endorsed or working towards the endorsement through college and university credits or district state-approved staff development and will adhere to the training timeline for completion of this requirement.
- Teachers will be certified in their specific field of instruction.

Evaluating Appropriateness of Programs

- Procedures to collect, retain, and monitor accuracy of student data ESOL staff will be assigned to provide both process and product evaluation data throughout the School year.
- Building administrators and staff will be in-serviced concerning ESOL differentiated instruction and teacher certification.
- The Integrated Student Information Management System (ISIS) will be used to obtain achievement information for students, i.e., grades, test results, promotion rate, graduation, and dropout rates
- An annual report will provide a summary of the data collected along with analysis of that data

Reevaluation for Annual Extension of Program

- Assigned, certificated, personnel will reevaluate all active ELL students annually at the end of the academic year. All active ELL students will be reevaluated using the CELLA and other District/State mandated assessment tools

Access to Home Language Services

- Bilingual paraprofessionals are hired at the School site when fifteen students are identified in one language group.
- The School office locates translators and facilitates access to home language services as needed.

Equal Access to Categorical and Other Programs/Services

- The School will not deny limited English proficient (LEP) students access to any curriculum being offered to non-ELL students. Additional curriculum materials will be identified to support each student in his/her native language. The quality of supplemental curriculum will be equal to the curriculum of non-ELL students.

Assurances of Equal Access to Instructional, Categorical and Student Services.

- The School assures equal access to instructional, categorical and student services for ELL students to all programs for which they would otherwise qualify without reference to English language proficiency

Understandable Home/School Communication

Procedures will be implemented to provide understandable home/school communication

Student Code Of Conduct

Assurances of no disciplinary action for use of a language other than English.

The ESOL office informs administrators, faculty, and staff that there will be no disciplinary action for use of a language other than English.

Parental Involvement:

Participation in other School Committees: ELL student parents/guardians may become members of school committees as interested and/or required; e.g., School Improvement Team(s), School Advisory Councils and Parent Teacher Student Organization (PTSO).

Monitoring Program Compliance

The student/parent who has a reasonable and good-faith belief that he/she has been the subject of discrimination or harassment shall communicate in writing the allegations(s) to the student’s school principal. If the student/parent does not agree with the final determination made by the principal, he/she may appeal the determination to the school’s director by submitting a letter requesting a meeting within 15 workdays of the date of the meeting with the principal.

Proposed Timetable

Component	Complete by:
Home Language Survey	At time of registration.
Classification of ESOL Levels	Within first 20 days of school.
Student Placement in ESOL	Within first 20 days of school.
Parent/Guardian Notification	Within first 20 days of school.
Teacher Certification/Personnel	In compliance with META timeline
Update LEP Plan	No more than one month after student enters school and appropriate personnel are assigned.
Check Cumulative Folder	Upon receipt of cumulative folder.
Post Program Review	First report card; End of 1 st Semester (Jan./Feb.); End of school year; Final-end of 2 nd year.
Reclassification or Exiting of ESOL students	Any point in the year after four months of assessment or as needed according to grades. Upon reentry to school district (private school transfers).
Home-School Communication	Ongoing through the year.

School staff will be selected to facilitate communication with non-English speaking parents. English speaking students will be paired with the ELL students to create a buddy system easing the ELL student’s transition. After school sessions will be held daily for those students that need or desire additional help to become bi-lingual. For homework, students will be able to check out media material for additional home practice.

Language learning is a progression toward a creative use of language. It requires a tremendous amount of repetition of new material that is meaningful to the student. Repetition should include not only basic rote repetition when new material is introduced but also a spiraling of previously learned material to keep it fresh and reinforce it in the mind of the student. Initially, both the structures and the vocabulary must be controlled. The controls can be gradually released as the student demonstrates the mastery of the structures. The final stage is the creative use of language by the student.

Teachers of English to Speakers of Other Languages (TESOL) has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of

English. Each goal is associated with three distinct standards. ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals. Miramar Charter High School will strive to ensure that all students achieve the English language competency needed for academic success and for life in a literate culture.

Goal 1: To use English to communicate in social settings

A primary goal of ESL instruction is to assist students in communicating effectively in English, both in and out of school. Such communication is vital if ESOL learners are to avoid the negative social and economic consequences of low proficiency in English and are to participate as informed participants in our democracy. ESOL learners also need to see that there are personal rewards to be gained from communicating effectively in English. This goal does not suggest, however, that students should lose their native language proficiency.

Standards for Goal 1

Students will:

- use English to participate in social interaction
- interact in, through, and with spoken and written English for personal expression and enjoyment
- use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas

In school settings, English competence is critical for success and expectations for ESOL learners are high. They are expected to learn academic content through the English language and to compete academically with native-English-speaking peers. This process requires that learners use spoken and written English in their schoolwork.

Standards for Goal 2

Students will:

- use English to interact in the classroom
- use English to obtain, process, construct, and provide subject matter information in spoken and written form
- use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways

ESOL students in U.S. schools come into contact with peers and adults who are different from them, linguistically and culturally. The diversity in U.S. schools mirrors the diversity in this country and around the world that young people will encounter as they move into the 21st century world of work. In order to work and live amid diversity, students need to be able to understand and appreciate people who are different and communicate effectively with them. Such communication includes the ability to interact in multiple social settings.

Standards for Goal 3

Students will:

- use the appropriate language variety, register, and genre according to audience, purpose, and setting
- use nonverbal communication appropriate to audience, purpose, and setting
- use appropriate learning strategies to extend their sociolinguistic and socio-cultural competence.

The State of Florida has adopted the Comprehensive English Language Learners Assessment (CELLA). This assessment measures the growth of students classified as English language learners in mastering the English language skills they will need to succeed in school and is

administered in the spring of each year. Miramar Charter High School will use the CELLA. CELLA assesses the language proficiency of students in grades K-12 in four skill areas: listening, speaking, reading, and writing. CELLA is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students; charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.).

In addition the school will use the following rubric to determine student progress.

	Pre-Reader	Emerging Reader	Developing Reader	Expanding Reader	Proficient Reader
R E A D I N G	1.Listens to read-alouds 2.Repeats words and phrases 3.Uses pictures to comprehend text 4.May recognize some sound/symbol relationships	1.Participates in choral reading 2.Begins to retell familiar, predictable text 3.Uses visuals to facilitate meaning 4.Uses phonics and word structure to decode	1.Begins to make predictions 2.Retells beginning, middle, and end of a story 3.Recognizes plot, characters, and events 4.Begins to rely more on print than illustrations 5.May need assistance in choosing appropriate texts	1.Begins to read independently 2.Responds to literature 3.Begins to use a variety of reading strategies 4.Usually chooses appropriate texts	1. Reads independently 2.Relates reading to personal experience 3.Uses a wide variety of reading strategies 4.Recognizes literary elements and genres 5.Usually chooses appropriate texts
W R I T I N G	1.Draws pictures to convey meaning 2.Uses single words, phrases 3.Copies	1.Begins to convey meaning 2.Writes simple sentences/phrases 3.Uses	1.Attempts to express ideas coherently 2.Begins to write a paragraph by organizing ideas 3.Writes primarily simple sentences	1.Expresses ideas coherently most of the time 2.Develops a logical paragraph 3.Writes with a variety of sentence	1.Conveys meaning clearly 2.Presents multi-paragraph organization logically, though some parts may not be fully

from a model	limited or repetitious vocabulary 4.Spells inventively 5.Uses little or no mechanics, which often diminishes meaning	4.Uses high frequency vocabulary 5.Writes with grammatical/mech anical errors that sometimes diminish communication	structures with a limited use of transitions 4.Chooses vocabulary that is (often) adequate to purpose 5.Writes with grammatical/mech anical errors that seldom diminish communication	developed 3.Shows some evidence of effective transitions 4.Uses varied and vivid vocabulary appropriate for audience and purpose 5. Writes with some grammatical/mech anical errors without affecting meaning
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B. Identify the staffing plan for the school’s English language learner program, including the number and qualifications of staff.

When a parent registers a student in a public school, they are asked to complete the Home Language Survey. If the parent checks "Yes" to any of the 3 questions in the Home Language Survey section, the school is required to test the student for English proficiency. Dependent upon the number of students who qualify for ESOL instruction the school staff may be comprised of, but not limited to the following:

ESOL Coordinator (may be an ESOL Endorsed Teacher)

Qualifications

- 1) Bachelor’s degree in English, Elementary Education or a foreign language with the ESOL endorsement or ESOL certification.
- 2) Successful teaching experience with ELL students.
- 3) Successful experience in conducting and or developing staff development activities.
- 4) Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
- 6) Knowledge of current computing technologies and software applications appropriate to the position’s job responsibilities.

Responsibilities:

- 1) Assists the principal and assistant principal in implementing ESOL state and federal compliance requirements.
- 2) Monitors and conducts ELL student assessment and placement procedures.
- 3) Monitors ESOL record keeping requirements and collects data to ensure effective FTE collection.
- 4) Assists schools with META requirements regarding parent representation in LEP committees and other school activities.
- 5) Monitors and coordinates ELL committees at assigned schools.
- 6) Monitors schools’ compliance with required registration procedures for all ELL students.

7) Establishes procedures to ensure that all school documents are translated as per META agreement.

8) Instructs identified ELL students or groups of ELL students in FCAT preparation to ensure increased student achievement.

Classroom/ESOL Teacher

In accordance with Florida certification requirements, teachers will hold a bachelor’s degree and will be certified or eligible for certification. If the teacher does not have an ESOL Endorsement then they must complete the requirements as established by the Florida Department of Education. The timeline for completion of the requirements is listed below:

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators ² & Guidance Counselors
REQUIREMENTS ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹ or K – 12 ESOL Coverage: Bachelor’s or Master’s Degree in TESOL and Basic Subject Area Coverage or K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester credit hours or 18 in-service credit points
TIMELINES Experienced Teacher: 6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	Experienced Teacher: 1 year to complete	Experienced Teacher: 1 year to complete	Hires Prior to September 5, 2003 3 years to complete from September 5, 2003
Beginning Teacher: Same as above for experienced teachers	Beginning Teacher: 2 years to complete	Beginning Teacher: 2 years to complete	Hires After September 5, 2003 3 years to complete from date hired as school administrator

or guidance
counselor.

Teachers who are required to obtain ESOL training or certification will be notified of training requirements and opportunities. Teachers will be identified by the *Teachers Beyond Timeline for META Related Training* (ITS Product T23136702) report generated by the District's certification office after each FTE survey period. Each teacher will be identified by the specific area of training and the required training for each category. These categories include Basic ESOL, Curriculum Content in English using ESOL strategies (CCE/ESOL), Curriculum Content in the Home Language/Bilingual Curriculum Content (CCHL/BCC), and OTHER (special areas). The Principal will notify each teacher of their training status/requirement and request signature on the report to indicate teacher acknowledgment of notification of training requirement. In addition monitoring of META training requirements is available to all school sites through the mainframe application.

Teachers who obtain the K-12 ESOL coverage by way of a passing score on the ESOL Subject Area Exam, will be initially notified via email by the Office of Certification and training requirements will be included in the school reports.

The META tracking system, mainframe application available through the office of Information Technology Services, is in place district wide. This tracking system monitors the time line of all teachers as they complete their required course work. Compliance with the training requirements is tracked by the school via reports generated from the *Staff Development Education System* (SDES) application, available through the office of Information Technology Services. The credits awarded for completion of courses will be accessible on the SDES database. Updates from the BROWARD-Broward County Public Schools' SDES database will automatically be reflected on the teachers' META Training Report.

8. School Climate and Discipline

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

Miramar Charter High School will follow the Sponsor's calendar for the opening and ending day of instruction. The school day will begin at 7:30 for students and will end at 3:00 providing for a total school day of 7.5 hours. Teachers will arrive ½ hour before students arrive and will leave ½ hour after students unless they are involved in an after school activity. Miramar Charter High School will meet a minimum of 180 school days and provide a minimum of 900 instructional hours to students in grades 9-12.

One of the consultants working with the Founders of Miramar Charter High School was the Principal of a large charter high school in Broward County and has included a sample schedule of that school as an example of the scheduling that will take place at Miramar Charter High School .

SAMPLE SCHEDULE – Final schedule will be created by principal

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Acct I	Acct I	Acct II	Plan	Leg Asp of Business Algebra I Hon	Legal Sys	Leg Sys
Algebra I	Algebra I	Algebra I	Algebra I	Algebra I Hon	Algebra I Hon	Plan
Career	Career	Career	Career	Plan	Career	Career
English I H	Plan	English I	English II	Reading I	Reading II	English II
Plan	Reading	Reading	Reading	Reading I	Reading	Reading
Algebra II	Algebra II	Algebra II	Algebra II	Algebra II	Plan	Algebra II
Int Sc	Int Sc	Int Sc	Int Sc	Int Sc	Plan	Integ Sc
H Amer Hist	H Amer Hist	Amer Hist	Amer Hist	Plan	Amer Hist	Amer Hist
Eng IV H	AP Lit	Senior Advisor	English IV	Plan	English IV	English IV
Health	Health	Health	Health	Plan	Health	Health
Spanish I	Spanish I	Spanish I	Plan	Spanish I	Spanish I	Spanish I
Beg Band	Plan	Inter. Strings 9-12	AP MusicTheory	Beg Band	Adv Band	Inter 9 - 12
Biology	Bio H	Plan	Plan	AP Biology	Biology H	Biology H
World Hist	World Hist	World Hist	Plan	World Hist	World Hist	World Hist
Web Design	Plan	Web Design	Web Design I	Web Design I	Web Design	Web Design II/Dig Imag
English I	English I	English I	English I Hon	English I	Plan	English I
World Geo.	Plan	World Geo.	World Geo	World Geo. H.	World Geo H	World Geo. H.
Chemistry H.	Plan	AP Chemistry	Chemistry	Chemistry H.	Chemistry	Chemistry
Team Sp /Pers Fit	Beg Weight Train	Team Sp /Pers Fit	Team Sp /Pers Fit	Team Sp/Pers Fit	Beg Weight Train	Plan
English III Hon	English III	AP Lang	English III	Plan	English III	English III
Plan	Web Design	Web Design	Plan	Plan	Capstone Project/Intern	Intern/Capstone Proj
Computer and Bus. Skills	Computer and Bus. Skills	Computing for College	Computing for College	Computing for College	Computing for College	Plan
Spanish Speaker	Spanish III	Plan	Nat. Speaker	AP Span. Lang /Span IV	Spanish III	Spanish II
Geometry	Geometry	GEM 8 Geometry	Geometry	Geometry	Geometry	Plan
Biology	Biology	Marine Science	Biology	Biology	Environmental Sc	Plan
Drawing I	Drawing II	Plan	Ceramics I	3D Art	Painting I	Portfolio
English II	Plan	English II	English I	English II	English I	English I
World Geo	World Geo	World Geo	World Geo	World Geo	Plan	World Geo.

Geometry	Plan	Geometry	Geometry	Geometry	Algebra II H	Algebra II H
Algebra IA	Algebra IA	Algebra IA	Algebra IA	Plan	Alg IB	Algebra IB
Spanish III H	Spanish II	Spanish II	Spanish II	Plan	Spanish II	Spanish II
Biology	Biology	Biology	Plan	Biology	Biology	Biology
H.Gov/H.Econ	Gov /Econ	Econ /Gov	AP Gov /H Econ	Gov /Econ	Plan	Yearbook
English II (10013400)	English II Hon	English II	Plan	English II H	English II	English II H
AP Amer Hist	World Hist	Plan	World Hist	World Hist. Hon	World Hist H	World Hist H
Pre Cal	AP Physics C	AP Cal AB	AP Cal BC	Plan	Plan	Physics
Plan	Adv. Chorus	Beginning Chorus	Plan	Ensemble HS	Beg chorus	Adv Chorus

Sample Lunch Schedule

Time	Grade
11:05-11:35	9
11:35-11:40	Clean-up
11:40-12:10	10
12:10-12:15	Clean-up
12:15-12:45	11/12

B. Describe the school’s philosophy regarding student behavior.

The Founders of Miramar Charter High School believe that all students can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum and qualified teachers who genuinely care about the child’s performance and well being. Miramar Charter High School will achieve the criteria of a safe and nurturing environment through the school wide adoption of a consistent, fair and equitable discipline plan that we call P.A.R.R. – Prepared, Attitude, Respect and Responsibility.

Rules under each heading will be established and posted in every classroom. Discipline is progressive in nature and is designed to modify the unacceptable behaviors students may exhibit. Parents are an integral part of the school’s discipline policy.

P.A.R.R. – A School-wide Discipline Plan – Sample Document

Prepared
Attitude
Respect
Responsibility

If you choose to break a rule:

- 1st Offense:** A verbal warning will be issued. The student will then sign the discipline log or signed in by the teacher.
- 2nd Offense:** A behavior notification form will be sent home informing the parent of the infraction.
- 3rd Offense:** The student will complete a 150-word essay. The subject of the essay will be applicable to infraction. The student must have a parent sign the essay and the essay must be turned into teacher the next school day.
- 4th Offense:** The student will be assigned a detention. If student does not serve a detention he/she will be referred to the Principal for more serious consequences.

I have read the school-wide discipline plan and understand it. I will honor this plan while in this classroom.

Student's Signature _____ **Date** _____

Print Student's Name _____

P.A.R.R. Documentation Record – Sample Document

Student Name: _____ **Grade:** _____

1st Offense: Verbal Warning **Date:** _____ **Time:** _____

Location: _____

Description of Incident: _____

Parent Contact: *Phone Call* **Date:** _____ **Time:** _____

Conference **Date:** _____ **Time:** _____

2nd Offense: Behavior Notification Date: _____ **Time:** _____

Location: _____

Description of Incident: _____

Parent Contact: *Phone Call* **Date:** _____
Time: _____

Conference Date: _____ Time: _____

3rd Offense: 150-Word Essay Date: _____ Time: _____

Location: _____

Description of Incident: _____

Parent Contact: Phone Call Date: _____
Time: _____

Conference Date: _____ Time: _____

4th Offense: Detention Date: _____ Time: _____

Location: _____

Description of Incident: _____

****Notice to Teacher:**

**Fill out the Detention Notice with the following information:
Student Name, Quarter, Grade, Date, Type of Incident (check one), Description of Behavior, Signature of Teacher.
Send Detention Notice and this completed form to the Dean's Office.
Severe infractions of the discipline plan will be immediately referred to the Dean or Principal.**

Miramar Charter High School will implement a school-wide anti-bullying plan designed to raise school and community awareness and involvement.

Bullying is characterized by:

- Aggressive behavior or intentional wrong-doing
- Repeated carried out over time
- An interpersonal relationship characterized by an imbalance of power

The school will create positive and negative consequences regarding bullying and will provide ongoing professional development regarding bully in the school environment.

Severe infractions will be addressed using the BROWARD Code of Conduct guidelines. However, there will be a "no tolerance" policy for fighting, profanity directed at the teacher or other school personnel, weapons, drugs, sexual harassment.

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

Miramar Charter High School will follow the Sponsor's Student Code of Conduct including the Sponsor's policies for suspension and expulsion. Miramar Charter High School recognizes that

only the Sponsor may pursue expulsion proceedings and that the School Board of Broward County is the only authority for an expulsion of a public school student residing in Broward County and/or attending a Broward County Public School including charter schools. The school will utilize parent conferences detentions, in-school suspensions, behavior contracts, counseling with guidance personnel, and other discipline measures outlined in the district Code of Student Conduct. Miramar Charter High School shall require students and parents to accept the School's Parent/Student Contract.

Utilizing the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion No. 03-05, the Board shall reserve the right to deny reenrollment privileges to a student as a result of a breach of the parent contract for volunteer service. It shall be the intention of the school to have no student denied readmission as a result of this policy, either through an overabundance of opportunity for fulfilling the volunteer requirement or other means of facilitating compliance by the parent/guardian.

The Governing Board supports the Florida Board of Education's policy (Rule 6A-1.0404) of zero tolerance regarding school violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence. Therefore, the Board shall reserve the right as clarified by the Florida Department of Education General Counsel in his opinion dated March 21, 2001 to dismiss a student for the following reasons;

1. Violation of expellable infractions as stated in the Student Code of Conduct, School Board of Broward County.
2. Violation of expellable infractions as stated in the Student Code of Conduct, School Board of Broward County.

The Board shall follow the Sponsor's policies and procedures to recommend expulsion, if necessary. The Board recognizes that the Sponsor is the only lawful entity to act on a recommendation of expulsion.

II. ORGANIZATIONAL PLAN

9. GOVERNANCE

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

Advantage Academy of Broward, Inc. is a Florida not-for-profit corporation incorporated in the State of Florida effective February 20, 2008. A Certificate of Incorporation is attached.

The Board of Trustees for Advantage Academy of Broward, Inc. is established to organize and develop high quality charter schools in Broward County, Florida. All Board Members have completed state required governance training or are schedule to complete required governance training by a FDOE certified trainer.

Compliance with new provisions described in SB 278.

The Governing Board stays abreast of school operations including its oversight of the ESP and the school's financial performance. The Governing Board is also aware of legislative changes described in SB 278.

1. The Governing Board has adopted a Conflict of Interest Policy that ensures compliance with the provisions of SB 278 and the IRS Code governing exempt (501c3) entities (see attached Conflict of Interest Statement).
2. The Governing Board shall direct its ESP contractor to prepare monthly financial reports in the format required by the Florida Department of Education and distribute same monthly to members of the Governing Board, the Principal and the Sponsor.
3. The Governing Board will ensure compliance with the provision of the employment of relatives.
4. The Governing Board shall retain full control of the school and full control of the ESP. The ESP contract shall provide for termination should any action of the ESP fail to comply with the terms of the charter application, charter agreement between the Board and Sponsor or for a violation of law or applicable rule or regulation.

The Board of Trustees shall operate, regulate, control and be fully responsible for the governance of the school. The Board's responsibilities shall include, but not be limited to:

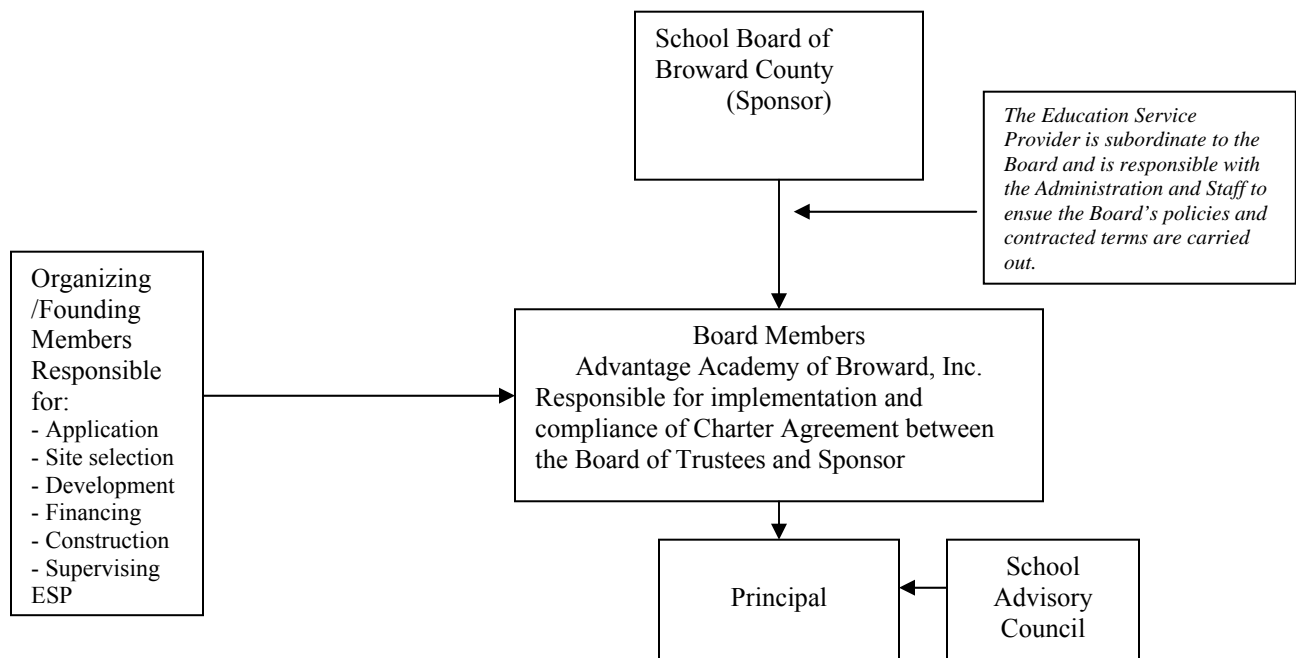
- Approval of all policies and procedures
- Financial responsibility and accountability
- Raising funds from the private sector to supplement the school's public funds
- Compliance with laws and terms of the Charter Agreement
- Approval/receipt of legal documentation
- Annual budget approval
- Approval of personnel recommendations
- Negotiation and approval of all contracts, unless authority delegated for certain agreements
- Appeals for student discipline
- Assurance of mission and vision of the school
- Auditor selection and audit review and compliance.

- Compliance with Florida’s Public Records and Open Meeting Laws.
- Maintenance of a “Board Book” documenting minutes, Board action and approved policy(ies).

The School shall be governed by the members of the Governing Board of the not-for-profit entity submitting this application. Policy making, including, but not limited to, the following functions, shall be the strict responsibility of the Governing Board; personnel, budget, contracts, procurement, accounting, purchasing, Principal selection and evaluation. Governing Board members shall not receive compensation for their service on the Board or from the school.

B. Provide an organizational 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 relationship of the organizing members, the Governing Board, the School Advisory Council, the Principal and the school is represented in the Diagram below.



The above organizational chart depicts the relationship between the primary entities involved in the planning, development, operation and oversight of Miramar Charter High School

The Board of Directors of Advantage Academy of Broward, Inc. d/b/a Miramar Charter High School is responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Founding Board is responsible primarily for the planning, development and implementation stages of the charter school project. This would include the time period beginning with the submission of the application through approximately the first year of the school’s operation. As

stated in this section the founding board members may remain on the permanent governing board to ensure continuity of vision. The Board Members direct the policies of the school and hire a Principal to implement those policies. The charter school consultant works directly with the founding board to advise and consult on matters including the application process, the school development process and the establishment of necessary procedures to ensure a smooth and successful start to the school.

No member of the Board of Trustees shall have a direct, indirect or familial relationship with school personnel. A familial relationship is described in S. 1002.33, Florida Statutes.

All members of the Board of Trustees shall be required to read and sign the Conflict of Interest Statement.

The Principal and Education Service Provider, if retained, shall report directly to the Board. All school staff shall report to the Principal or his/her designee. The School Advisory Council shall work directly with the Principal. If the School Advisory Council wishes to bring a policy issue to the Board then a member of the School Advisory Council may make a presentation to the Board during a regularly scheduled meeting of the Governing Board.

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

The individuals comprising the Governing Board of Miramar Charter High School are providing the necessary experience and organizational skills to facilitate the creation of a high quality, performance-based charter school to meet parent's desires for additional choice opportunities in public education.

As a matter of policy the Governing Board will define the separate roles and responsibilities of Board Members and Staff. Board members will not have authority except as a whole and will not exert undue influence over staff except as defined in Board policy. The Board will establish policy to: (the following is a sample of policy issues that are not intended to be all inclusive)

- Define limits on staff spending without prior approval of the Board.
- Define Budgeting procedures and methods of reviewing financial information.
- Define treatment of staff (HR policies).
- Define minimum communication requirements between the school and home, the school and Board, the school and Advisory Council, the school and Sponsor.
- Define annual audit procurement.
- Define performance expectations for the Principal and if selected, the ESP.
- Define the School Calendar, Student and Faculty policies.

The Board's responsibilities shall include, but not be limited to:

- Approval for all policies and procedures
- Financial responsibility and accountability
- Raising funds from the private sector to supplement the school's public funds

- Compliance with laws and terms of the Charter Agreement
- Approval of legal documentation
- Annual budget approval
- Approval of personnel recommendations
- Negotiation and approval of all contracts, unless authority delegated for certain Agreements
- Appeals for student discipline
- Assurance of mission and vision of the school
- Audit review and compliance.
- Compliance with Florida’s Public Records and Open Meeting Laws.
- Maintenance of a “Board Book” documenting minutes, Board action and approved policy(ies).

Individual members of the Governing Board shall be responsible to prepare for and attend Board Meetings and participate in Governing Board discussions providing opinion, counsel and advice. Individual Governing Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Governing Board Meeting unless a conflict of interest may exist and that conflict has been fully disclosed to other Members of the Governing Board. Individual Governing Board Members may not contract or speak on behalf of the school unless specifically authorized to do so by the Governing Board as a whole or unless the Bylaws permit.

Officers of the Governing Board shall include a Chairman, Vice Chairman, Secretary and Treasurer. The Governing Board will have a minimum of three members at all times and any one officer may fulfill the duties of a second office with the exception of the Chairman. The Chairman may only serve as the Chair and may not simultaneously hold another office on the Governing Board.

The Chairman shall be responsible for calling meetings, setting agendas and conducting meetings. The Chair may receive authority from the Governing Board to enter contracts on behalf of the Governing Board and to sign such documents as may become necessary in the normal course of business between meetings.

The Vice-Chairman shall serve as Chairman in the absence of the Chairman and shall head any special committees if requested by the Chairman.

The Secretary shall maintain the Corporation Board Book and ensure the filing of all appropriate corporate documents, including, but not limited to, the annual report to the Florida Division of Corporations.

The Treasurer shall be responsible for ensuring staff prepares the annual budget per Governing Board policy and shall present same annually with staff for Governing Board Consideration. The Treasurer shall receive frequent reports of bank account positions from staff or the Governing Board’s designee for monitoring same.

The Governing Board shall be responsible for hiring, evaluating and terminating the School Principal. The Governing Board shall be responsible for final approval of employment of persons recommended by the Principal. The Governing Board shall establish salaries and benefits to facilitate the Mission and Vision of the School and the Governing Board shall annually adopt a budget that provides sufficient resources and control of costs to foster the mission and objectives of the school. The Governing Board shall also be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Florida Auditor General's office and in State Statute. The Governing Board shall also annually review the findings of the auditor and provide a response to the Sponsor and others as required by law.

The Governing Board will meet at least quarterly and hear a report from the Principal and, if requested, the Advisory Council Chair or his/her designee regarding the current operating status of the school. Borrowing from Total Quality Management (TQM) practices and the Sterling Process for Organizational Performance Excellence, the Board of Trustees, Principal and School Advisory Council will, within the first eighteen months of the school's opening, determine a "dashboard" for the school that will describe performance goals for the school. These performance goals will be known as "Key Intended Outcomes (KIOs)". The dashboard will include measurable objectives such as student performance, customer satisfaction, staff satisfaction, survey results, etc. A report on these objectives as determined and measured by the "dashboard" will be distributed to the School Advisory Council, school staff, parents, and to the Board of Trustees.

D. Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits; code of ethics; conflict of interest, and meeting schedule.

The Governing Board will comply with State Board of Education Rule 6A-6.0784, FAC regarding Charter School Governance Training. This rule implements section 1002.33, F.S., by requiring every member of the governing body of a Florida charter school to participate in governance training. Training will be provided consistent with a training plan that has been submitted and approved by the Department of Education, as described in the rule.

The governing board shall also meet the requirements of Senate Bill 1712, Ethics in Education Act, by developing and adopting policies that establish standards of ethical conduct for instructional personnel and school administrators, including the requirement of training on the standards, responsibilities and procedures for reporting misconduct affecting the health, safety, and welfare of students by instructional personnel and school administrators, and liability protections.

The Board of Directors of Advantage Academy of Broward, Inc. shall meet quarterly. Officer's responsibilities are outlined in the Bylaws attached as Attachment 4. The Governing Board shall hold all power afforded to it by Florida Laws for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes.

The permanent governing Board of Advantage Academy of Broward, Inc. will be ultimately responsible for the School's operations, policies, and performance. The Governing Board will act

to assure compliance with Florida's Charter School Law, the Sponsor's written policies, and the terms of the Charter Agreement entered into between the Governing Board and the Sponsor.

The permanent governing Board of Advantage Academy of Broward, Inc. shall consist of no less than three (3) and no more than five (5) members and it shall have two (2) classes of members; Class 1 Members shall be appointed by the Governing Board and Class 2 members shall be nominated by a representative body of parents with children enrolled in the charter school and appointed by the Governing Board. Through training provided by the Consultant and as a result in participation in State required governance training, Governing Board members will be clearly aware of their legally enforceable fiduciary duty to act in the best interests of beneficiaries – the students attending Miramar Charter High School. The terms of each Governing Board Member shall be staggered to facilitate continuity on the Governing Board. One Governing Board member shall be nominated annually by the School Advisory Council and one Governing Board member shall be selected from the immediate community (Class 2 members). It is expected that members of the Founding Board will continue as the Governing Board. This shall ensure continuity for at least the first two years of the schools' operation. The Governing Board shall expand its numbers per the procedure described herein.

The five seats shall be as follows:

Seat 1 – One year term, annually appointed representative of the School Advisory Council.

Seat 2 – One year term, annually appointed representative of the community.

Seat 3 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Seat 4 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Seat 5 – Three year term, appointed by the Board (initially appointed by the Founding Board).

Term

The initial term of office for all Trustees shall commence with the execution of the Charter Agreement between the Sponsor and the School. After the expiration of the Trustees' initial term, all subsequent members' terms shall begin on July 1. Three year Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one (1) year has elapsed. A Trustee may extend his/her final term by one year, if and only if, to serve an additional consecutive year as Board Chair. All one year Trustees shall be ineligible for reelection until one (1) year has elapsed. Regardless of the foregoing, all Trustees shall continue to serve until his/her replacement has been nominated and approved to serve.

In General. Governing Board Members shall serve without salary or compensation except for reimbursement for personal expenses to travel to or attend required meetings of the Governing Board or for representation of the school as permitted by law. The method for selecting members of the Board of Trustees is designed to place those persons on the Governing Board who are qualified in terms of training, education, and experience, and who are also those persons having utmost credibility and respect.

Qualifications. The members shall reflect the diversity of the community and be qualified in terms of training, education, and experience. Specifically, at least one of the members shall have education, training and/or experience in the field of finance or business, one board member in the field of law (not a requirement but a goal) and one board member in the field of education (not a requirement but a goal).

Officers. The Board of Trustees shall annually elect officers, including the Chair of the Board, from its membership, pursuant to procedures devised by the Governing Board, except that the Chair of the Board and the Treasurer shall be comprised only of three year Governing Board members.

Conflict of Interest. All Governing Board Members shall be required to complete a Broward County Charter School governing board disclosure form (if applicable) plus the Conflict of Interest Policy attached hereto as Attachment 3. Governing Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Governing Board Member and their personal/professional interests.

A full listing of all Policies and Procedures is impractical to include in the application. However, the applicant has attached an example of Accounting Policies to provide evidence of the applicant's experience developing and implementing necessary Policies and Procedures based on Charter School Best Practices from many sources including, but not limited to, the FDOE and the Florida Consortium of Public Charter Schools.

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

The steps below describe the specific process to install Advantage Academy of Broward's permanent governance structure. To ensure continuity between the founding organizer's and the permanently established Board of Trustees, the founding organizers will appoint the first three members of the Governing Board. At least one of the Members of the founding Board will assume position on the Governing Board to ensure continuity between the Founding Member's vision and the permanent Governing Board.

Terms of Office. The initial term of office for all Trustees shall commence with the execution of the Charter Agreement between the Sponsor and the School. After the expiration of the Trustees' initial term, all subsequent members' terms shall begin on July 1. Three year Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one (1) year has elapsed. A Trustee may extend his/her final term by one year, if and only if, to serve an additional consecutive year as Governing Board Chair. All one year Trustees shall be ineligible for reelection until one (1) year has elapsed. Regardless of the foregoing, all Trustees shall continue to serve until his/her replacement has been nominated and approved to serve.

Nominating Committee. On or before May 1 of each year and beginning with the second year of the school's operation, the Governing Board shall name a three person Nominating Committee to perform the duties set forth below.

Nominations. Each year, the School Advisory Council (SAC) shall nominate two or more persons from its membership to fill Seat 1 (an annual seat) on the Board of Trustees. The nominations from the SAC shall be forwarded to the Nominating Committee and the Nominating Committee shall advance those names to the Board of Trustees. If the Nominating Committee

deems it helpful, the Committee may conduct personal interviews of the nominees. The name(s) of the nominee selected by the Committee shall be forwarded to the Board of Trustees by May 15.

Selection. The Board of Trustees must make the selection for Seat 1 from the list of nominees forwarded by the Nominating Committee from the School Advisory Council. The remaining Governing Board seats will be filled from nominees selected by the Nominating committee or from those persons selected by the Board of Trustees and residing in Broward County.

First & Second Year of Operation. For purposes of defining terms of service and other duties of Governing Board members, the first year of operation (for the Board) will commence with the execution of the Charter Agreement between the Sponsor and the School. The selection process will be altered in order to properly initiate the requirement for staggered terms of the Governing Board. Until the members of the Board first take office, the Founding Board will perform the Functions of the Board of Trustees in the selection process. Seats 1 and 2 will go unfilled until the second year of operation; Seat 3 will expire in one (1) year; Seat 4 will expire in two (2) years; and Seat 5 will expire in three (3) years. Trustees filling Seats 3, 4 and 5 may serve an additional three year term per the above with majority approval of the Governing Board.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The founding board members share a common interest in pursuing the development of a charter school and have been coalesced into a single group by the Chairman. As a founding Board, much of the learning process is “on-the-job training”. However, the consultant is providing information regarding the basic parameters for the role and responsibilities of charter school board members. New board members will go through an orientation process that includes the distribution of all the planning and development documents including, but not limited to, the charter application, the Articles of Incorporation, Bylaws, charter laws, the Sponsor’s charter policies and any contracts or Agreements entered into by the Board. Ongoing professional development will be pursued through activities presented by the Florida Department of Education, the Sponsor, Governance Training by a FDOE recognized charter school governance trainer, The Florida Consortium of Public Charter Schools and through activities at the annual Florida Charter School Conference.

Members of the Governing Board will be required to undergo training per State Board of Education rule 6A-6.0784, FAC. This rule implements section 1002.33, F.S. by requiring every member of the governing board of a charter school operating in Florida to participate in governance training. This training will be delivered consistent with a training plan that has been submitted and approved by the Department of Education, as described in the rule.

G. List each member 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 highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The governing board of Advantage Academy of Broward, Inc. currently consists of three Board Members. There are no Ex-Officio members and no members of the school staff shall be appointed as a Governing Board member. All members of the board subsequent to these founding board members shall be appointed by majority vote of the Board Members.

The Chairman of the Founding Board is Nathaniel Grasc. Mr. Grasc is a Construction Finance Specialist with JP Morgan Chase Bank, NA. Mr. Grasc is active in the community and performs volunteer service for the South Florida Alzheimer Association. Mr. Grasc brings his banking and knowledge of finance to the service of the Board of Trustees. Mr. Grasc serves on the Board of The Charter School at Waterstone in Miami-Dade County and has gained valuable governing board experience as a result of service to that school. The Charter School at Waterstone was recently accredited by SACS-CASI and is a consistent high performer. The Charter School at Waterstone was recently awarded a 15 year charter renewal by the School Board of Miami-Dade County.

Advantage Academy of Broward, Inc.’s Vice-Chairman/Treasurer is Bassem Iskanarani. Ms. Iskanarani is Vice President and Banking Center Manager for Wachovia, NA. Ms. Iskanarani is a former architect and small business expert. She brings her extensive financial experiences in service to the Board of Trustees. As Treasurer, Ms. Iskanarani’s banking and business experience will be invaluable to serving the School and Board.

The Board Secretary is Raul Baez. Mr. Baez is an educator with many years of teaching and administrative experience. Mr Baez’ teaching and administrative experience includes a position as science teacher at Plantation Middle School; Math Department Head for City of Coral Springs Charter School; Assistant Principal at Ryder Elementary Charter School; Principal at North County Charter School and Principal at Excelsior Charter of Broward, Mr. Baez holds a Master’s in Educational Leadership from Nova Southeastern University and Florida certification in Educational Leadership, as a Chemistry teacher and ESOL educator. Mr. Baez will bring a strong educational perspective to the Board.

H. Explain how parents and the community will be involved in the governance of the school.

Parental involvement is essential to student success and therefore essential to the success of Miramar Charter High School. Parents will participate in the governance and operation of the school via representative participation on the School Advisory Council. The School Advisory Council is comprised of Parents, Staff, Students, and community Members. The Board Member recruiting process described earlier [Charter Application Section II (9)(e)] details the method by which a member of the School Advisory Council will be annually included as a Class 2 member of the Governing Board. A second seat on the Board is also reserved for a “Member of the

Community” A single member may satisfy more than one criteria for Board Membership; e.g., a parent serving on the Advisory Council who is a store owner in the community will reflect Advisory Council and community representation. [Note – Staff may not hold a seat on the Governing Board].

In addition to direct Board participation, Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory ratings by parents will be addressed with new “Key Intended Outcomes (KIOs)” as reflected in the following year’s “Dashboard”; e.g., an improvement may be triggered as follows; *the annual survey shows that parents do not believe home to school communication is adequate*. Therefore, the school will develop a specific plan of action to improve home to school communication and this will become a new Key Intended Outcome in the following year’s dashboard. The KIO in this case will be; *Parent satisfaction with home to school communication will increase five percentage points from the results obtained in the prior year survey*. This will be measured by a comparison of the new parent survey as compared to the previous year’s survey.

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent’s ongoing commitment to their child’s schooling. Parents will be provided opportunity to meet a minimum 10 hour commitment based on the belief that a parent should be able to dedicate one hour per month (September to June) to in-school or out-of-school activities in direct support of the school and their child.

In addition, Parents may attend Governing Board Meetings and share information, suggestions, concerns as an individual or as a representative of a group.

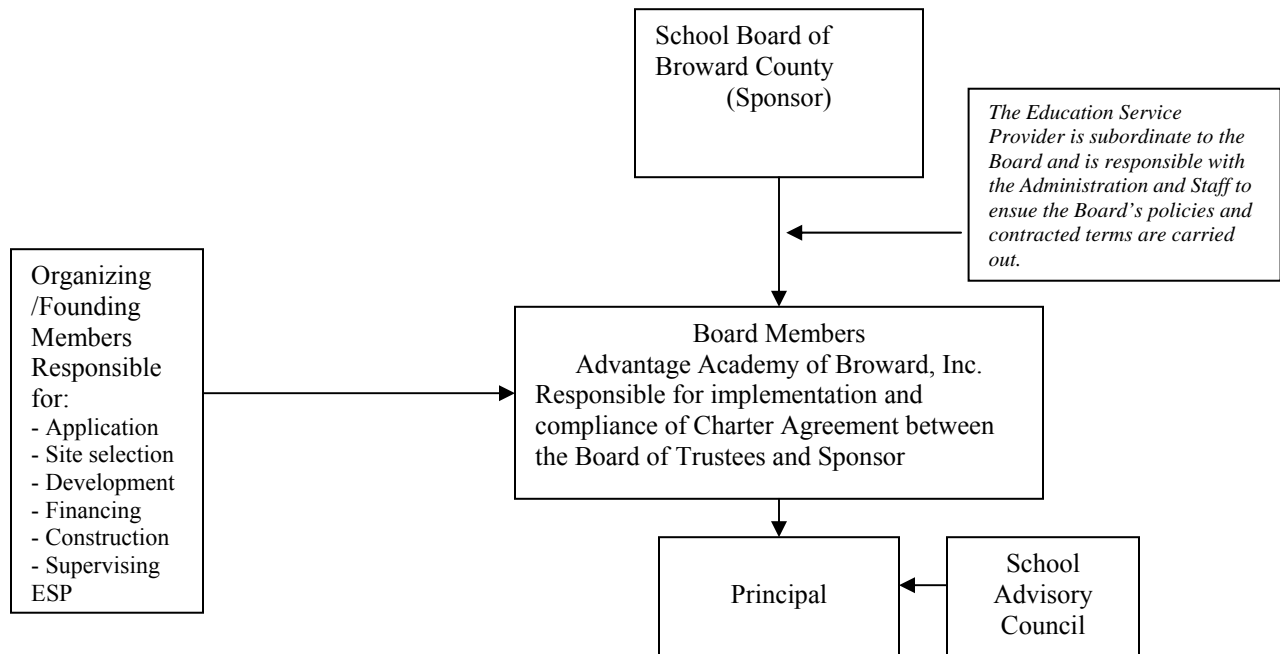
10. Management

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

The Board, with assistance from its consultant, will recruit those persons whose management and leadership style are consistent with the School’s vision for a dynamic, creative and nurturing school environment. The structure to be implemented at the School will reflect the Board’s desire to promote leadership and growth opportunities for employees. Decision making at the school will be primarily site-based and structured to include the resources of the Principal, Assistant Principal, Governing Board and the management consultant and if selected, the ESP.

The Principal is hired by the Board of Directors for Miramar Charter High School with recruiting and interview assistance from the consultant. The Principal will hire instructional and non-instructional staff. The employees of the School hired by the Principal report to and are evaluated by the Principal or his/her designee.

A chart describing the organization and relationship between groups that will exist at Miramar Charter High School is described here.



The Board and its consultant will recruit those persons whose management and leadership style are consistent with the School’s vision for a dynamic, creative and nurturing school environment. Every effort will be made to ensure the Principal selected for Miramar Charter High School embraces and can articulate the Mission and Vision as described in this application.

Although the final staffing plan at Miramar Charter High School will be dependent upon total enrollment at the time of opening, the budget included with the application reflects the following year 1 positions. Additional positions will be added as enrollment increases.

Miramar Charter High School will comply with the Sponsor’s requirements and State Statute for the proper screening and processing of all employees plus those individuals performing work on campus in close proximity to students.

A complete five-year staffing model is included in the budget section of this application.

A complete five year projected staffing plan is shown here:

Miramar Charter High School will be further supported by the Education Service Provider for various “back office/administrative services” including, but not limited to; payroll, bookkeeping, financial reporting, purchasing, contract management and marketing.

Staff duties and responsibilities are primarily defined by the following job description but they may be modified by the Board. All job descriptions included herein are primarily drawn from the National School Boards Association handbook entitled “The School Personnel Management System”.

PRINCIPAL

- (MS Educational Leadership, 3-5 years classroom experience required)
- Establishes and maintains an effective learning environment in the school.
- Initiates, designs, and implements programs to meet specific needs of the school.
- Assists in the management and preparation of the school budget.
- Submits budgetary requests and works with the Business Manager to monitor expenditure of funds.
- Supervises the maintenance of all required building records and reports.
- Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
- Interprets and enforces district and corporate policies and procedures.
- Maintains active relationships with parents and students.
- Budgets school time to provide for efficient conduct of school instruction and business.
- Leads in the development, determination of appropriateness, and monitoring of instructional programs.
- Schedules classes within established guidelines to meet student needs.
- Assist in the development, revision, and evaluation of curriculum.
- Works with the guidance program to enhance individual student education and development.
- Maintains high standards of student conduct and enforces discipline when necessary.
- Supports guides for proper student conduct and maintaining student discipline.
- Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.
- Works with Registrar to assume the responsibility for the attendance, conduct, and maintenance of health of students.
- Assumes responsibility for own professional growth.
- Supervises all professional, paraprofessional, administrative, and support personnel attached to the school.
- Assists in recruiting, screening, hiring, training, assigning, and evaluating the school's professional staff.
- Participates in the selection and supervision of all school personnel.
- Supervises the school's teaching process.
- Approves the master teaching schedule and any special assignments.
- Works with corporate office to orient new teaching staff and assists in their development.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Conducts staff meetings to keep members informed of such things as policy changes and new programs to insure proper functioning of the school.
- Assists in the in-service orientation and training of teachers.
- Assists in the removal of teachers whose work is unsatisfactory in accordance with established procedure.
- Makes arrangements for special conferences between parents and teachers.
- Supervises the daily use of the school facilities for both academic and nonacademic purposes.
- Plans and supervises fire drills and emergency preparedness program.
- Asserts leadership in times of civil disobedience in school in accordance with established policy.

- Provides for adequate inventory of school property and for the security and accountability for the property.
- Supervises all activities that are the outgrowth of the school's curriculum.
- Supervises and evaluates the school's extracurricular activities.
- Participates in principals' meetings.
- Serves as an ex officio member of all committees and councils within the school.
- Cooperates with college and university officials regarding teacher training and preparation.
- Responds to written and oral requests for information.
- Assumes responsibility for all school correspondence and news releases.
- Establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
- Meet with individual teachers to insure a sense of community and to get information needed when changing or establishing policy before distribution to the advisory board.
- Observe teachers according to the Classroom Learning Systems guidelines and evaluate portfolios based on criteria set by the CLS program.
- Implement systems that comply with Sterling Standards.
- Performs such other tasks and assumes such other responsibilities as the director may from time to time assign.

ASSISTANT PRINCIPAL

- (MS in Educational Leadership or equivalent preferred)

- Teacher observations (informal)
- Observe new teachers within the first 45 days of school (informal)
- Coordinate and supervise all details of Extended Day Program
- Responsible for all FCAT curriculum and related issues
- Construct and implement FCAT practice materials
- Prepare curriculum report for principal to submit to School Advisory Board meeting
- Provide feedback for FCAT practice exams for immediate dissemination of information to faculty
- Assist principal in setting curriculum standards that drive FCAT performance
- Develop teaching strategies to implement new curricula
- Works with committees and individuals on problems of content area
- Informs staff of major trends and development affecting them
- Promotes relevance and effectiveness in terms of established objectives
- Orients new teachers to content area
- Meets with department heads to insure compliance with standards
- Assists the Director/Principal on assessing textbook needs according to Sunshine State Standards and ordering texts that comply with SSS
- Produce data from testing and classroom performance to assess student performance
- Assist teachers in creating PMP for students
- Assist teachers in creating portfolios for documentation of student performance
- Research faculty in-service opportunities to drive FCAT performance
- Evaluate curriculum to insure the highest possible performance on FCAT standards and

SSS

- Administers or supervises the administration of achievement tests
- Prepares informative reports for guidance counselors, teachers and other professionals who use group tests results in performing their own duties
- Curriculum purchases and previous for all subjects
- Oversees Department Chairs
- Mandatory attendance at all staff meetings
- Holds monthly department chair meetings providing agendas and minutes to Principal in a timely manner
- Mandatory attendance at all Administrative meetings
- Mandatory attendance at monthly School Advisory Committee meetings
- Monitor weekly tutorials in Math, Language Arts, Reading and Science
- Attends District meetings specific to AP in charge of scheduling and provides appropriate staff members with updated information as needed
- Works closely with Director/Principal on master schedule
- Attends formal and informal meetings with teachers as necessary
- Communicates with parents concerning curriculum and teacher concerns
- Sets curriculum standards for FCAT performance
- Ensures that Sunshine State Standards are being taught
- Works with department chairs and faculty in compiling annual budget requests
- Acts as Administrator in charge in absence of Principal and Assistant Principal
- Provide communications from school to home with submissions for monthly newsletter
- Assists in safety inspections and safety drill practice activities
- Works with Facilities Coordinator to insure transportation, custodial, cafeteria and other support services

DEAN

(Professional Teaching Certification with Teaching Experience Preferred)

- Shares the responsibility with the Principal for protecting the health and welfare of students
- Oversees all matters of student attendance
- Administers the extracurricular program of the school and responds to student initiated requests for specific new extra-curricular activities
- Resolves all discipline problems in a fair and just manner, and maintains records of any disciplinary action taken (outside of the control of the classroom)
- Assists in developing and administering practices dealing with campus control and security
- Confers with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare
- Supervises development, maintenance and distribution of student calendars, handbooks, schedules, bulletins, etc.

ADMINISTRATIVE ASSISTANT TO PRINCIPAL

(The Administrative Assistant's responsibilities are largely described as follows but may be amended by the Board)

- Provides secretarial support to Principal

- Records messages to the Principal and keeps log of same
- Schedules meetings and appointments
- Sorts and delivers mail
- Maintains phone log of all incoming calls to Principal
- Regularly checks Principal voice mail
- Assists Principal in keeping updated with filing of all documentation, reports, correspondence, etc.
- Maintains daily sign in log book for teachers
- Maintains updated faculty list
- Maintains updated phone list
- Maintains school calendar
- Responds to requests for information
- Maintains updated list of terminated employees during school year
- Sorts and date stamps all incoming mail to Principal and Assistant Principal
- Maintains tickler system for deadlines, assignments, projects, etc.
- Process new hire paperwork
- Follows up with fingerprinting for new hires
- Maintains and processes teacher certification information in Excel format
- Maintains updated personnel files in compliance
- Maintains filing system as well as set of locked confidential files.
- Maintains updated benefits information
- Monitors personnel time sheets and requests for absence
- Collects lunch deposit from Cafeteria Manager in absence of Business Manager
- Process Out-of-Field Waivers and documents same on Excel spreadsheet
- Maintains adequate supply inventory and processes supply request forms
- Distributes school-wide email as approved by Principal
- Maintains inventory for office materials and orders as needed
- Mandatory attendance at all staff and department chair meetings
- Prepares meeting agendas
- Responsible for taking minutes and distributing same for all required meetings in a timely manner
- Posts mandatory notice for Board meetings
- Mandatory attendance at all Open Houses, Lottery, and other similar events
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

REGISTRAR

- Attends all District DPC meetings sharing information with administrative staff as needed
- Experience in preparation of FTE reports and student registration process or demonstration of aptitude to learn processes quickly.
- Responsible for maintaining District/State data base
- Informs Principal of bulletins that appear on the District/State database
- Input all information required for each panel in DISTRICT/STATE DATABASE in a timely and accurate manner
- Processes changes to database only via change forms signed by Principal
- Processes changes of address in District/State database and emergency cards

- Maintains immunization updates for existing students
- Maintains accurate records for room use and class loads
- Maintains student records according to District guidelines
- Monitors and maintains all cumulative records including sign-out procedures and discard of irrelevant items according to district guidelines.
- Sends files to schools as appropriate for withdrawn students.
- Files new cumulative files as they are delivered.
- Reads and distributes inter-school and district mail appropriately.
- Responsible for student enrollment
- Facilitates student withdrawals and maintains withdrawal information
- Supervises the transmittal of transcripts and other official documents related to students
- Supervises registration of students
- Maintaining updated student immunization records
- Maintaining National School Lunch Program records updated and in compliance
- Facilitating annual lottery process
- Maintains waiting list
- Processes notification letters
- Maintaining transportation records
- Collects money for lost books when student withdraws
- Prepares an annual report of withdrawals and transfers, indicating the reason for each student's departure
- Maintains in-house database of students
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

ESE SPECIALIST

(MS in Exceptional Student Education, Staffing, IEP experience required)

- Supervise ESE teachers, speech and language therapists, occupational therapists and unique aids
- Attends parent conferences and IEP meetings
- Coordinates testing for gifted program
- Coordinates testing for ESE students
- Participates in Child Study Team
- Oversees speech and language services
- Oversees occupational therapist
- Liaison with outside agencies
- Coordinates outside counseling services
- Coordinates transition services - post school living
- Coordinates assisted technology
- Works closely with guidance director regarding student placement
- Responsible for ESE student file compliance
- Hold monthly meetings with ESE department and provide update to Principal in a timely manner
- Set department goals and initiatives
- Plan for substitutes for all daytime meetings that require regular and ESE teachers to attend
- Provide monthly ESE report to principal for submission to the School Advisory Board
- Attend all ESE meetings held by District and provide updates to ESE teachers and principal

- Responsible for all ESE audits and district surveys - accuracy and errors to insure full funding through FTE
- Provide communications from school to home with submissions for monthly newsletter
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

GUIDANCE COUNSELOR

(Masters Degree in Guidance required)

- Works with Data Processor to insure that all data is properly maintained for each student
- Works with Data Processor to insure compliance with district reporting
- Assists Principal and AP for curriculum in developing curriculum standards for instruction
- Attends District workshops pertaining to guidance to disseminate information to Principal and guidance counselors
- Maintains open communications with students
- Prepares and submits notices to parents for students who are in danger of failing or of not being promoted.
- Supervises the transmittal of transcripts and other official documents related to students
- Makes recommendations for appropriate revisions of policies and rules affecting the student's life in the school.
- Prepares the quarterly honor roll lists
- Ensures the collection and maintenance of Interim Reports each quarter
- Works closely with Registrar in insuring proper placement of new students in correct grade
- Acts as Threat Assessment liaison
- Maintains Daily Progress Report log and documents individual student progress.
- Participates in FCAT test security and related paperwork (where applicable)
- Coordinates and participates in Parent, Teacher and Student conferences as necessary
- Communicates schedule changes to teachers in a timely manner
- Data analysis of grade distribution, school-wide
- Assists with coordination of graduating eighth grade meeting in the Spring
- Visits classrooms in Spring to discuss career opportunities
- Maintenance of PMP
- Mandatory attendance at weekly administrative meetings
- Mandatory attendance at monthly staff meetings
- Assist with academic advising for students
- Provide guidance report for principal to submit to School Advisory Board at monthly meeting
- Provide communications from school to home with submissions for monthly newsletter
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

MEDIA SPECIALIST

(Appropriate certification and experience preferred)

- Operates and supervises the media center
- Evaluates, selects and requisitions new media center materials
- Assists teachers in the selection of books and other instructional materials, and makes media center materials available to supplement the instructional program
- Informs teachers and other staff members concerning new materials the media center acquires
- Maintains a comprehensive and efficient system for cataloging all media center materials and instructs teachers and students on use of the system
- Works with teachers in planning those assignments likely to lead to extended use of media center materials
- Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher

DEPARTMENT CHAIRS/LEAD TEACHER

(3 years classroom experience preferred)

- Assists in establishing department curriculum objectives and develops a plan for the implementation and evaluation of these objectives
- Assists in the recruiting, screening, hiring, training and assignment of department personnel
- Conducts department meetings and attends school, district and professional meetings as necessary
- Assists department teachers in handling of day-to-day problems of instruction and acts as a resource person for department teachers on curriculum questions
- Assumes responsibility for suggesting the ordering, inventorying and distribution of all departmental instruction materials
- Evaluate personnel and makes recommendations to the principal regarding department personnel
- Advises the principal on the department budgetary needs
- Makes classroom visitation of department personnel when necessary and provides follow-up consultation
- Collects and maintains a file of daily lesson plans
- Provides orientation and in-service training for department personnel
- Meets with other department heads to promote interdisciplinary programs
- Assists in identifying and using community resources for the department programs
- Implements an ongoing program of curriculum evaluation
- Assists the principal in interpreting grading policies, promotional policies and instructional programs to parents and the community
- Administer the tutoring program for the assigned subject area
- Keeps informed of trends and educational innovations as they relate to department concerns

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, Florida certification or eligibility, ESOL endorsement)

- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.

- Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Diagnoses the learning disabilities of students on a regular basis seeking assistance from the ESE Specialist as required
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintains accurate, complete and correct records as required by law and administrative regulation.
- Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteers and cooperatively with department heads evaluates their job performance.
- Strives to maintain and improve professional competence.
- Attends meetings and serves on staff committees as required.

PARAPROFESSIONAL

(60 hours of post secondary education required, 21 years of age or older)

- Participates in daily and long range lesson and classroom activity planning.
- Conducts learning activities with small groups of students.
- Guides students in working and playing harmoniously with other students.
- Alerts the teacher to special needs of individual students.
- Provides escort and assistance to students as needed.
- Helps maintain individual records for students.
- Fosters good eating habits and table manners for students.
- Assists teacher in maintaining neat work and study areas.
- Assists with the supervision of students.
- Collects and displays suitable materials for educational displays.
- Supervises students in the cafeteria during lunch times.

- Responsible for mailing of Report Cards and other mass mailings directed to assigned class
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

SECURITY GUARD

(Previous experience working with students is preferred)

- Patrol and monitor campus perimeter, lunch areas, hallways, walkways, classrooms, rest rooms, parking lots and bus stops; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors.
- Enforce school rules, regulations and policies for the safety and security of students, staff and property according to established procedures.
- Observe students during passing periods between classes; assure timely return of students to class.
- Monitor detention periods as assigned; monitor, and if necessary, intervene to ensure appropriate student and visitor behavior at assemblies, athletic events and other special activities.
- Observe, and if necessary, intervene to ensure appropriate student behavior with school rules; intervene in situations of verbal and physical conflict; write referrals and incident reports according to established guidelines.
- Communicate with Dean/Assistant Principal concerning individual student's behavior, dress or attitude which reflects need for special concern
- Monitor and report maintenance, graffiti and safety hazards; photograph graffiti and vandalism as required.
- Remain current concerning laws and regulations regarding child abuse, sexual harassment, hate crimes, depression, suicide, neglect, drug abuse, pregnancy, fights and other policies.
- Maintain positive relationship with the community.

B. 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.

Miramar Charter High School will advertise locally and nationally for applicants for the position of Principal/Director.

The consultant will work with the Board to identify the qualifications and experience level desired for the Principal and these will become the parameters for candidate consideration. At a minimum, the Principal will have:

- Previous administrative and teaching experience in an elementary or combined, K-8 setting
- Hold an Education Leadership or comparable degree and be certified by the State of Florida in Ed. Leadership.

- Experience working with school boards, boards of directors, or advisory boards.
- Strong leadership and facilitation skills
- Knowledge of the needs of the student population
 - Teaching experience desired but not required.

Every effort will be made to ensure the Principal selected for Miramar Charter High School embraces and can articulate the Mission and Vision as described in this application.

With guidance from its consultant, the Board will interview candidates for the position and offer the position to the individual deemed most appropriate based on experience, education background, familiarity with charter school operations, a commitment to high student achievement and other criteria that the Board may determine. A thorough background check including an interview of supervisors from the candidate's previous position(s) will be required before a final commitment is reached between parties.

Principal Evaluation

The consultant has developed an Administrator Evaluation Tool which will be made available to the Governing Board to facilitate the semi-annual (mid-year and end-of-year evaluations are performed) professional evaluation of the Principal. The Board may also establish additional evaluative procedures including, but not limited to; interviews, goal review, budget review, evaluation of climate surveys.

The consultant's evaluation tool is too long to be included here but it is designed to be a collaborative tool to be used to improve and maintain high performance expectations for each pre-determined goal and/or performance area. The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The tool will assess progress and assist in the evaluation of programs using the Plan, Do, Study, Act Cycle (PDSA).

The Principal will be provided a blank evaluation form and will be allowed at least (10) days to complete the self-evaluation and prepare any appropriate documentation.

The Board Chair, with the assistance of the consultant's Education Officer, will independently complete an evaluation of the administrator, and specify any recommendations and commendations.

Upon completion of the two evaluations, the Governing Board Chair and Education Officer will schedule a conference with the Principal to discuss their respective evaluations. Following the conference, the evaluators will consolidate the two evaluations on a single evaluation form. The Chair will then secure the Principal's signature on the document, and enter the evaluation in the Principal's personnel file.

Second Semester Goals will be discussed as they relate to the original goals of the school. These goals will be established using strategic planning and data as derived from the appropriate surveys. Result targets will be set during this strategic planning meeting as a basis for performance planning, review of position criteria and specific goals will be set to develop and enhance performance of the principal and school.

Evaluation of the specific goals and Expectations will be made and Action for Correction will be developed and implemented, as needed.

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

The following is a projected five year staffing plan for Miramar Charter High School.

Staffing, 9-12	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Students at Full Enrollment	450	675	775	875	900
Administrative Staff					
Principal	1	1	1	1	1
Asst. Principal	0	1	1	1	1
Dean of Students	1	1	1	1	1
Administrative Asst.	1	1	1	1	1
Receptionist	1	1	1	1	1
Receptionist	0	1	1	1	1
Registrar	1	1	1	1	1
Guidance Counselor	0	1	1	1	1
Non-Instructional Staff					
Food service	2	3	3	3	3
Maintenance/Day Porter	1	1	1	1	1
Copy Clerk	1	1	1	1	1
Security	1	1	1	1	1
Instructional Staff					
English/Reading	3	4	5	5	5
Modern Language	1	2	2	2	2
Math	3	4	5	5	5
Science	3	4	5	5	5
Social Studies	3	4	4	5	5
Art	1	1	1	1.5	1.5
Phys. Ed./Health	1	1	1	1.5	1.5
Business/Careers	1	3	3	3	4
Media/Technology	0	1	1	1	1
Computer	1	1	1	1	1
Electives Area	1	2	3	5	5
ESE Specialist	1	1	1	1	1
ESOL	0	0	1	1	1
Total Staff	29	42	47	51	52

The School proposes that the above staffing plan will be appropriate for each year but recognizes that adjustments to this staffing model may be necessary to respond to changes in law, rule or other factors.

The school will modify its staffing plan should the learning requirements of the students reveal strengths or weaknesses that may be better accommodated by moving qualified persons in or out of positions and/or roles that will result in improved student achievement.

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

Miramar Charter High School shall seek to recruit only those certified teachers (or eligible for certification) with a clear commitment and dedication to propelling high student achievement. If necessary, teacher recruiting strategies will include hiring bonuses, payment of fees associated with the DOE subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers who complete highly qualified requirements.

All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor’s requirement for fingerprinting, background checks and drug screening prior to employment at the school.

The Board is aware of the teacher requirements in the No Child Left Behind Act of 2001 and specifically, the requirement that schools employ Highly Qualified Teachers by 2005-2006 (2003-2004 for Title 1). Therefore, the school will seek to employ only those individuals who qualify according to the requirements of the Act and the implementation plan submitted by the Florida Department of Education.

In addition to the requirements of NCLB, teachers employed by Miramar Charter High School will be certified or certifiable as required by Chapter 231.17, Florida statutes and undergo background checks and fingerprint screening per Section 1012, Florida Statutes. Miramar Charter High School will not hire an individual to provide instructional services or to serve as a teacher aide if the individual’s certificate or licensure as an educator is suspended or revoked by this or any other state. Miramar Charter High School will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33, Florida statutes prior to that employee reporting to the classroom. Miramar Charter High School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

Qualifications the charter school will look for in its teacher recruits include:

- Educational background – Bachelors degree or higher in Education and/or area of specialization in the grade(s) he/she is teaching.
- Appropriate certification or certification eligibility.
- Positive recommendation of previous supervisor or school system
- Exemplary personal presentation and interpersonal skills
- Literate in computer skills
- Committed to high student achievement
- Mentor for effective modeling of appropriate character traits
- Ability to work effectively with parents, students, resource personnel and other school wide groups of individuals
- Has availed themselves of ongoing professional development training.

The School will use the following methods to recruit the best qualified staff with appropriate credentials for the intended position:

Advertisements in print and electronic media:

- Education Week
- Broward Sun Sentinel
- Community Newspapers
- Radio
- Online Recruiting and Job Posting Boards including the Florida Teacher outlets

Other Possible Recruiting Venues

- Word of Mouth and Recruiting Incentives
- Recruiting Fairs at Universities and Colleges
- School District Recruiting Fairs (if applicable)
- Minority Organizations to ensure staff is reflective of the community served by the school.

As a private employer, Miramar Charter High School will reserve the right to terminate employees if circumstances warrant, subject to State and Federal law. Miramar Charter High School will notify the Sponsor in the event of any changes in employees after the start of the school year. The offer letter used by Miramar Charter High School clearly states that employees of the charter school are not employees of Broward County public schools.

The school Principal shall be responsible for hiring his/her staff including clerical and non-instructional personnel. The School shall require para-professionals to have at least two years of college equivalent credit hours. All other staff support persons will be required to complete the fingerprint and background checks and drug screening prior to employment. Candidates for support positions will ideally have experience in the position or a related area.

Certification requirements will be monitored via the Florida Department of Education's website and with the resources available from the District (Charter School Office, District Certification Office, Student Information System, etc.).

Teacher Evaluation

Miramar Charter High School's Philosophy: Evaluation is a means of improving the quality of instruction.

Purpose:

1. To improve the quality of teaching and service to students.
2. To enable the teacher to recognize his/her role in the total school program.
3. To assist the teacher in achieving the established goals of curriculum.
4. To help the teacher identify his/her strengths and weaknesses as a personal guide for his/her improvement.
5. To provide assistance to the teacher to help correct weakness.
6. To recognize the teacher's special talents and to facilitate and encourage their utilization.

7. To serve as a guide for renewed employment, termination of employment, promotion, assignment, and un-requested leave for teachers.
8. To protect the teacher from dismissal without just cause.
9. To protect the teaching profession from unethical and incompetent personnel.

Implementation:

The Principal or his/her designee conducts teacher evaluations. Teacher evaluations are done two times per year (mid-year and end-of-year). New teachers receive a third evaluation and this evaluation is completed within the first 90 days of employment.

In the event, a teacher does not agree with the evaluation, he/she may request an additional evaluation to be made by another administrator of his/her choice.

Definition of Terms:

1. Satisfactory – Teacher performance meets expectation
2. Unsatisfactory- Teacher performance does not meet expectation
3. Needs Improvement – Teacher will be paired with a mentor teacher and placed on a Professional Development Plan, further evaluation will take place.

NOTE: The space at the end of this form marked “Principal’s Comments” may be utilized to record the observations of the teacher’s exceptional performances and/or to record the principal’s recommendations for improvement.

The space at the end of this form marked “Teacher’s Comments” may be utilized by the teacher to record any comment or comments, which he/she wishes to make.

I. TEACHER PERFORMANCE

	Satisfactory	Unsatisfactory	N/I
Plans and organizes carefully			
1. Lesson is well planned.			
2. Sets defined goals including student participation.			
3. Makes clear, specific assignments			
4. Is familiar with appropriate guide and adapts to the recommendations therein			
5. Provides for individual and group instruction			
Is skillful in questioning and explaining			
1. Asks thought-provoking questions			
2. Gives a clear explanation of the subject matter			
3. Exposes students to varying points of view			
4. Is aware of both verbal and nonverbal acceptance or rejection of student’s ideas and uses the skill positively			
Stimulates learning through innovative activities and resources			
1. Encourages class discussion, pupil questions and pupil demonstrations			

2. Uses a variety of teaching aides and resources			
Displays a knowledge of and enthusiasm for subject matter taught			
Provides a classroom atmosphere conducive to good learning			
1. Maintains a healthy and flexible environment			
2. Observe the care of instructional material and equipment			
Maintains adequate and accurate records			
1. Records sufficient quantitative and qualitative data on which to base pupil progress reports			
Has professional relationship with pupils			
1. Knows and works with pupils as individuals			
2. Encourages relationships that are mutually respectful and friendly			
3. Uses positive language with students devoid of sarcasm			
Initiates and preserves classroom and general school management and discipline			
1. Rules of pupil conduct have been developed and teacher requires observance of these rules			
2. Rules of safety have been developed and teacher requires observance of these rules.			

II. Professional Qualities

	Satisfactory	Unsatisfactory	N/I
Recognition and acceptance of out-of-class responsibilities			
1. Participates in the general and necessary school activities			
2. Sometimes volunteers for the “extra” duties			
3. Serves on school committees			
Intra-school relationship			
1. Cooperates effectively and pleasantly with colleagues, administration and non-professional personnel			
Public relations			
1. Cooperates effectively and pleasantly with parents			
2. Practices good relationships between school and community			
Professional growth and vision			
1. Accepts constructive criticism			
2. Participates in conferences, workshops and study			
3. Tries new methods and materials			
Utilization of staff services			
1. Makes proper use of available special services			
Understands the growth patterns and behaviors of students at various stages of development and copes satisfactorily with situations as they occur			

Ethical behavior			
1. Protects use of confidential data			

III. Personal Qualities

	Satisfactory	Unsatisfactory	N/I
Attendance and Enthusiasm			
1. Has a good and reasonable attendance record			
2. Is cheerful and has a positive attitude			
Speech			
1. Is articulate			
2. Can be heard and understood by all pupils in the room			
3. Speaks on the level of pupils' understanding			
Appropriateness school attire			
Promptness in meeting obligations			
1. Reports to classes on time			
2. Performs assigned tasks properly			
3. Completes reports on time			

A copy of the written evaluation will be submitted to the teacher at the time of the post observation conference. The final evaluation report from will be signed and retained by the principal, in the personnel file, and the teacher should retain a copy, in a file. In the event the teacher feels the evaluation was incomplete, inaccurate, or unjust, he/she may put the objections in writing and have them attached to the evaluation report to be placed in his/her personnel files. The Teacher's signature is only an acknowledgement that the post observation conference has taken place.

Principal Signature _____ **Date** _____
Teacher Signature _____ **Date** _____

Principal Comment:
Teacher Comment:

Professional Development

Professional development and in-service activities will be an integral part of Miramar Charter High School. First year pre-opening training will involve an orientation to the School's Mission, Vision, Purpose and Goals. First year training will include school policies and procedures. Training topics will include but not be limited to Florida Sunshine State Standards and the Standards-based curriculum to be used at West Broward Academy. Specific training modules will include Project MIND, Kagan Classroom Development, Florida Continuous Improvement Model, Use of Data to Inform Planning and Instruction (collection and analysis), RTI Training, ESE strategies and accommodations, ESOL strategies, vertical teaming, co-teaching strategies (if used as a model), reading strategies, math strategies, science strategies, implementation of technology in the classroom to enhance instruction.

The School's on-going in-service will be guided by response to teacher surveys and Principal observation plus needs identified by Charter School Associates' Education Director and the Governing Board.

11. Education Service Providers

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

A. Describe the services to be provided by the ESP.

Miramar Charter High School will enter into a contractual relationship with an Education Service Provider/Charter School Consultant for the purpose of obtaining professional services for the planning, design and development of the school. The initial scope of these services include, but are not limited to, the collaboration with stakeholders and drafting of a charter application to reflect the mission and vision of the founders. The Consultant will accompany and/or represent the Founders in meetings with the Sponsor's staff and to assist in responses to questions, if any, the Sponsor may have related to the application. The Consultant will advise regarding the establishment of organizational bylaws and other corporate documents required to establish the corporation that is making application to the Sponsor. If the charter application is approved, the Consultant will be asked to provide services related to the development and opening of the school including, but not limited to, development of marketing materials to attract a sufficient number of students to enable Miramar Charter High School to become a viable charter school. The Consultant will also assist the Founders in developing Agreements with providers of other professional services including architectural services, accounting services, payroll and employee benefit services, the development of policies and procedures to ensure complete compliance with the Sponsor's charter school policies, Charter Agreement and State and Federal laws, rules and regulations. Services provided by the consultant shall be primarily directed toward planning and development activities that will include research on applicable curriculum to meet the founder's vision, development in collaboration with the founders of a viable charter application, and appearance at meetings between the applicant and Sponsor to provide clarification of details in the application.

The school opening or implementation phase is a much different aspect of the overall school development process and the Governing Board shall entertain proposals for ESP services before making a final decision on the ESP provider. However, in recognition of the consultant's role in developing the application, the consultant's track record with other projects including Charter School Associate's reputation for integrity, reasonable fees and management of other successful, high quality charter schools, it is expected that the consultant will respond to an invitation for proposals and therefore, the Governing Board has requested a "draft" presentation of the services and fees the Consultant will provide if selected as the School's Education Services Provider.

B. 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 provision, and terms of property ownership (real, intellectual and personal).

Because only a draft contract is required at this stage in the charter application process, and as stated previously, the Governing Board will entertain other proposals before finalizing its selection of an Education Services Provider. This is to ensure that the Board receives maximum value at the time it approves a contract for services from an Education Services Provider. To avoid specific expectations between the Consultant and the Governing Board, the Consultant has been asked to provide a "draft" proposal of a contract for its services. A final determination and

selection of the ESP will be made by the Governing Board after reviewing responses from other potential vendors.

The Governing Board of Advantage Academy of Broward, Inc. is the actual applicant and as such they will have the opportunity to review all documents before they are submitted to the Sponsor. Charter School Associates (CSA) will work closely with the Founders or their designee to ensure that the desired mission, vision and culture are carefully preserved in the development of the new school as articulated to the Sponsor via the charter school application. CSA will provide experienced representation in all application negotiations with the Sponsor and guide the applicant at each step to facilitate approval by the Sponsor.

Significant Phase 1 (Planning and Development) tasks include (this is not an all inclusive list):

- Prepare applicable (2010) standard Florida charter school application in accordance with sponsor's requirements and Florida Statute §1002.33.
- Prepare required copies of completed application and deliver to sponsor.
- Represent applicant (client) at required review sessions, hearings, district staff meetings and School Board (Sponsor) meetings.
- Collaborate on academic design and curriculum plan.
- Recommend research based reading curriculum to address students performing; on grade level, below grade level, and above grade level. In case of Client's reading program, ensure compatibility with State requirements for charter school and integrate into charter application.
- Recommend learning goals/standards/objectives and measurements of same.
- Propose employer relationship (co-employer with a PEO, private employer, public employer).
- Propose appropriate employee benefits.

Charter School Associates' fee for Phase 1 (Planning and Development) activities is \$4,500 and this fee is reflected in the Start-up portion of the attached budget. This fee is payable only upon the approval of the charter application by the Sponsor and the receipt of the start-up loan required for all start-up expenditures.

At the request of the applicant, Charter School Associates, Inc. submitted a proposed draft vendor agreement for services typically provided by an Education Services Provider. The draft document includes a description of services provided during the implementation (Phase 2) and continuing for the initial term of the charter agreement. Also described in the draft agreement are the ESP's performance expectations, causes for termination, renewal provisions, and a description of property ownership. If approved, the applicant will move to finalize the draft agreement with Charter School Associates, Inc. after first verifying the competitive nature of the ESP's rates and ensuring that performance language in the final ESP agreement is consistent with the Sponsor's rules and requirements stipulated in the charter agreement. A copy of the ESP Agreement shall be forwarded to the Sponsor per the Charter Agreement before final execution.

The Governing Board believes the steps described above ensure a prudent stewardship of public funds, recognizes the importance of integrity in the charter application and development process and promotes avoidance of conflict of interest for all parties.

C. Explain why the ESP was selected, including what due diligence was conducted to inform the selection.

Charter School Associates (CSA) has an existing relationship with the Board of Advantage Academy of Broward, Inc. in its role as consultant for prior applications submitted on behalf of Advantage Academy of Broward, Inc. (e.g., Broward Academy of Math and Science).

Advantage Academy of Broward recognizes that Mr. Strader, President, Charter School Associates, opened the first not-for-profit technical assistance center in Florida (the Center for Education Entrepreneurs) to assist individuals and organizations desiring to create charter schools. Mr. Strader is also a developer of The Charter School at Waterstone and many other high quality charter schools in Florida. Mr. Strader is often recommended by staff in District level positions because of the reputation the Company has developed for its attention to compliance items and for providing support to school-based leaders. In addition, Charter School Associates' fee structure is among the most reasonable of all ESP's conducting business in Florida.

Because Charter School Associates had been previously selected to assist with the planning of Broward Academy of Math and Science the Board believed there was no need to interview other consultants for the purpose of submitting a new application for August 2010.

However, the Board believes that it is ensuring the utmost due diligence by finalizing an Education Services Provider Agreement only upon the Sponsor's review and approval/denial of the application and upon a final review of existing market rates and services of possible ESP providers.

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

The Board will require an arrangement between its ESP and other service providers to ensure an appropriate check and balance between the parties such that the Board is ultimately in control of all financial items and policy items. It is expected that the ESP will coordinate the responsibilities of a personnel/human resource/payroll processing company for employee leasing plus an accounting/bookkeeping firm to handle most financial record keeping, financial reporting, and payables. It is anticipated that the ESP will coordinate bookkeeping, financial reporting, tax reporting, and financial compliance services through School Financial Services (SFS). SFS is an independent company located in Bonifay, Florida and it specializes in financial management services for charter schools. SFS' client list includes approximately thirty-five charter schools located in California, Florida and Georgia. The relationship between the School, SFS and the ESP has proven very successful in several other schools because of the very distinct separation of duties and the separation of roles and responsibilities created by the relationship.

The ESP manages the separation of duties between those who are authorizing payment and those who are actually making payment by first requiring the approval of the Principal/Board for purchases and payables and then directing the accounting/financial services firm to make

payment on behalf of the school as authorized by the Principal. Therefore, the accounting/bookkeeping entity is not taking action without confirmation from the ESP and the ESP only takes action after consultation with the Principal and/or Board. The ESP coordinates the preparation of monthly financial reports for disbursement to Board Members and the Principal. The ESP ensures that financial reporting meets requirements stipulated in the charter agreement and that it also complies with rules, regulations and laws affecting public charter schools. Bottom-line financial control is the responsibility of the Governing Board and the ESP does nothing to usurp the responsibility or accountability of the Board. The ESP works with the Board to determine an annual budget to be adopted and approved by the Board.

The School will ensure that proper internal controls exist and are followed to protect against fraud, theft, mismanagement or misuse of school funds. A fiduciary policy will be in place per the charter agreement.

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

- Only one primary operating bank account will be maintained by the school (others may be maintained by the Board Treasurer as approved by a majority vote of the Board)
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The ESP may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal.
- All funds associated with school related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTSO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.

- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.
- Monthly financial reports in the format approved by the Florida Department of Education will be distributed to all Governing Board Members and to the Sponsor.

The Board will obtain a financial audit per Section 1002.33, Florida Statutes. This audit will be performed by an independent, certified public accountant. The School's audited financial statements are comprised of three components: (1) entity-wide financial statements; (2) fund financial statements; (3) notes to the financial statements. The audit report also contains supplementary information pertinent to the conditions or requirements contained in the charter agreement.

E. Explain how the governing board will ensure that an “arm’s length”, performance-based relationship exists between the governing board and the ESP.

The relationship between the Governing Board and the ESP shall be defined in a performance-based contract that provides for the evaluation of the ESP's performance and termination. The Corporations' Bylaws describe the role and responsibilities of the Board and further there is a Conflict of Interest statement signed by each Board Member that states that the Board Member shall not receive compensation from the School's vendors or be influenced by his/her relationship with a vendor. Specifically, Board Members are prohibited from attaining any form of compensation from the School's operations. A copy of the Conflict of Interest Statement is attached. And further, the Board shall be governed by the provisions of SB 278 as signed into law July 2009. The ESP's relationship to the School is no different from other vendors in that its contract is approved by the Board and may be terminated by the Board for failure to perform. The contract establishes strict duties of the ESP and specific fees for payment of services. The benefit to the Board is that the ESP's fees are among the lowest statewide for the scope of services provided. Therefore, recommendations made or actions taken by the ESP are designed to deliver the highest quality array of goods and service providers at the lowest reasonable cost to ensure maximum resources are available to facilitate the School's mission.

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

Michael Strader, President, Charter School Associates, Inc., (CSA) has over twenty-five years of professional experience in K-12 and post secondary education. Strader began his career as a middle school math and science teacher and at age 29 became the Headmaster of a North Florida independent school. Following his independent school career, Mr. Strader founded the Center for American Free Enterprise at Jacksonville University where he recruited international students to study at the Davis College of Business. Mr. Strader developed a number of outreach programs for the College including the *International Free Enterprise Award*. Recipients of this Award included noted economist Milton Friedman, Czech Republic Prime Minister Vaclav Klaus and Wendy's International Founder, Dave Thomas. Recipients of the Award received a coveted "*Freedom Medal*" forged from copper removed from the metal plating that encased the Statute of Liberty during the statue's refurbishment.

Strader left the Center for American Free Enterprise in 1997 and joined Dr. J. Stanley Marshall, Chairman of the James Madison Institute - A Foundation for Florida's Future, and former President of Florida State University, to create the Center for Education Entrepreneurs (CEE). With philanthropic support, CEE was established to provide advice and hands-on assistance on a wide range of topics including finance, legal, transportation, food service, facilities and academic programming to organizers of charter and independent schools. In addition, Strader organized a series of workshops and seminars across Florida to provide technical assistance to charter school organizers and operators. Then Education Commissioner Frank Brogan stated, "*School choice is of great interest to Florida parents and I am convinced the Center for Education Entrepreneurs will be instrumental in advancing school choice in our state. The Center will be a strategic ally to those wanting to start charter or independent schools. It will provide technical assistance and support through the start-up process, thus strengthening the quality and caliber of alternative schools for the benefit of parents, teachers, and students alike*". Strader worked closely with former Commissioner Brogan, former State Charter Director Tracey Bailey and the Florida Charter Resource Center at USF to promote charter interests. Strader's work as Executive Director of CEE resulted in the rapid growth of charter schools between 1997 and 1999. Strader directly assisted dozens of charter founders during this time and many of these individuals credit his involvement for their school's successful opening.

Strader is a nationally recognized charter school expert and his workshops on charter subjects including finance, budgeting, governance, operations and start-up procedures have been included in conferences hosted by the Florida Consortium of Charter Schools, the Florida Department of Education, The University of South Florida's Charter Resource Center, the Association of Educators in Private Practice, Magnet Schools of America, Blue Ribbon Schools and the U.S. Department of Education. Strader published the *Charter School Planning Guide*, a document that is still in use by charter school planners and School Districts across Florida and he co-wrote, with Dr. Cathy Wooley-Brown, a number of technical assistance documents that are currently used by the Florida Charter School Resource Center at the University of South Florida. Strader has been quoted or interviewed by reporters representing many of Florida's largest daily newspapers and news weeklies including the *Broward-Herald*, *Sun-Sentinel*, *St. Pete Times*,

Florida Times Union, Florida Trend, Jacksonville Business Journal, Tallahassee Democrat and Ft. Myers News-Press regarding charter schools.

Before creating his own charter school consulting firm, Strader served as Executive Vice President of Operations for one of Florida's largest education management companies. In that position he directly supervised principals at fifteen schools in Florida and Texas. As head of operations, Strader orchestrated and led the opening of the nation's first municipal high school, Florida's largest charter school, the nation's first charter school-in-the-workplace and openings at eight other Florida and Texas-based schools. Strader also negotiated charter agreements on behalf of the Company's clients, ensured regulatory compliance, developed vendor agreements, conducted governance training for Boards and worked with the Sponsor as the client's representative on many issues including charter amendments.

Strader was one of five statewide "Governance Trainers" recognized by the Florida State University Charter School Accountability Center (FSU/CSAC) to conduct governance training for persons sitting on the Board of Directors for new and existing charter schools. FSU/CSAC and the Florida Department of Education formed a partnership to provide certificated training programs to inform and educate current and prospective charter school board members regarding their unique responsibilities.

Strader believes the 1996 Florida Legislature created an opportunity for teachers, parents, individuals and organizations to create innovative and performance-based centers of teaching and learning. And he believes that with professional and experienced guidance many charter school organizers can realize their vision for a charter school without costly mistakes or time delays.

Charter School Associates has developed a reputation among its Clients and School Districts where those clients operate for consistently planning, developing and assisting schools that may be described as high quality, performance-based centers of teaching and learning. These schools are also noted for their consistent and through accountability to the Sponsor for satisfaction of compliance issues.

Mr. Strader believes that high quality schools are possible when School Leaders are freed to perform the demanding task of building alignment among stakeholders for the purpose of achieving the School's mission and goals. CSA helps Founders identify talented school leaders and then permits them to do their job the best they can by ensuring that the back-office operations are run effectively, efficiently and appropriately as required in statute, rule and regulation.

Estelle Strader is Vice President and Director of Schools for Charter School Associates, Inc. Estelle is an experienced educator with over 30 years of combined teaching and administrative experience. Ms. Strader began her career as a classroom teacher with the St. Johns County School District. Ms. Strader has served as a K-8 Center Media Specialist, an Elementary Director for a K-8 private school, Math Department Chairman at the City of Coral Springs Charter School and as Principal of the City of Coral Springs Charter School. Ms. Strader was nominated as Principal by the Corals Springs Charter School Advisory Committee and appointed Principal

near the end of the 1999-2000 school year. Ms Strader quickly changed the culture of the school for its 1500 students and 110 staff to gain an “A” status in her first full year of leadership and maintained that “A” rating until she left in 2003 to organize and create A+ Education Group at Waterstone. A+ was organized to act as co-developer of the highly successful Charter School at Waterstone. Ms. Strader is involved with Principals at client schools to support school goals, objectives and mission.

Charter School Associate’s philosophy is simple – Provide knowledgeable, effective, efficient service at a reasonable and fair rate such that school staff and Board Members may use their resources to best ensure the fulfillment of the School’s Mission, Goals and Objectives. The ultimate goal of Charter School Associates is to contribute to high performing charter schools where student achievement is a primary focus.

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

Charter School Associates assisted three of its “Client” schools for the completion of accrediting criteria to become fully accredited member schools of SACS-CASI in June 2010. These schools are; Summerville Advantage Academy, Pemaevt Emahakv Elementary and The Charter School at Waterstone.

Mr. Strader has been involved in over thirty-five charter school development projects since 1997. His current list of “Client/Contract” schools includes the following:

1. Excelsior Charter of Broward (Broward County)- 160 students, Grades K-3. The school added third grade for the 2009-2010 school year and has not been previously graded. The school is located at 10046 W. McNab Road; Tamarac, FL 33321. The Principal is Raul Baez and the school phone number is 954-726-5227. FY 08 and FY 09 audits contained no audit findings. No 2009-2010 school grade has been released as of the date of this writing.

2. Kidz Choice Charter School (Broward County), approximately 75 students, Grades K-3. The school is expanding one grade level per year until it reaches 5th grade. The Director is Lily Swanson and the school phone number is 954-641-9386. FY 08 and FY 09 audits contained no audit findings. No 2009-2010 school grade has been released as of the date of this writing.

3. The Charter School at Waterstone (Miami-Dade) – 1,150 students, Grades K-8. An “A” rated school in 2009 and 2008. The school is located at 855 Waterstone Way; Homestead, FL 33033. The Principal is Melissa Aguilar and the school phone number is 305-248-6206. The Charter School at Waterstone was admitted as an “Accredited Member” of the Southern Association of Colleges and Schools – Council on Accreditation and School Improvement (SACS-CASI) in June 2010. FY 06, 07, 08 and FY 09 audits contained no audit findings. No 2009-2010 school grade has been released as of the date of this writing.

4. Summerville Charter School (Miami-Dade) – 550 students, Grades K-6 (eventually K-8). The School was “A” rated in 2009. The school is located at 11575 SW 243rd Street; Homestead, FL 33032. The Principal is Minelli Duclerc and the school phone number is 305-253-2123. Summerville Advantage Academy was admitted as an “Accredited Member” of the Southern Association of Colleges and Schools – Council on Accreditation and School Improvement (SACS-CASI) in June 2010. FY 07, 08 and FY 09 audits contained no audit findings. No 2009-2010 school grade has been released as of the date of this writing.

5. South Florida Autism Charter School (Miami-Dade), grades K-9, 90 students, opened August 2009. The Principal is Dr. Tamara Moodie and the school phone number is 305-823-2700. The school's inaugural year was 2009-2010. No 2009-2010 school grade has been as of the date of this writing. The results of the FY 10 audit are not available as of the time of the submission of this application.

6. Shiloh Elementary (Hillsborough County) – 450 students, Grades K-5 (expanding to K-8). The School was “A” rated in 2008 and a “C” in 2009. The school is located at 905 West Terrace Street; Plant City, FL 33563. No audit findings for FY 09. The Principal is Shirley Sanchez and the school phone number is 813-707-1060. No 2009-2010 school grade has been released as of the date of this writing.

7. Shiloh Middle Charter School (Hillsborough County), grades 6-8, approximately 200 students in 2010-2011. The middle school opened August 2009 to approximately 150 students. The school's inaugural year was 2009-2010. The results of the FY 10 audit are not available as of the time of the submission of this application. No 2009-2010 school grade has been released for 2009-2010 as of the date of this writing.

8. Advantage Academy of Hillsborough (Hillsborough County), grades K-5, 275 students, expanding to 350 students in 2010-2011. A new Principal has been hired effective July 15, 2010. The school's inaugural year was 2009-2010. The results of the FY 10 audit are not available as of the time of the submission of this application. No 2009-2010 school grade has been released as of the date of this writing.

9. Advantage Academy Middle School, (Hillsborough County), Grades 6-8, approximately 175 students in 2010-2011, opened August 2009. No 2009-2010 school grade has been released for 2009-2010 as of the date of this writing.

10. Valrico Lake Advantage Academy (Hillsborough County), Grades K-5, expanding to K-8), approximately 200 students in 2010-2011. Opened August 2009. The Principal is Bonnie Guertin and the school phone number is 813-699-5049. No 2009-2010 school grade has been released for 2009-2010 as of the date of this writing.

11. Pemayetv Emahakv (Our Way School) (Glades County) – 165 students, Grades K-5. The School was an “A” school in 2008 and a “B” school in 2009. Our Way School is the nation's first Native American Language/Culture Immersion charter school. The Principal is Russell Brown. The school phone number is 863-467-2501 and the school is located at 100 East Harney Pond Road; Okeechobee, FL 34974. Pemayetv Emahakv Elementary School was admitted as an “Accredited Member” of the Southern Association of Colleges and Schools – Council on Accreditation and School Improvement (SACS-CASI) in June 2010. No 2009-2010 school grade has been released as of the date of this writing.

12. Pemayetv Emahakv Middle School (Glades County) – approximately 45 students opening August 2010. The Principal is Russell Brown and the school is located at 100 East Harney Pond Road; Okeechobee, FL 34974. The school will open August 2011.

The Charter School at Waterstone finished 2006-2007 with a School Grade of “B”, fulfillment of AYP and a clean audit with no exceptions for FY 2006, the school completed 2007-2008 with an “A”, no audit exceptions, and 2008-2009 with an “A”. The 2009-2010 audit is now in process.

No school listed above had audit findings for FY 2009.

12. Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

Miramar Charter High School believes quality instruction begins with highly qualified teachers. Therefore, the school will make every effort to match the Sponsor's salary scale for teachers with zero to seven year's experience. The school will negotiate salary individually with persons having more than seven years of experience. The School will provide a complete benefits package including health insurance, life insurance, retirement through a 401(K) plan and the option of using pre-tax income to purchase additional benefits for vision, disabilities, dental, dependant care, etc.

The School will be a private employer.

B. 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.

Miramar Charter High School Broward shall seek to recruit only those certified teachers with a clear commitment and dedication to propelling high student achievement. Miramar Charter High School will advertise locally and nationally for persons to fill administrative and instructional positions and locally for persons to fill clerical, non clerical, paraprofessional and other positions. If necessary, teacher recruiting strategies will include hiring bonuses, payment of fees associated with the DOE subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers who complete highly qualified requirements.

Miramar Charter High School will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Miramar Charter High School will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. Miramar Charter High School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

Qualifications the charter school will look for in its teacher recruits include:

- Educational background – Bachelors degree or higher in Education and/or area of specialization in the grade(s) he/she is teaching.
- Appropriate certification.
- Positive recommendation of previous supervisor or school system
- Exemplary personal presentation and interpersonal skills
- Literate in computer skills
- Committed to high student achievement
- Mentor for effective modeling of appropriate character traits
- Ability to work effectively with parents, students, resource personnel and other school wide groups of individuals
- Has availed themselves of ongoing professional development training.

As a private employer, Miramar Charter High School will reserve the right to terminate employees if circumstances warrant, subject to compliance with State and Federal law. Miramar Charter High School will include in its employment agreements, thorough, consistent and even-handed termination provisions. Miramar Charter High School will notify the Sponsor in the event of any changes in employees after the start of the school year. The offer letter used by Miramar Charter High School clearly states that employees of the charter school are not employees of Broward County public schools.

The school Principal shall be responsible for hiring his/her staff including clerical and non-instructional personnel. The School shall require para-professionals to have at least two years of college credits. All other staff support persons will be required to complete the fingerprint and background checks and drug screening prior to employment. Candidates for support positions will ideally have experience in the position or a related area.

Certification requirements will be monitored via the Florida Department of Education's website and with the resources available from the District (Charter School Operations, District Certification Office, ISIS, etc.).

The governing board shall annually approve the operating budget including all employees' salary and benefit levels, based upon the recommendation of the Principal. Because the Board will elect a co-employment relationship with a Professional Employer Organization (PEO), all personnel policies will comply with state and federal law. Specifically, Miramar Charter High School will comply with the provisions of Title 29, Code of Federal Regulations, Part 1903.2 (a)(1) and will place all the required Occupational Safety and Health Administration posters (including Workmen's Compensation) and related information in conspicuous areas, such as the faculty workroom and the main office.

Miramar Charter High School advises all applicants that they shall be employees of the Miramar Charter High School or its assigns. All offer letters contain a statement to this fact.

Means of Faculty Evaluation

The school sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis throughout the year and all new educators are evaluated within the first forty-five days using the Formal Professional Evaluation Form.

Teachers are provided with a variety of tools to insure success in the classroom. During preplanning activities teachers are provided the following documents as a part of the Faculty Handbook:

- Developing Questions Planning Tool
- Examples of Support Interventions for ESE Students
- Homework Planning Tool
- Lesson Planning Tool
- Multicultural/Foreign Language/ESOL Education Strategies
- Parent Conference Planning Tool

- Personal Characteristics of Effective Classroom Managers
- Phone Call Planning Tool
- Procedures Planning Tool
- “S.M.A.R.T.” Objectives
- Techniques to Reduce Misbehavior in the Classroom
- The Modification Process - ESE Accommodations

These research-based documents are designed to provide teachers with a resource to help insure success in daily activities in the classroom environment.

The following are evaluation tools used during the school year by administrators and lead/mentor teachers. The goal is for the teacher to improve his/her skills in the classroom.

Formal Professional Evaluation Form

- **Lesson Plan Checklist**
- Standardized Professional Practices for Teachers
Employee Self Evaluation
Goal Planning Template
- Rubric for Evaluating Teachers

In the event deficiencies are found a Professional Development Plan is put into place and the teacher is paired with a mentor. Professional development and in-service opportunities are also provided.

Professional Development/Teacher Training

Miramar Charter High School will require all staff to report to school approximately two weeks prior to the opening of school the first year for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Training will be provided by consultants, staff members, publishers, etc. Professional development will be an ongoing commitment of Miramar Charter High School and support will be demonstrated annually in the budget development process. Particular training emphasis will be placed upon the special focus of Miramar Charter High School including presentations on Project MIND and use of the Apple iPod learning system.

Code of Professional Practices

Miramar Charter High School will adopt the Florida Department of Education’s Code of Professional Practices.

Drug-free Workplace

Miramar Charter High School is a drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the Sponsor. All employees shall use the Charter Schools General Drug Test Authorization form. Applicants may not report to work until the school receives notification of a negative test.

Annual Employment Agreements:

Employment at Miramar Charter High School is at-will or as agreed. Employment agreements will specify salary, position, title, and duties. Procedures for the discipline and dismissal of Miramar Charter High School employees will be developed to ensure that such actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations.

Salaries: Wages and salaries will be competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. If financial resources permit, Miramar Charter High School will follow the Broward salary schedule for those persons with 1 – 7 years of teaching experience. Salary shall be negotiable for persons with more than seven years' experience.

Benefits: Eligible employees (those who work a minimum of 25 hours/week) will be able to participate in Miramar Charter High School's benefit plan. Examples of benefits to be offered include health, vision, life insurance, and retirement. Retirement benefits include a private 401(K) combined contribution plan which includes a contribution from the employer. As stated elsewhere Miramar Charter High School shall be a private employer and will not be a "group" employer through the Florida Retirement System. All instructional employees receive 8 days of paid personal/sick leave. Any unused leave is reimbursed to the employee at the end of the year at the rate of \$100/day.

Recognized Holidays: Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by the School Board of Broward County or as established in the annual school calendar by the Governing Board.

Background Checks: All employees will be required to complete the appropriate fingerprinting and background screening through Broward's Office of Human Resources.

Probationary Period: All Miramar Charter High School employees will be hired on probation for the first 90 days of their employment, the employee or Miramar Charter High School may terminate employment at any time during this probationary period. After the first 90 days, progressive discipline policies will be followed for non-flagrant breaches of personnel policy and termination will result in more serious violations. Miramar Charter High School will ask the employee to submit a minimum two week notice for voluntary termination.

13. Parent and Community Support and Partnerships

A. Describe how the school will involve parents in its operations.

Parental involvement is essential to student success and therefore essential to Miramar Charter High School. Parents will participate in the governance and operation of the school via representative participation on the School Advisory Council. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory ratings by parents will be addressed with new "Key Intended Outcomes (KIOs)" as

reflected in the following year's "Dashboard"; e.g., an improvement may be triggered as follows; *the annual survey shows that parents do not believe home to school communication is adequate.* Therefore, the school will develop a specific plan of action to improve home to school communication and this will become a new Key Intended Outcome in the following year's dashboard. The KIO in this case will be; *Parent satisfaction with home to school communication will increase five percentage points from the results obtained in the prior year survey.* This will be measured by a comparison of the new parent survey as compared to the previous year's survey.

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent's ongoing commitment to their child's schooling. Parents will be provided opportunity to meet a minimum 10 hour commitment based on the belief that a parent should be able to dedicate one hour per month (September to June) to in-school or out-of-school activities in direct support of the school and their child.

B. Describe any community partnerships.

Each of the founders is fully grounded in their community and they are involved with Miramar Charter High School as a means of supporting their fellow founders and to be proactive in the provision of public education choice programs. The school will seek partnerships with community service organizations, the local YMCA and YWCA, Boy's and Girl's Clubs and area churches to initially inform these community stakeholders about the proposed school and secondly to determine where there may be other opportunities to develop partnerships that positively affect students attending Miramar Charter High School and the quality of life in the community. Because of the expected location to be within the City of Miramar, the School will make effort to establish relationships within the City to take advantage of opportunities within the City and especially those activities geared toward youth programs and Parks & Recreation.

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

The Board will make every effort to recruit a Principal/Director that is an experienced school leader with knowledge of Florida School Law and with business acumen and customer relationship skills. The school environment is unlike a retail store environment and sometimes the customer "is not always right". However, there is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent's grievance. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the Parent's problem within his authority and the boundaries of Florida School Law, then the Parent may request an appearance before the Governing Board. The Governing Board will be unlikely to overrule a decision of the Principal unless the Principal has acted outside of his/her authority or has breached applicable school law. If this is the case then the Board may seek appropriate legal counsel to resolve the issue. The Board shall expect that all of its employees will treat parents, students and other stakeholders with respect and proper courtesy.

It is important to note that the School reflects its parents as customers and the school will take appropriate action to resolve conflicts if they arise. Because parents are an integral part of a

student's opportunity for success, the School shall make every effort to make parents a partner with the School in the education of their child.

14. Student Recruitment and Enrollment

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

Miramar Charter High School will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the curriculum focus of Miramar Charter High School and the procedure for making application. Miramar Charter High School will place mass media advertisements in various media including radio and print. Flyers will be developed in multiple languages for distribution at area businesses, community centers, churches, and child care facilities. Miramar Charter High School staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. Miramar Charter High School will also conduct direct mail advertising to the area where its "targeted student" population resides, or that area within a four mile radius of the school.

B. 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.

Marketing materials will be printed in the various languages that are representative of the targeted student population. Miramar Charter High School staff will contact social service agencies in the area that typically serve those "harder to reach" families referenced here. Information brochures and applications that are printed in multiple languages will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school.

It is believed that area families will be attracted by the school's close proximity to their homes, businesses, and work and that the mission and focus of Miramar Charter High School will resonate with their personal views regarding the learning environment they desire for their child.

Miramar Charter High School will embrace all students, regardless of their racial, cultural, ethnic, sexual or religious orientation. This message will be clearly communicated in all oral presentations and printed materials.

C. Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Miramar Charter High School will be open to all eligible students residing in Broward County with special recruiting efforts focused on those residents living within a four mile radius of the

school site. The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

The school will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

Enrollment preference will be made available to children of employees and board members and to siblings of those students already enrolled or selected in a lottery process.

Miramar Charter High School will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act.

Students and their parents will be required to sign a parent contract binding the student and his/her parents to adherence to the school rules as adopted by the Governing Board and to a volunteer requirement of ten hours per family.

Miramar Charter High School will give enrollment preference as provided in Florida statute to the following student population(s):

- Children of school employees or Board members
- Siblings of currently enrolled students or sibling of those students picked earlier in a student lottery, if a lottery becomes necessary.
- Students residing within a “reasonable distance” of the charter school where “reasonable distance” is defined roughly as a four-mile radius around the school.

Utilizing the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion No. 03-05, the Board shall reserve the right to deny reenrollment privileges to a student as a result of a breach of the parent contract for volunteer service. It shall be the intention of the school to have no student denied readmission as a result of this policy, either through an overabundance of opportunity for fulfilling the volunteer requirement or other means of facilitating compliance by the parent/guardian.

The Governing Board supports the Florida Board of Education’s policy (Rule 6A-1.0404) of zero tolerance regarding school violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence. Therefore, the Board shall reserve the right as clarified by the Florida Department of Education General Counsel in his opinion dated March 21, 2001 to dismiss a student for the following reasons;

3. Violation of expellable infractions as stated in the Student Code of Conduct, School Board of Broward County.
4. Violation of expellable infractions as stated in the Student Code of Conduct, School Board of Broward County.

The Board shall follow the Sponsor’s policies and procedures to recommend expulsion, if necessary. The Board recognizes that the Sponsor is the only lawful entity to act on a recommendation of expulsion.

Miramar Charter High School will hold an initial enrollment period from February 1 to March 1 of each year (or the first business day of the week in that month if these dates fall on a weekend). If the number of applicants for any grade level exceeds the available student vacancies for that grade level then a lottery will be held to randomly select from the total of student applicants for that grade. An offer of admission will be made to those applicants selected in the lottery up to the number of student vacancies. Parents shall normally have 10 business days to respond to the offer of admission. This period may be reduced in the weeks immediately preceding the opening of school. If the parent's response is negative or if there is no response then the school shall move to the next applicant selected in the lottery until all student vacancies have been filled. If for some reason, student spaces should become available after all names in the applicant pool have received an offer of admission, and either accepted or rejected that offer, then the school will conduct a subsequent lottery for those applications received after the initial lottery period.

D. 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.

Many charter schools require parents and students to enter into a "contract" with the school to emphasize the role of the parent and child in working collaboratively with the school to ensure the student's success. Miramar Charter High School will require parents and students to sign separate Parent and Student Agreements (Contracts). These proposed contracts are included here as a part of the charter application. These contracts describe basic parental responsibilities including the provision or arrangement of transportation to the school or bus stop, the establishment of a suitable homework area and the completion of a minimum of 10 hours of volunteer service time. Student responsibilities described in the Student Contract include such basic items as the student's responsibility to wear the proper uniform, to behave appropriately and to be responsible for timely submission of class assignments and/or homework.

Please note that these items are proposed drafts and will require final approval from the Charter School Board of Directors. Although the Founders have not fully decided all of the policies applicable to the lack of fulfillment of these agreements by parents it is expected that students not fulfilling their responsibilities as stated in the agreement will be subject to the regular disciplinary procedures in place at the school. And the Board shall most likely give parents every opportunity to fulfill their agreement but if a parent shall consistently or flagrantly disregard the school's expectations then the school may withhold an offer of reenrollment to the family's students, depending upon the circumstances. The latter assumption applies strictly to the fulfillment of volunteer hours.

PARENT CONTRACT

2011-2012

Student Name: _____ **Grade:** _____

- Parents are to ensure that their student arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more accessible.
- Parents are to contact the school office if their son/daughter (the student) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent(s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- The school believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school. Qualifying students may receive free or reduced lunch per National School Lunch provisions.
- A student's parent/guardian must agree to volunteer a minimum of ten (10) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- Parents and students are required to read the Student Handbook. The Handbook details the responsibilities that staff members, students and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal or transfer of the student via the administrative procedures, as set forth by the School's Charter, and as provided for by opinion of the Florida Department of Education's General Counsel.

I (We) understand that by not fulfilling my (our) contractual obligations to Miramar Charter High School this may result in the student being losing the opportunity to recommit for placement for the following school year without being placed in the lottery. This policy is approved by the Miramar Charter High School Board of Directors. I understand that my child is a student within the Broward County School System.

Signature of Parent/Guardian _____ Date _____
Signature of Parent/Guardian _____ Date _____
Acknowledged By _____ Date _____
Principal/ Director

Miramar Charter High School Student Contract
2011-2012

Whereas, I have made a personal decision to enroll as a student at Miramar Charter High School in order to experience a unique educational opportunity; and

Whereas, I recognize that Miramar Charter High School is a public charter school of choice, not entitlement;

Therefore, as a student at Miramar Charter High School, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times in all places.

B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.

C. I am responsible to deliver any and all announcements, messages, and reports to and from school.

D. I am responsible for completing and turning in all class assignments and homework.

E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.

F. I will demonstrate proper courtesy to faculty, staff, and other students at all times.

G. I understand that I am a student with the Broward County School System and I will abide by the rules contained in the Broward County School District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.

H. I will speak courteously to everyone I come in contact with.

I. I will refrain from fighting and using inappropriate language.

J. I will refrain from intimidating, harassing, or threatening others.

K. I will exhibit the principles of good sportsmanship.

I (We) understand that by not fulfilling my (our) contractual obligations to Miramar Charter High School this may result in the student being losing the opportunity to recommit for placement for the following school year without being placed in the lottery. This policy is approved by the Miramar Charter High School Board of Directors. I understand that my child is a student within the Broward County School System.

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By _____ Date _____

III. BUSINESS PLAN

15. Facilities

If the site is secured:

A. Describe the proposed facility, including location, size and layout of space.

Miramar Charter High School anticipates developing a four acre site that is part of a larger site being developed for charter school facilities in Miramar, Florida. This site is near the intersection of Red Road and the Florida Turnpike. This site, which is part of a larger site, will be developed in several phases per the five year budget plan described herein. It is expected that the school will at completion include approximately 55,500 square feet of space covering three floors and include a sufficient number of classrooms, laboratory space, administrative space, lunchroom, restrooms, and playground space to meet building code requirements for the maximum enrollment to be housed in the space. The ground floor will include a covered (outdoor) gymnasium and therefore the overall structure is four stories. Specifically, Phase 1 completion is expected to include at least 18 homeroom classrooms, 2 pull-out rooms for specialized instruction, a media/computer center, art, music and science rooms (equipped with water and sinks for projects), a lunchroom sufficiently sized to restrict the number of lunch periods to no more than four time slots per day, teacher work center, reception and visitor area, student clinic, adult and student restroom facilities to meet code and indoor and outdoor play areas, including the covered, outdoor gymnasium. The budget narrative is based on calculating rent at the number of useable square feet based on enrollment. This means that the rent was calculated based on enrollment and not finished area.

The anticipated site plan will include sufficient parking to meet code requirements and ingress and egress routes will be designed in concert with the Broward County Transportation Department to ensure appropriate separation of automobile, bus and pedestrian traffic. A covered walkway will be constructed adjacent to the building to provide a covered shelter to ensure arrival and dismissal may be conducted without delay in inclement weather. The Governing Board will have a preliminary site plan and floor plan available to submit to the Sponsor prior to execution of the Charter Agreement.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

The School will be designed and built according to the requirement for charter school facilities found in Section 1002.33, Florida Statute including applicable Florida Building Code per Chapter 553, Florida Statutes and meet minimum Florida fire protection codes pursuant to Section 633.025, Florida Statutes. The School will not open until the operators have received all licensure and certificates required by state and local law and/or ordinance. No students will occupy the building until such time as the building has received all appropriate certifications and all inspection requirements have been satisfactorily fulfilled. The School will present proof of the appropriate facility certification (including all certificates that are required by applicable building codes) to the Sponsor no later than ten (10) days prior to the opening day of classes. The School's Landlord anticipates obtaining site plan approval and building permits the spring of 2011 and to commence construction by Spring 2011 thus ensuring completion and receipt of all

applicable licenses and permits no later than 10 days prior to the opening date of school in August 2012.

C. Describe how the facility will meet the school’s capacity needs for students to be served.

The staffing and budget plans submitted with this application clearly identify homeroom (core curricula class sizes) at: Kindergarten through third – 18 students each; fourth through eighth – 22 students each. Unless the Florida legislature or other regulatory authority deems otherwise, the School will comply with Florida’s Constitutional Amendment to Class Size per these ratios. The school will meet these ratios within individual classroom configurations or with co-teaching configurations per the Sponsor and State guidelines. The facility will be co-designed by an experienced operator of charter schools and an architect experienced at charter school development. This will ensure that classroom sizes meet applicable building codes, that hallways, stairs and other functions integral to life safety issues are appropriately addressed and that the program requirements for this school, including its focus on math, science and technology, are appropriately addressed with classroom spaces that support specialized instruction. The assumption of 55 square feet of space per student is supported by many examples of new charter schools that have been constructed in the last 24 months using the same or similar space guidelines to guide overall space planning.

D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. I Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

The Landlord will be responsible for all facility development and construction costs including permit fees, concurrency fees, utility connection fees and site development costs. The Landlord is responsible for providing the School (Tenant) a completed building ready to occupy and to accept the School’s furnishings. The School will pay rent commencing in July or August 2012 using funds derived from the Florida Education Finance Program. A Lease is not finalized and will not be finalized prior to the approval of the charter application but the enclosed budget reflects rent discussions with the developer. The School has informed the Landlord that any lease shall require a “Right of First Refusal” for the Sponsor should the Sponsor terminate a charter between the School and Sponsor.

E. Describe the back-up facilities plan.

Because of the scope and size of this project, the back-up plan will be primarily centered on the scheduling of construction and occupancy. This means that if the building cannot be completed and delivered by the developer to the Governing Board in the time required to submit facility documents to the Sponsor per the required time prior to the opening of schools then the Governing Board shall exercise a right to be included in the lease to defer opening of the school until such time as the Sponsor and Governing Board shall agree.

If the site is not secured:

A. Explain the school’s facilities needs, including desired location, size and layout of space.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

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

D. Describe the back-up facilities plan.

E. Describe the plans and methods the school will employ to comply with Florida’s constitutional class size requirements.

N/A

16. Transportation Service

A. Describe the school’s plan for transportation, including any plans for contracting services.

The School will provide transportation to the School’s students consistent with the requirements of Part I. E. of Chapter 1006, Florida Statutes. The Charter School may provide transportation through an agreement or contract with a private provider or parent. The School recognizes that each child of a homeless individual and each homeless youth is afforded equal access to the same free, appropriate public education as provided to other students and therefore the School will provide transportation, if requested.

The School shall apply a “reasonable distance” criterion as defined in Chapters 100 through 1013, Florida Statutes. Traditionally, charter schools have been able to define “reasonable distance” as that distance starting at 2 miles from the school and including a band within 4 miles of the school. Because Miramar Charter High School will be a community-based school it is expected that parents will provide the majority of students with transportation. The school will facilitate this assumption by working with parents to encourage car pooling and alternate means of transportation. However, Miramar Charter High School will include a transportation survey with its registration materials to determine the number of children requiring school bus transportation. If enrolled students will require school bus transportation then Miramar Charter High School will contract with a licensed bus contractor to provide transportation using State approved school bus equipment and using appropriately trained and certified drivers.

The School shall require its bus contractor to comply with all applicable State Board of Education rule and law governing public school bus transportation including, but not limited to, Section 1006.25, Florida Statute. The School shall carry non-owned automobile insurance per the Sponsor’s requirements and the School shall require the bus contractor to carry insurance coverage with an upper limit that is no less than the Sponsor’s requirement of the School for its

non-owned policy.

Charter schools are permitted under §1002.33 10(E)(4), Florida statutes to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school as long as the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district.

The school is proposing that reasonable distance for charter school transportation is generally accepted as an area that is between two and four miles distant from the school.

A copy of the contract between the Governing Board and the School Bus Contractor will be provided the Sponsor as part of the documents required in the Final Documentation.

17. Food Service

A. Describe the school's plan for food services, including any plans for contracting services.

Miramar Charter High School will contract with a private provider (Preferred Meal Systems, Inc.) to prepare school breakfast and lunch meals. Miramar Charter High School's food vendor will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

Miramar Charter High School anticipates entering an agreement with the Charter School at Waterstone to become a "School Site" under that school's NSLP Sponsorship. As such, Miramar Charter High School will be eligible to participate in the National School Lunch Program its first year of operation.

Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Charter School at Waterstone, as "School Food Authority (SFA)" will file reimbursement reports directly with the Florida Department of Education. Once reimbursements are funded by the Florida Dept. of Education then the School Food Authority (the Charter School at Waterstone) will transfer the appropriate payment to Miramar Charter High School.

The Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program and the Florida Department of Education. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. As a school site under the School Food Authority (SFA), Miramar Charter High School will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement.

The School will adopt the sanitation and reporting requirements prescribed by the Broward County/Florida Health Department.

The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state and the School will post the results of health and food inspections on its website.

Miramar Charter High School will follow these procedures when distributing and processing Free and Reduced Meal Applications.

Procedures:

1. The school will distribute a Free and Reduced Meal Application (as found on the FDOE website) to all of its students within the first five days of the opening of school. Applications will be available in multiple languages.
2. Returned applications will be evaluated by the School's Business Manager on the basis of the current table for income and number of persons in the household to determine free or reduced price status.
3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager.
4. Meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year. All students approved for free or reduced price lunches are entitled to receive a breakfast in the same category.
5. Applications will be retained for 3 years beyond the current eligibility year.
6. Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
7. Applications will be kept confidential per USDA requirements.
8. The School will collaborate with the District to process as many students as possible via a Direct Certification Method utilizing data provided the District by the Florida Department of Education.
9. Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

18. Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

Miramar Charter High School's budget is attached. A five year operating budget including monthly cash flows and revenue projections, expenses and anticipated fund balances is included in the appendices.

B. 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 balance.

Miramar Charter High School's start-up budget is attached. Miramar Charter High School's start-up expenses will be funded from a loan to be obtained from Building Hope Foundation. The Founders have discussed obtaining an initial capitalization loan in the amount of \$100,000 with Richard Moreno, representative of Building Hope Foundation - A Charter School Facilities Fund with headquarters in Washington, D.C. Initial terms of the "start-up" loan will be 6% simple interest, four year amortization and no interest in years 1 and 2.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

A detailed narrative description of the budget assumptions is included as part of the budget attachment.

Revenue Assumptions

Per information disseminated by the Florida Dept. of Education at the "New Charter Applicant" training session(s), Miramar Charter High School will use the most current edition of the charter school revenue worksheet to calculate anticipated FEFP revenue for the 2011-2012 school year. The School will deduct State Stabilization Funds from this calculation of FEFP revenues or an approximate reduction of FEFP revenue for 2011-2012 equal to \$325/student. In addition, the School did not use Public Charter School Grant Funds (PCSGP) in its assumptions for revenue. However, the applicant believes that some portion of the State Stabilization Funds will be restored in the 2011 Legislative session and therefore the attached budget may already be considered a "worse case" scenario. In addition, the applicant's consultant has a superior track record in obtaining PCSGP funds awards for client schools and is optimistic that receipt of the grant fund may also benefit the school.

Expense Assumptions

The calculation of expenses is straight forward and leverages the ten year experience of Charter School Associates and its founder, Mike Strader, in estimating the school's primary operating expenses. This experience includes ongoing operating experience at several charter schools in Miami-Dade, Broward, Hillsborough and Glades counties.

Salaries – A staffing plan is included in the attached budget and also described in Section 10(A) of this application. Teacher salaries are initially assumed to be an average of \$38,000 plus benefits. Because national job creation has been slow, the applicant believes a reasonable pool of qualified teacher applicants may be attracted to the School using this estimate of average salaries. In addition to salary, the School will offer a 401(K) with a matching employer contribution of up to 1.5% of salary; employer provided health insurance (employer contributes 85% of premium payment); paid sick leave and personal leave; reimbursement of unused personal/sick leave. It is assumed that the health plan has a 40% participation rate. Also budgeted is compensation for unused personal/sick leave days taken by instructional staff. The school's policy affords instructional staff 8 days of personal/sick leave and any unused days are reimbursed at the rate of \$100/day which is equal to the substitute pay rate.

Salaries for other positions (administrative and non-instructional) are based on surveys of average salaries for comparable positions at Summerville Advantage Academy (Dade), Excelsior Charter of Broward, The Charter School at Waterstone (Dade), South Florida Autism Charter School (Dade), and Shiloh Charter School (Hillsborough).

Facilities - An assumption of 55 square feet per student is made for new facilities. The lease rate for this is assumed to be \$17.90/square foot. Electric, water, sewer and solid waste utilities are assumed at \$0.12/month/SF-electric; \$0.63/month/student–water/sewer; and \$750/month–solid waste. These amounts and the remaining facility assumptions are based on a careful analysis of comparable expenditures at Summerville Advantage Academy and the Charter School at Waterstone. Housekeeping will be contracted to an independent vendor and the estimate is \$0.11/month/SF; paper/chemical supplies are estimated at \$0.03/month/SF; Insurance (GL and property) is estimated at \$35,000/annual in year 1 & 2; Telephone/internet is estimated at \$495/month; grounds maintenance is estimated at \$375/month; pest control is estimated at \$325/month; security monitoring at \$175/month and fire alarm monitoring at \$150/month.

Furniture, Fixtures & Equipment - The school will use a loan estimated at 6% annual interest and five year amortization to fund the purchase of textbooks, student/staff furniture, technology and instructional equipment. The debt service calculations described in the budget is therefore the repayment schedule for the purchase of these essential items. Textbooks are assumed to be \$225/student; classroom furniture is assumed to be \$3,750/homeroom; administrative furniture package is assumed to be \$1,200/administrative employee and \$800/clerical employee; furniture only for the computer lab is estimated at \$5,500. Technology is assumed at \$775/homeroom for staff computers; \$875/administrator; and 2 computer labs with 25 PCs each plus network server and installation. In addition, the FFE package includes 2 ea. Science labs at \$3,500 ea. and AV materials at \$450/classroom. All figures are based on actual experience opening new schools in 2009-2010 and confirmation of prices with School Signature Products.

Food Service – The School will use Preferred Meal Systems, Inc. as its food vendor and enter a “Site Agreement” with the Charter School at Waterstone to receive meal reimbursements through the NSLP. The School assumes the following food service participation rates - 20% free; 15% reduced and 20% paid meals. Reimbursement rates are estimated using figures for 2010-2011 as published in the Federal Register and based on a contract price of \$2.50/meal.

Transportation – The School estimates that approximately 20% of enrolled students will ride the bus in year 1 and a range of 23% to 20% in years 2 to 5. Again, this assumption is based on real world experience at comparably sized K-8 charter schools. The reimbursement rate for 2010-2011 is used in the attached budget and costs are assumed to be \$200/day for 180 days using United Bus Service, Inc. United provides transportation at these rates currently to Summerville and the Charter School at Waterstone.

Contracted Services - Oversight and back-office services are estimated as follows: HR services including payroll, benefits management, workers comp. management, payroll reporting, tax reporting, 401K management is 2.25% of gross salary plus benefits. Accounting/financial reporting services including bookkeeping, monthly and quarterly financial reporting, end-of-year

program cost reports, inventory/asset management; payables, receivables, budget development is estimated at 2.5% of FEFP less the Sponsor's administrative costs. Curriculum development, oversight, consultation for contract compliance, orchestration of HR and financial service providers, limited professional development, training on school systems, development of forms and handbooks is 3% of FEFP less the Sponsor's administrative costs. Therefore, all contracted services related to oversight and back office services are provided at less than 7.75% of FEFP, less the Sponsor's administrative costs. Another "Contracted" service is the provision of certain student services including, but not limited to, speech therapy, occupational therapy, etc. as required in a student's Individual Education Plan.

Other Expenditures - Student activities - \$40/student; Teacher supplies - \$175/teacher; Admin. supplies - \$950/month; Postage - \$500/month; Copier lease - \$650/month; Audit - \$10,000; Legal - \$9,500; Debt Service; Plant maintenance - \$500/month; Admin. travel - \$3,500; Board travel - \$3,500; Licenses/inspections - \$2,500; Library Books (year 1) - \$10,000.

Year 1 Contingency – 1% of net FEFP.

D. Explain the school's spending priorities.

Miramar Charter High School believes that quality instruction begins with quality instructors and therefore the primary spending priority shall be on recruiting, hiring and retaining quality teachers. The primary strategy for implementing this strategy shall be the reliance on offering the most competitive salary and benefit package possible with the resources available to the school. In addition, the school shall offer a benefits package to include health insurance for the employee, retirement through the employer's funding of a 401(k) plan, life insurance, personal leave days and a work environment that is conducive to professional growth and which provides opportunity for professional development and career advancement.

Additional priorities include (in no particular order):

1. The purchase of quality, State-adopted, proven curriculum materials.
2. The provision of high quality and frequent professional development and teacher training activities.
3. The support of a free After-School tutorial program for any student desiring to participate.
4. The purchase of comfortable and durable furniture and equipment.
5. The purchase of media and technology to support the school's learning goals.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.

The School's monthly cash flow projections are included with the attached budget documents..

F. 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 school has not embarked on a fundraising plan and there is currently no money in the school’s account from such activity. However, once opened, the School will immediately establish a Parent-Student-Teacher-Organization (PTSO). One of the responsibilities of the PTSO shall be fundraising. It will be the school’s philosophy that all fund raising shall be targeted for a specific purpose or goal; e.g., fundraising activities shall result in funds earmarked for specific purposes – purchasing library books, supplemental instructional materials, art supplies, etc.

19. Financial Management and Oversight

A. Describe who will manage the school’s finances and how the school will ensure financial resources are properly managed.

Charter School Associates, through its relationship with School Financial services, shall be responsible for recording, tracking and reporting all financial transactions of the School. These services include, but are not limited to; general accounting and bookkeeping, receivables/payables, payroll processing, employee benefits, bank record reconciliation, monthly & quarterly reports, Sponsor & DOE reporting, fulfillment of contracted insurance requirements, pre-audit preparation, and financial management. As stated previously, the Consultant/ESP for Miramar Charter High School will involve School Financial Services, located in Bonifay, Florida, to offer services for these functions. School Financial Services provides accounting, record keeping, financial reporting and compliance services to thirty-five charter schools in Florida, Georgia and California including several in Broward County. Their Broward County clients include Kidz Choice Charter School and Excelsior Charter School of Broward. Gary Scott, President, School Financial Services, is a Certified Public Accountant and a former School District Finance Officer for Okaloosa County and he currently is a School Board Member for Holmes County Public Schools.

Day to day management of the School’s finances will involve the Principal, School Financial Services and Charter School Associates. The Principal will be responsible for recommending purchases or to identify needed services to maintain the instructional program and physical facility in top condition. Upon identifying a good or service the Principal will authorize a purchase order for the procurement of a good or service. That purchase order is reviewed by Charter School Associates for budget alignment and if the item is within the budget boundaries it is forwarded to School Financial Services (SFS) for release. Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal or his/her designee approves the packing slip, work order or shipping bill and returns these with initialed invoices and other appropriate documentation to Charter School Associates (CSA). Again, CSA confirms that the receipt of goods or services has been properly documented and the documents are forwarded to SFS where a check is disbursed to the vendor.

This system has proven itself through multiple independent audits as providing for adequate separation of duties and control of the school's finances. Small, miscellaneous purchases are facilitated through either a small, school-based impress fund or pre-paid charge cards held by the Principal for emergency expenditures. All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the Board, Principal and management entities have full visibility on all internal fund revenues and expenses. Monthly financial reports are distributed to the Governing Board, Principal and Sponsor. Monthly bank reconciliation reports are issued to the Governing Board. Quarterly financial reports are submitted to the Governing Board, Principal and Sponsor.

B. 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.

Miramar Charter High School will, at a minimum, have the following financial controls in place:

- Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The Principal, or his/her designate, will authorize all internal expenditures prior to any commitment being made regarding school internal funds.
- The ESP may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal.
- All funds associated with school related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTSO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.

- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

The internal control policy of Miramar Charter High School shall be guided by the following broad principles:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured & inventoried and appropriate employees bonded.
4. Adequate procedures for cash receipts, cash disbursements and record keeping will be in place.

Audit Procurement

On or before April 30, during the School's first year of operation, the School will issue a Request For Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board of Trustees in carrying out its responsibility to assure that its financial resources are properly managed.

Miramar Charter High School will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter Agreement. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (§1002.33 (7)(10)) that, *“if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education with 14 working days of the exit interview.”*

The Audit RFP will also include the language currently described in SB 278 with respect to the Auditor’s responsibility for identifying the existence of an “Emergency Financial Condition or Deteriorating Financial Condition” and the reporting requirements if either condition is noted.

Financial Reporting

Charter School Associates and School Financial Services has developed a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal and Board Members.

All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the Board. This document portal is organized to permit the view of each check’s history including the purchase order and signed shipping invoice authorizing payment. A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.

Enrollment is monitored weekly through the School and Sponsor’s data collection system and the School’s registrar must inform the Principal before withdrawing a student to enable the Principal to conduct an exit interview with the family and to stay abreast of school enrollment.

The School will provide an annual financial report and program cost report information in state-required formats for inclusion in the District’s reporting in compliance with §1011.60(1), Fla. Stat. In addition, the School will provide the Sponsor with reports showing balance sheet, income statements, bank reconciliations, and the like as agreed to and provided in the Charter.

Per SB 278 the School’s financial services vendor will prepare Monthly financial statements in the DOE approved format and distribute these to the Sponsor, the Principal and the Governing Board Members.

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

Financial records including personnel files will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form. Copies of checks, financial reports are stored electronically at the school and at the accounting firm’s offices. All contracts, agreements, etc. are stored electronically at the school and at the accounting firm’s offices.

D. Describe how the school will store student and financial records.

Miramar Charter High School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be stored at the School in a secured, rated fire-proof cabinet and access to those records will only be by appropriate personnel. IEPs will be

stored separately in a fireproof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law in both electronic and paper formats

E. Describe the coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

Miramar Charter High School will provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter agreement. Miramar Charter High School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A+" or better and financial size category of "VI" or better according to the latest edition of Best's key rating guide published by AM Best Company. The School shall also indemnify the Sponsor per the Sponsor's requirements set forth in the Charter Agreement.

Insurance coverage will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement.

1. School Leaders Errors and Omissions Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

2. Fidelity Bonds

Miramar Charter High School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

3. Commercial General Liability Insurance

One million per occurrence/two million annual aggregate. Property damage liability will be on a first dollar basis without deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$1,000 per occurrence.

4. Automobile Liability Insurance

One million per occurrence/3 million annual aggregate including all owned and non-owned automobiles.

5. Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: \$1,000,000 each occurrence/\$2,000,000/annual aggregate; or, as required by Florida Law.

6. Property Coverage

The School shall provide evidence of business personal property insurance, to include furniture, fixtures, equipment and machinery used in the school.

7. Health Insurance

Miramar Charter High School employees will be provided health insurance coverage through the leasing arrangement with the contract employer. The School will provide coverage including a

prescription drug benefit with a major health care insurer. Employee dependants and spouses are eligible for coverage through the plan at the employee's expense.

20. Action Plan

A. Present a timetable for the school's start-up.

- Submit Application by August 2, 5:00 p.m.
- Facility acquisition lease discussions underway, July 2010
- Application Review Period 8/2/10 (60 days)²
- Sponsor Approval or Denial 11/10, Estimated time
- Begin Charter Negotiation 11/10 to 2/11 Estimated time
- Submit PCSP Grant 11/10
- Monitor start-up budget continuous upon receipt of grant funds
- Initiate Student Marketing/Enrollment 11/11
- Develop vendor RFPs including food service, transportation, insurance, copiers, etc. 1/12
- Develop segregated banking account(s) 1/12
- Establish financial services and Professional 1/12
- Employment Organization contracts 1/12
- Transfer Governance to Permanent Board 3/12
- Initiate staff recruiting 3/12
- Determine FF&E requirements and order 4/12
- Complete textbook/instructional materials order 4/12
- Conduct public orientation meetings Jan., Feb., Mar., Apr.
- Finalize charter 11/10-1/11³
- Finalize Facility Solution 5/12⁴
- Conduct student lottery (if necessary) 5/12
- Hire Principal 5/12
- Perform background checks on persons prior to making them full time employees 5/12
- Complete staff handbooks 6/12
- Complete technology order 6/12
- Staff training re. District's ISIS 6/12
- Establish District technology link 7/12
- Complete parent/student handbooks 7/12
- Complete staff hiring 8/12
- Provide evidence of Certificate of Occupancy 8/12
- Submit final documentation to BROWARD including Evidence of insurance, Articles of Incorporation, By-laws, applicable contracts, updated Board Member list including verification of fingerprinting, etc., updated budget, facility documents 8/12⁵
- Staff Background checks 8/12
- Teacher in-service 8/12
- Install FF& E 8/12
- Student Orientation 8/12
- School Opens 8/12⁶

Notes:

¹ Efforts to lease an appropriate facility have already begun. It is understood that the school will be required to present facility documentation at least 10 days prior to the opening of school for students.

² The charter school Governing Board will agree to an extension of the 60 day review period if requested by the Sponsor.

³ This date assumes no extensions to the finalization of the charter.

⁴ If a facility solution is not clearly evident and feasible by June 1 then the Governing Board will submit a request to the Sponsor for a one year waiver of the opening date of Miramar Charter High School

⁵ Final documents will be provided the Sponsor as agreed to between the parties in the Charter and as required by §1002.33 Fla. statutes.

⁶ School will open consistent with the Sponsor's calendar for school year 2012-2013.

Attachments

Attachment 1 – Miramar Charter High School, Charter School Application

Attachment 2 – Board Member Resumes

Attachment 3 - Governing Board Conflict of Interest Statement

Attachment 4 – Articles of Incorporation and Corporation Bylaws, Advantage Academy of Broward, Inc.

Attachment 5 – Miramar Charter High School, Budget Documents

Attachment 6 – Draft ESP Agreement between Advantage Academy of Broward, Inc. and Charter School Associates, Inc.

Attachment 7 – Project MIND Program Description

Attachment 8 – Florida Department of Education Required Training Certificates

Attachment 9 – Draft Examples of Internal Control Policies

Attachment 2
Board Member Resumes

Basema Iskandarani**Objective**

Seeking larger opportunity for growth and advancement based upon merit, performance and capabilities.

Qualifications

- ❑ Sales management experience in a financial services and real estate lending environment with successful loan production and Comprehensive knowledge of bank product sales, services, compliance requirements and related operations. Intimately familiar with markets to develop business plans to support goals and strategic objective.
- ❑ Professional verbal, written and interpersonal communication and organization skills. PC literate with proficiency in Microsoft office.
- ❑ Ability to supervise, motivate and coach staff in sales and service effort, to coordinate the work with others contributing to a team environment.
- ❑ Extensive client contact experience with strong proficiency in managing situations with customers and identifying their financial goals and objectives, particularly known for success with challenging customers.

Experience

Bank Of America, Coconut Creek, FL. 4/2002-Present.
Banking Center Manager / Personal Banker

- ❑ Administered personnel-related matters including interviewing and recommendations for hire, performance reviews, training and development for the customer service manager and for select branch staff.
- ❑ Ensured adherence to all compliance and audit requirements, operate branch with budget, supervised all branch operations, monitored branch service and coached staff to achieve assigned sales and service goals
- ❑ Manages sales, services and operations activities to ensure excellent service delivery and maximizes banking center profitability by reducing losses and ensure staff compliance with policies and procedures.
- ❑ Responsible for acquisition, retention and expansion of new and existing customers, assessing customer needs, recommending appropriate products, and following up to ensure customer satisfaction.
- ❑ Effectively partner with other areas of the bank to ensure a world-class customer experience. Strengthen and deepen the customer relationship, and contributing in meeting and exceeding the assigned goals.

Summit Bank Parsippany, NJ. 07/1996-1/2002.
Financial Advisor / Branch sales Manager.

- ❑ Provided assistance to staff members on more complex issues, products, and with challenging client situations, and motivated staff to encourage and accomplish problem solutions.
- ❑ Performs daily responsibilities and duties in an effective manner through knowledge of all security, audit compliance policies and procedures, handled all contact with prospective and established customers, discussed problems, implemented solutions.
- ❑ Demonstrated leadership by providing guidance, coaching and by helping branch sales associates in achieving sales goals and exceeding customer service expectations.
- ❑ Provided customers with financial solutions based on their individual needs. Followed up with customers, demonstrated success in selling financial services products, strengthen and deepen the customer relationship, and contributing in meeting and exceeding the assigned goals.

Nathaniel Thomas Grasch

Education

Associates Art Degree

2002 Broward Community College Coconut Creek, FL

- Liberal Arts

High School Diploma

1995 St. Thomas Aquinas High School Ft Lauderdale, FL

Professional experience

Modification/Construction Specialist

2004-2007 JP Morgan Chase Bank, N.A. Deerfield Beach, FL

- Problem Solving New Construction Draws, Budgets, Reports, Projects
- Coordinating Modification to Permanent Loans for Construction Projects
- Work with Builders, Brokers, and Borrowers to educate on Construction Process
- Review Settlement statements and Closing Numbers

Loan Officer

2003 - 2004 Summit Capital Lending Boca Raton, FL

- 1003 Applications, Prequalifying, Lender Approvals, Conditions
- Coordinating Loan Closings, Evaluating Credit reports

Mortgage Consultant

2002 - 2003 Stone Harbor Mortgage Coral Springs, FL

- 1003 Applications, Prequalifying Borrowers, Evaluating Credit Reports, Bringing in new clients

Technical Support/Help Desk

2001- 2002 The Answer Group N. Lauderdale, FL

- Worked on Gateway Computers, Trouble Shooting, Customer Service

References

Provided upon request

Volunteer experience

Children's Cardiac Research Foundation

RAUL BAEZ

EXPERIENCE

6/2006-Present Principal

Excelsior Charter of Broward

- Responsible for all activities and daily operations of the school.
- Responsible to keep budget, fundraising, curriculum, SIP, PTO, SAC and state and federal policies.
- Responsible for implementation of IEP's, and LEP plans.
- Responsible of marketing, staff development and training.
- Conflict resolution between faculty, staff, parents, and students

8/2003-8/2006 Director/Principal

American Eagle Academy

- Responsible for all activities and daily operations of the school
- Responsible to keep budget, marketing, curriculum, Assessments, children transportation
- Responsible to keep Federal, State and Local rules and regulations
- Interview and recruit new teachers
- Work as a trainer for staff development and evaluate teacher performance

7/2002 – 6/2003 Principal

North County Charter School

- Responsible for all activities and daily operations of the school.
- Responsible to keep budget, Title 1 federal funding, fundraising, curriculum, SIP, PTO, SAC and state and federal policies.
- Responsible for implementation of IEP's, and LEP plans.
- Responsible of marketing, staff development and training.
- Conflict resolution between faculty, staff, parents, and students
- Public Speaker to motivate high school students
- Member of the leadership Cadre to evaluate and select principals state wide

8/2001 – 7/2002

Assistant Principal

Ryder Elementary Charter

- Assisted principal in daily operations of the school.
- Responsible for implementation of LEP and ESOL programs.
- Administrative responsibilities for personnel and other duties as needed.
- Assisted in implementation of Accelerated Reader Program.
- Worked as a technology resource and schedule training for teachers.
- Maintained and updated the school's web page.
- Kept personnel files and certifications.
- Provided assistance and direction to improve performance.
- Served as a volunteer coordinator for all school activities.

- Interviewed and recruited new teachers.
- Coordinated school-wide dismissal schedule for all teachers.
- Worked as a trainer for staff development and evaluate teacher performance.
- Worked with the school discipline using the school rules and regulations (referrals/detentions)
- Worked as a science curriculum specialist
- Worked as a Micro-society coordinator

Raul Baez Hernandez
Page 2

8/2000 – 6/2001

Math Teacher
Department Head

Coral Springs Charter School

- Taught Geometry and Algebra classes (9th to 11th grade students)
- Worked with the discipline improvement plan.
- ESOL program coordinator.
- Member of the Leadership Cadre for High Improvement.
- Coordinated and monitored the teachers in the Math Department
- Implemented the chess club for after school program

8/1999 – 6/2000

Science Teacher

Plantation Middle School

- Taught General Science and Advance Communications Skills classes.
- Coordinated the Science Fair 2000 and monitored the Broward County Science Fair.
- Coordinated the “Space Shuttle Program” schoolwide.

8/1998 – 7/1999

Director

Neighborhood Kids Preschool

- Supervised teachers and team members.
- Responsible for staff recruitment and training.
- Responsible for the school operations and budget.
- Implemented summer program and new operational procedures to improve profitability.
- Coordinated the After School Program, programming and scheduling all activities.

1/1996 – 7/1998

Regional Sales Representative Bruske Products

- South Florida regional sales (industrial supply).

3/1995 – 8/1995 Public Assistance Specialist Department of Health and Rehabilitative Services

- Team work which included interviewing, counseling, recruitment, claims-taking, evaluating, investigating possible fraud, and dealing with the public.

3/1991 – 2/1995 District Manager Universal TKD, Inc.

- Expanded sales to include wholesale accounts.
- Implemented training course for new recruits, speeding profitability.
- Editor of the magazine “Patadas Caribeñas”.
- Offered business and customer service seminars.
- Organized and participated on TV show and radio presentation.
- Organized conventions and training
- Business advisor and trainer

EDUCATION AND PROFESSIONAL TRAINING DEGREE

2000 – 2002	Nova Southeastern University	Ft. Lauderdale, FL
	▪ Masters in Science Educational Leadership	
1999 – 2000	Fla. Dept. of Children and Families	Ft. Lauderdale, FL
	▪ Child Care Trainer	
1978 – 1988	University of Puerto Rico	Rio Piedras, Puerto Rico
	▪ BA Science, Minor in Administration	
	▪ Graduated Cum Laude	

SKILLS AND EXPERIENCE

Certified Trainer for the State of Florida (Child Care 40 Hours—Adult Education): Working with Broward County Community College and Piper High School, as needed.

Certified Teacher: Chemistry, ESOL Endorsement

Certified Administrator: Educational Leadership Principal all levels.

Director Credential Advance Level: Florida Child care and Education Program, Fl. Dept. of Children and Families **PRE-SCHOOL Level CDA**

Bilingual: Fluent in English and Spanish (speak, read, and write).

PC Knowledge: Proficient on Microsoft Word, Excel, Power Point, Works, Quicken, Quick Book, Grade Keeper, Internet, Electronic-Mail, Accelerated Reader, Multimedia Presentation, etc.

Grant Reader US Department of Education

Translator: English/Spanish

Honors: Recognized as “Honorary Citizen of the City of Bayamon P.R. (USA)

Attachment 3
Governing Board, Conflict of Interest Statement

**Board Member Conflict of Interest Statement
Advantage Academy of Broward, Inc.**

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt School's (Advantage Academy of Broward, Inc) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Advantage Academy of Broward, Inc (School) or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Schools.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c.** After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
-

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, including removing the Member from the Governing Board.
-

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
-

Article V

Compensation

- a.** No member of the governing board shall receive compensation, directly or indirectly, from the School for services.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
 - b.** Has read and understands the policy,
 - c.** Has agreed to comply with the policy, and
 - d.** Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
-

Article VII

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
 - b.** Whether partnerships, joint ventures, and arrangements conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
-

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 4
Articles of Incorporation, Bylaws

AMENDED ARTICLES OF INCORPORATION
ADVANTAGE ACADEMY OF BROWARD, INC.

The undersigned, a majority of whom are citizens of the United States, desiring to form a corporation not-for-profit under Chapter 617, Florida Statutes, hereby adopts the following Articles of Incorporation.

Article I

Name

The name of this corporation is **ADVANTAGE ACADEMY OF BROWARD, INC., with an initial office at 4300 N. University Drive, Suite C-201; Sunrise, FL 33351.**

Article II

Purposes

The general nature of the objectives and purposes of this corporation shall be:

- a) This corporation is organized and shall be operated exclusively as a corporation not-for-profit and for charitable purposes under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations issued there under, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").

- b) The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of the South Florida Autism Charter School(s), and the education of students.

Article III

Powers

The Corporation shall have the general power to do all lawful acts, as conferred upon corporations' not-for-profit by Section 617.0302, Florida Statutes, including all those things necessary or expedient in the prosecution of the corporation's purposes, which are necessary and desirable to carry out the purposes and responsibilities of the corporation.

Notwithstanding the generality of the foregoing, the powers of the corporation shall be subject to the following limitations and restrictions:

- a) The corporation shall have no power to do any act inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code;
- b) No part of the income, profit or assets of the corporation shall inure to the benefit of, or be distributable to, directly or indirectly, its members, directors, officers, or other private persons: provided however, that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III of these Articles; and
- c) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing of distribution of statements) any political campaign on behalf of any candidate for public office.

Article IV

Officers

- a) The offices of the corporation shall be a Chairman, a Treasurer and a Secretary, and such other officers as may be provided in the Bylaws.

- b) The Officers shall be elected by a majority vote of the Board of Trustees at its first organizational meeting and thereafter at its annual meeting.

Article V

Board of Trustees

- a) All corporate powers shall be exercised under the authority of, and the affairs of this corporation shall be managed under the direction of, the Board of Trustees, except as otherwise provided by law or in these Articles or the Bylaws of the Corporation.
- b) The corporation shall have three (3) trustees initially. The number of Trustees may be increased or decreased from time to time according to the bylaws, but shall never be less than three (3).
- c) Each member of the Board of Trustees shall serve an initial term of one (1) year unless stated differently in the Corporate Bylaws. The Initial trustees of the Corporation are:
 - Chairman – Nathaniel Grash; 1400 E. Newport Center Drive; Deerfield Beach, FL 33442
 - Treasurer – Bassema Iskandarani; 9822 NW 53rd Court; Coral Springs, FL 33076
 - Secretary – Raul Baez; 10046 W. McNab Road; Tamarac, FL 33321
- d) Trustees shall be elected pursuant to the provisions of the Corporation's By-Laws.

Article VI

Initial Registered Office and Agent

The street address of the initial registered office of this corporation is 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, and the name of the initial registered agent of this corporation at that address is Michael G. Strader.

Article VII

Effective Date of Corporation

The Effective Date of this Corporation shall be July 30, 2009.

Article VIII

Incorporator/Subscriber

The name and address of the subscriber to these Articles is:

NAME

Michael G. Strader

ADDRESS

4300 N. University Drive, Suite C-201

Sunrise, Florida 33351

Article IX

Duration

This corporation shall exist perpetually.

Article X

By-Laws

- a) The Board of Trustees, by majority vote, may provide such Bylaws for the conduct of the business of the corporation and the carrying out of its purposes as they may deem necessary from time to time, including, but not limited to, provisions for the quorum and voting requirements for meetings and activities of the Board of Trustees; provided, however, that such Bylaws shall not conflict with any of the provisions of these Articles of Incorporation.
- b) Upon proper notice, the Bylaws may be amended, altered or rescinded by the majority vote of the members of the Board of Trustees who are present at any regular meeting, or any special meeting for this purpose.

Article XI

Amendments

These Articles of Incorporation may be amended, altered, changed or repealed solely by a majority vote of the Board of Trustees.

Article XII

Corporate Liquidation and Dissolution

No person, firm or corporation shall ever receive any dividends or profits from the undertaking of this corporation. In the event of the dissolution of the corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the remaining assets of the corporation, exclusively for the

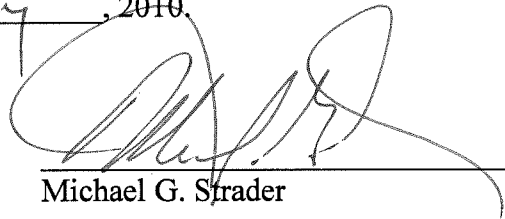
purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of future United States internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the Court having proper jurisdiction in the County in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article XIII

Indemnification

The corporation shall indemnify officers, trustees, employees, and agents to the full extent permitted by the Florida Not-For-Profit Corporation Act, provided, however that no such indemnification shall be permitted if such indemnification would violate the purposes of the corporation as specified in Article II herein or would be inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 30th day of July, 2010.

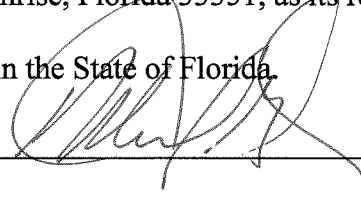


Michael G. Strader

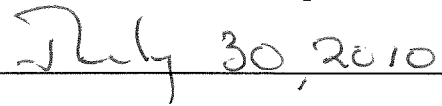
CERTIFICATE DESIGNATING REGISTERED OFFICE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In compliance with Section 48.091, Florida Statutes, the following is submitted:

That Advantage Academy of Palm Beach, Inc., desiring to organize or qualify as a Corporation Not for Profit under the laws of the State of Florida, with its initial registered offices at 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, has named Michael G. Strader located at 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, as its registered agent to accept service of process for the Corporation within the State of Florida.



Michael G. Strader, Incorporator

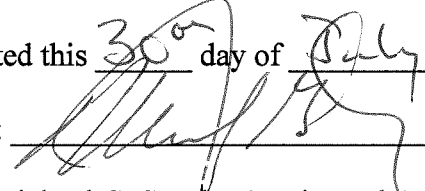


Date

ACKNOWLEDGEMENT

Having been named to accept service of process for the above-stated Corporation, at the place designated in this Certificate, I hereby accept the responsibility to act in this capacity, and agree to comply with the provisions of Florida Statutes relative to keeping open said office and further accept the duties and obligations of Section 617.0503, Florida Statutes.

Dated this 30th day of July, 2010.

By: 

Michael G. Strader, Registered Agent

BYLAWS
OF
Advantage Academy of Broward, Inc.
A Florida Not-for-Profit Corporation

Table of Contents

Article I	Provisions	2
Article II.	Organization	2
Article III.	Membership	3
Article IV.	Board of Trustees	3
Article V.	Officers and Their Duties	4
Article VI.	Committees of the Board of Trustees	6
Article VII.	Indemnification of Directors and Officers	6
Article VIII.	Contracts, Checks, Deposit Books and Records	7
Article IX.	Fiscal Year	7
Article X.	Notice	8
Article XI.	Amendments	8

ARTICLE I
PROVISIONS

Section 1.1. Authority to Adopt. These By-Laws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is ADVANTAGE ACADEMY OF BROWARD, INC.

Section 1.3. Offices. The principal office of this Corporation shall be in Sunrise, Florida. The Corporation may also have offices at such other places as the Board of Trustees of the Corporation may from time to time appoint for the purposes of the Corporation may require.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools.

Section 1.5 Prohibited. No part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6 Corporate Seal. This Corporation shall have a common seal being a circular seal of the following description: ADVANTAGE ACADEMY OF BROWARD, INC. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate.

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all of the remaining 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, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of 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 such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Trustees of this Corporation serving from time to time.

ARTICLE IV
BOARD OF TRUSTEES

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Trustees. The Board shall consist of no less than three (3) and no more than five (5) members and it shall have two (2) classes of members; Class 1 Members shall be appointed by the Board and at least one Class 2 member shall be nominated by a representative body of parents (School Advisory Committee) with children enrolled in the charter school and final appointment shall be made by Class 1 members of the Board.

Section 4.3. Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named. Class 2 members shall be nominated by parents with children enrolled in the school and voted upon by the parents. The members of the Board shall accept the nomination and election of the parents for Class 2 Board members unless the Board's appointment of a Class 1 member selected by such method shall cause a breach of any lawful requirement of the charter school. There shall be no more than one Class 2 member of the Board of Trustees.

Section 4.4. Election of Trustees. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Class 1 Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one year has elapsed. A Trustee may extend the final term by one year, if and only if, to serve a second consecutive year as Board chair. Class 2 trustees shall be eligible to serve two (2) consecutive one (1) year terms, but shall be ineligible for reelection until one year has elapsed. Class 1 trustees shall have staggered terms such that no more than two Class 1 trustees' terms expire in any one fiscal year. Class 2 trustees shall be appointed at such time as the Corporation holds its second annual meeting and therefore there shall be no Class 2 trustee elected during the first full year of the Corporation's existence.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. A Trustee so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Trustees. A Trustee of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. Compensation of Trustees. Trustees will not receive compensation for services rendered in their capacities as Trustees. However, nothing herein contained shall be construed to preclude any Trustee from receiving reimbursement from the Corporation for reasonable expenses incurred for travel, lodging or meals in the performance of the Trustees' duties or responsibilities as a member of the Board of Trustees.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held on August 1 of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Trustees and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. Written notice of special meetings shall be given to each Trustee not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Trustees equal to two (2) persons in the case of a three member Board or three (3) persons in the case of a seven member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.1.12. Duties of the Board of Trustees

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its members, board of trustees, and committees having any of the authority of the Board of Trustees.
- d. Submission of the annual report to the Department of State
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.

- i. Insure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j. Consider and act on any matter presented by a Trustee.
- k. Comply with all State and Federal laws, rules and regulations governing service as a Member of the Charter School Governing Board of Trustees.
- l. Comply with prohibitions of Conflict of Interest.
- m. Evaluate School Leader (Principal) Annual Performance.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, Vice Chairman, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Principal/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.4 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All Trustees shall hold office until others are chosen and qualified in their stead.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board as set forth in Section 4.4 hereinabove.

Section 5.5. Chairman. The Chairman shall preside at all meetings of the Trustees and shall by virtue of the office, is a member of all committees.

Section 5.6. Vice-Chairman. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Trustee. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is

presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Principal/Director. The Principal/Director shall be nominated by the Trustees and be elected by the Trustees. The Principal/Director shall serve as an ex-officio member without vote on the Board of Trustees, and all committees appointed by the Trustees and shall have direction and management of the business and affairs of the Corporation. With the advice and consent of the Board of Trustees, the Principal/Director shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees. The Principal/Director shall have the authority and power to purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization with the exception of real property. The Principal/Director shall be responsible to the Board of Trustees and report to them at regular intervals. If the Principal/Director's position is unfilled for any reason then the Chairman shall act in the place of the Principal/Director until the Board shall nominate and appoint a Principal/Director.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF TRUSTEES AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Trustee, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Trustee, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII **CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS**

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by

such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX **FISCAL YEAR**

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTICLE X **NOTICE**

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Trustee or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE XI **AMENDMENTS**

Section 13.1. By Trustees. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.

Attachment 5

Miramar Charter High School – Budget Documents

**MIRAMAR CHARTER HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2012 - 16**

	<u>Start-Up</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>
ENROLLMENT	-	450	675	775	875	900
FUND BALANCE, BEGINNING	<u>-</u>	<u>53,898</u>	<u>122,182</u>	<u>479,986</u>	<u>1,024,670</u>	<u>2,223,824</u>
REVENUES						
FEFP	-	2,656,749	4,024,975	4,667,480	5,322,433	5,529,247
State Fiscal Stabilization	-	(146,439)	(221,855)	(257,270)	(293,370)	(304,770)
Capital Outlay	-	-	-	-	437,500	450,000
Food Service Revenue	-	46,040	69,061	79,292	89,523	92,081
Transportation	-	34,650	52,495	70,693	71,400	72,114
TOTAL REVENUES	<u>100,000</u>	<u>2,591,000</u>	<u>3,924,675</u>	<u>4,560,195</u>	<u>5,627,485</u>	<u>5,838,672</u>
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	702,000	1,063,530	1,233,301	1,406,361	1,461,008
Specialty Teachers	-	78,000	78,780	118,842	120,030	121,230
Paraprofessionals	-	12,512	12,637	12,763	12,891	13,020
Total Instruction Salaries	<u>-</u>	<u>792,512</u>	<u>1,154,947</u>	<u>1,364,906</u>	<u>1,539,282</u>	<u>1,595,258</u>
Retirement	-	11,888	17,324	20,474	23,089	23,929
Payroll Taxes	-	64,596	94,023	111,030	125,126	129,597
Health Insurance	-	31,248	45,086	53,127	59,790	61,937
Workers Compensation	-	7,925	11,549	13,649	15,393	15,953
Total Instruction Benefits	<u>-</u>	<u>115,657</u>	<u>167,984</u>	<u>198,280</u>	<u>223,399</u>	<u>231,415</u>
Contracted Services	-	15,750	23,861	27,670	31,553	32,779
Travel	-	1,000	1,000	1,000	1,000	1,000
Supplies	-	21,150	32,042	37,157	42,371	44,018
Textbooks	-	29,220	90,577	67,665	70,368	26,340
AV Materials	-	8,100	12,272	14,230	16,227	16,858
Furniture and Equipment	-	23,506	72,864	54,433	56,607	21,189
Software	-	10,000	5,555	4,029	3,812	2,497
Substitutes	-	14,400	21,816	25,298	28,848	29,969
Total Instruction Other	<u>-</u>	<u>123,126</u>	<u>259,988</u>	<u>231,483</u>	<u>250,786</u>	<u>174,651</u>
Total Instruction	<u>-</u>	<u>1,031,295</u>	<u>1,582,919</u>	<u>1,794,669</u>	<u>2,013,467</u>	<u>2,001,325</u>
PUPIL PERSONNEL SERVICES						
Guidance Counselor	-	-	37,370	37,744	38,121	38,502
Support	-	30,000	30,300	30,603	30,909	31,218
Total Pupil Personnel Salaries	<u>-</u>	<u>30,000</u>	<u>67,670</u>	<u>68,347</u>	<u>69,030</u>	<u>69,720</u>
Retirement	-	450	1,015	1,025	1,035	1,046
Payroll Taxes	-	2,484	5,555	5,607	5,659	5,712
Health Insurance	-	1,488	3,006	3,036	3,066	3,097
Workers Compensation	-	300	677	683	690	697
Total Pupil Personnel Benefits	<u>-</u>	<u>4,722</u>	<u>10,252</u>	<u>10,351</u>	<u>10,451</u>	<u>10,551</u>
Supplies	-	4,500	6,818	7,906	9,015	9,365
Total Pupil Personnel Other	<u>-</u>	<u>4,500</u>	<u>6,818</u>	<u>7,906</u>	<u>9,015</u>	<u>9,365</u>
Total Pupil Personnel Services	<u>-</u>	<u>39,222</u>	<u>84,740</u>	<u>86,603</u>	<u>88,496</u>	<u>89,637</u>
INSTRUCTIONAL MEDIA SERVICES						
Library Books and Online Services	-	10,000	1,010	1,020	1,030	1,041
Total Instructional Media Other	<u>-</u>	<u>10,000</u>	<u>1,010</u>	<u>1,020</u>	<u>1,030</u>	<u>1,041</u>
Total Instructional Media Services	<u>-</u>	<u>10,000</u>	<u>1,010</u>	<u>1,020</u>	<u>1,030</u>	<u>1,041</u>
STAFF TRAINING						
Contracted Services	-	900	1,364	1,581	1,803	1,873

**MIRAMAR CHARTER HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2012 - 16**

	<u>Start-Up</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>
BOARD						
Legal Fees	-	9,500	9,500	9,500	9,500	9,500
Contracted Services - Oversight	-	97,623	149,308	173,563	198,289	206,077
Contracted Services - Audit	-	10,000	10,100	10,201	10,303	10,406
Travel	-	3,500	3,535	3,570	3,606	3,642
Insurance	-	5,000	5,000	5,000	5,000	5,000
Licenses & Fees	-	2,500	2,525	2,550	2,576	2,602
District Fee	-	69,731	70,428	71,132	71,844	72,562
Contingency	-	25,870	13,675	6,418	6,542	2,061
Total Board	4,500	223,724	264,071	281,935	307,660	311,849
SCHOOL ADMINISTRATION						
Principal	14,167	85,000	85,850	86,709	87,576	88,451
Asst Principal	-	-	55,045	55,595	56,151	56,713
Dean	-	48,000	48,480	48,965	49,454	49,949
Admin Support	-	59,500	87,870	88,749	89,636	90,533
Total Administration Salaries	14,167	192,500	277,245	280,017	282,818	285,646
Retirement	213	2,888	4,159	4,200	4,242	4,285
Payroll Taxes	1,466	15,482	22,343	22,555	22,770	22,986
Health Insurance	248	5,952	9,017	9,107	9,199	9,291
Workers Compensation	142	1,925	2,772	2,800	2,828	2,856
Total Administration Benefits	2,068	26,247	38,292	38,663	39,039	39,418
Travel	-	3,500	3,535	3,570	3,606	3,642
Equipment Rental	-	7,800	7,878	7,957	8,036	8,117
Postage	-	6,000	6,060	6,121	6,182	6,244
Advertising	25,000	4,500	2,000	2,020	2,040	2,061
Supplies	-	11,400	11,514	11,629	11,745	11,863
Equipment	-	9,750	4,520	816	-	-
Software	-	1,000	606	153	155	156
Total Administration Other	25,000	43,950	36,113	32,266	31,764	32,082
Total School Administration	41,235	262,697	351,649	350,947	353,621	357,145
FACILITIES ACQUISITION						
Rents	-	443,025	671,183	778,324	887,540	922,027
FFE	-	63,875	6,451	6,516	6,581	6,647
Total Facilities Acquisition	-	506,900	677,634	784,839	894,121	928,674
FISCAL						
Contracted Services - Finance	-	67,116	102,649	119,325	136,324	141,678
Contracted Services - HR	367	27,865	40,752	46,293	50,915	52,474
Total Fiscal Other	367	94,981	143,401	165,618	187,238	194,152
Total Fiscal	367	94,981	143,401	165,618	187,238	194,152
FOOD SERVICE						
Food Service Workers	-	24,888	37,705	38,082	38,463	38,848
Total Food Service Salaries	-	24,888	37,705	38,082	38,463	38,848
Retirement	-	373	566	571	577	583
Payroll Taxes	-	2,282	3,451	3,480	3,509	3,539
Health Insurance	-	2,976	4,509	4,554	4,599	4,645
Workers Compensation	-	249	377	381	385	388
Total Food Service Benefits	-	5,880	8,903	8,986	9,070	9,155
Contracted Services	-	49,500	70,448	80,333	90,409	93,654
TRANSPORTATION						
Contracted Services	-	72,000	109,080	146,894	148,363	149,847

**MIRAMAR CHARTER HIGH SCHOOL
OPERATING BUDGET
FISCAL YEARS 2012 - 16**

	<u>Start-Up</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>
PLANT OPERATIONS						
Custodial	-	19,760	19,958	20,157	20,359	20,562
Security	-	17,248	17,420	17,595	17,771	17,948
Total Plant Operations Salaries	-	37,008	37,378	37,752	38,129	38,511
Retirement	-	555	561	566	572	578
Payroll Taxes	-	3,209	3,237	3,266	3,295	3,324
Health Insurance	-	2,976	3,006	3,036	3,066	3,097
Workers Compensation	-	370	374	378	381	385
Total Plant Operations Benefits	-	7,110	7,178	7,246	7,314	7,384
Contracted Services	-	44,970	61,918	69,943	78,123	80,792
Insurance	-	35,000	35,000	37,500	37,500	37,500
Telephone	-	5,940	5,999	6,059	6,120	6,181
Utilities	-	39,792	59,906	69,509	79,143	82,191
Supplies	-	8,910	13,499	15,653	17,850	18,544
Equipment	-	10,000	1,010	1,020	1,030	1,041
Total Plant Operations Other	-	144,612	177,332	199,685	219,765	226,249
Total Plant Operations	-	188,730	221,888	244,682	265,209	272,143
PLANT MAINTENANCE						
Contracted Services	-	6,000	6,060	6,121	6,182	6,244
Total Plant Maintenance	-	6,000	6,060	6,121	6,182	6,244
DEBT SERVICE						
Principal & Interest	-	6,000	6,000	23,199	23,199	23,199
Total Debt Service	-	6,000	6,000	23,199	23,199	23,199
TOTAL EXPENDITURES	46,102	2,522,717	3,566,871	4,015,511	4,428,332	4,478,787
EXCESS REVENUES OVER EXPENDITURES	53,898	68,283	357,804	544,684	1,199,153	1,359,885
FUND BALANCE, ENDING	53,898	122,182	479,986	1,024,670	2,223,824	3,583,709

**MIRAMAR CHARTER HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect a 1% increase per year.
Capital Outlay	\$500 / student, with eligibility commencing in 4th year.
Food Service Revenue	65% full price, 20% reduced, 15% free / 20% participation
Transportation	\$385 / eligible student
EXPENDITURES	
INSTRUCTION	
Classroom Teachers	Based on student / teacher ratio in compliance with CSR. FY12: 18 @ \$39,000; FY13: 27 @ \$39,390; FY14: 31 @ \$39,784; FY15: 35 @ \$40,182; FY16: 36 @ \$40,584.
Specialty Teachers	Per Staffing Schedule: FY12 - FY13: 2; FY14 - FY16: 3
Paraprofessionals	Copy Clerk
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$186 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Contracted Services	\$500 / ESE student: FY12: 31.5 @ \$500; FY13: 47.25 @ \$505; FY14: 54.25 @ \$510; FY15: 61.25 @ \$515; FY16: 63.00 @ \$520 (Difference due to rounding)
Travel	Estimated amount
Supplies	\$40 / student + \$175 / homeroom teacher: FY12: 450 @ \$40 + 18 @ \$175; FY13: 675 @ \$40 + 27 @ \$177; FY14: 775 @ \$41 + 31 @ \$179; FY15: 875 @ \$41 + 35 @ \$180; FY16: 900 @ \$42 + 36 @ \$182 (Difference due to rounding)
Textbooks	\$225 / new student and \$22.50 per returning student, with initial order financed for 4 years: FY12: 450 @ \$225, payments of \$29,220; FY13: 225 @ \$227 + 450 @ \$23 + \$29,220; FY14: 100 @ \$230 + 675 @ \$23 + \$29,220; FY15: 100 @ \$232 + 775 @ \$23 + \$29,220; FY16: 25 @ \$234 + 875 @ \$23 (Difference due to rounding)
AV Materials	\$450 / homeroom teacher: FY12: 18 @ \$450; FY13: 27 @ \$455; FY14: 31 @ \$459; FY15: 35 @ \$464; FY16: 36 @ \$468 (Difference due to rounding)
Furniture and Equipment	\$4525 / new homeroom teacher and \$452.50 per returning homeroom teacher, with initial order financed for 4 years: FY12: 18 @ \$4525, payments of \$23,506; FY13: 9 @ \$4570 + 18 @ \$457 + \$23,506; FY14: 4 @ \$4616 + 27 @ \$462 + \$23,506; FY15: 4 @ \$4662 + 31 @ \$466 + \$23,506; FY16: 1 @ \$4709 + 35 @ \$471 (Difference due to rounding)
Software	\$500 / new teacher and \$50 per returning teacher: FY12: 20 @ \$500; FY13: 9 @ \$505 + 20 @ \$51; FY14: 5 @ \$510 + 29 @ \$51; FY15: 4 @ \$515 + 34 @ \$52; FY16: 1 @ \$520 + 38 @ \$52 (Difference due to rounding)
Substitutes	\$100 / 8 days / homeroom teacher: FY12: 18 @ \$800; FY13: 27 @ \$808; FY14: 31 @ \$816; FY15: 35 @ \$824; FY16: 36 @ \$832
PUPIL PERSONNEL SERVICES	
Guidance Counselor	Guidance Counselor added in FY13
Support	Registrar @ \$30,000
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$186 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Supplies	\$10 / student: FY12: 450 @ \$10; FY13: 675 @ \$10; FY14: 775 @ \$11; FY15: 875 @ \$11; FY16: 900 @ \$11 (Difference due to rounding)
INSTRUCTIONAL MEDIA SERVICES	
Library Books	Estimated amount
STAFF TRAINING	
Contracted Services	\$50 / homeroom teacher

**MIRAMAR CHARTER HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

BOARD	
Legal Fees	Estimated amount
Contracted Services - Oversight	4% of net FEFP
Contracted Services - Audit	Estimated amount
Travel	Estimated amount
Insurance	Estimated amount
Licenses & Fees	
District Fee	5% of FEFP on 250 students
Contingency	1% of net FEFP
SCHOOL ADMINISTRATION	
Principal	Principal @ \$85,000
Asst Principal	Asst Principal added in FY13
Dean	Dean @ \$48,000
Admin Support	1 Adm Asst, 1 Receptionist. FY12: 1 @ \$32,000 + 1 @ \$27,500; FY13: 1 @ \$32,320 + 2 @ \$27,775; FY14: 1 @ \$32,643 + 2 @ \$28,053; FY15: 1 @ \$32,970 + 2 @ \$28,333; FY16: 1 @ \$33,299 + 2 @ \$28,617
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$186 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Travel	Estimated amount
Equipment Rental	FY12: \$650 / month; FY13: \$657 / month; FY14: \$663 / month; FY15: \$670 / month; FY16 \$676 / month (Difference due to rounding)
Postage	FY12: \$500 / month; FY13: \$505 / month; FY14: \$510 / month; FY15: \$515 / month; FY16 \$520 / month (Difference due to rounding)
Advertising	Estimated amount
Supplies	FY12: \$950 / month; FY13: \$960 / month; FY14: \$969 / month; FY15: \$979 / month; FY16 \$989 / month (Difference due to rounding)
Equipment	\$2075 / new admin and \$800 / new non-instructional employee: FY12: 2 @ \$2075 + 7 @ \$800; FY13: 1 @ \$2096 + 3 @ \$808; FY14: 0 @ \$2117 + 1 @ \$816; FY15: 0 @ \$2138 + 0 @ \$824; FY16: 0 @ \$2159 + 0 @ \$832 (Difference due to rounding)
Software	\$250 / new admin employee and \$25 per returning admin employee: FY12: 4 @ \$250; FY13: 2 @ \$253 + 2 @ \$25; FY14: 0 @ \$255 + 6 @ \$26; FY15: 0 @ \$257 + 6 @ \$26; FY16: 0 @ \$260 + 6 @ \$26 (Difference due to rounding)
FACILITIES ACQUISITION	
Rents	Estimated amount
FFE	Estimated amount
FISCAL	
Contracted Services - Finance	2.75% of net FEFP
Contracted Services - HR	2.25% of net FEFP
FOOD SERVICE	
Food Service Workers	2 Lunchroom Aides @ \$12,444 (\$8.50 @ 8 hours @ 183 days); FY12: 2 @ \$12,444; FY13: 3 @ \$12,568; FY14: 3 @ \$12,694; FY15: 3 @ \$12,821; FY16: 3 @ \$12,949 (Difference due to rounding)
Retirement	1.5% of gross salaries
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$186 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Contracted Services	\$2.50 / student / day / 20% participation (450 @ \$2.50 @ 20% @ 180 days) + \$50 / day for serving (180 @ \$50)
TRANSPORTATION	
Contracted Services	\$200 / day / bus / 25% transported: FY12: 2 @ \$200 @ 180; FY13: 3 @ \$202 @ 180; FY14: 4 @ \$204 @ 180; FY15: 4 @ \$206 @ 180; FY16: 4 @ \$208 @ 180 (Difference due to rounding)

**MIRAMAR CHARTER HIGH SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

PLANT OPERATIONS	
Custodial	1 Day Porter @ \$19,760.
Security	1 Security @ \$17,248.
Retirement	1.5%
Payroll Taxes	FICA: 7.65% - SUTA 2.7%
Health Insurance	\$186 per month per employee / 67% participation
Workers Compensation	1 %
Contracted Services	.\$0.55 / square foot / month for custodial services + \$1025 / month for pest control, lawn care, etc.
Insurance	Estimated amount
Telephone	FY12: \$495 / month; FY13: \$500 / month; FY14: \$505 / month; FY15: \$510 / month; FY16 \$515 / month (Difference due to rounding)
Utilities	.\$0.75 / square foot / month for electric, etc + \$750 / year for trash
Supplies	.\$0.03 / square foot / month
Equipment	Estimated amount
PLANT MAINTENANCE	
Contracted Services	FY12: \$500 / month; FY13: \$505 / month; FY14: \$510 / month; FY15: \$515 / month; FY16 \$520 / month (Difference due to rounding)
DEBT SERVICE	
Principal & Interest	FY12 - FY13: Interest only. FY14 - FY16: Amortized over 5 years @ 6%.

**MIRAMAR CHARTER HIGH SCHOOL
PROJECTED CASH FLOWS
STARTUP**

	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	<u>-</u>	<u>4,199</u>
REVENUES		
Start Up Funding	25,000	75,000
TOTAL REVENUES	<u>25,000</u>	<u>75,000</u>
EXPENDITURES		
BOARD		
Contracted Svcs - Dev, Ap Fee	-	4,500
Total Board	<u>-</u>	<u>4,500</u>
SCHOOL ADMINISTRATION		
Principal	7,083	7,083
Total Administration Salaries	<u>7,083</u>	<u>7,083</u>
Retirement	106	106
Payroll Taxes	733	733
Health Insurance	124	124
Workers Compensation	71	71
Total Administration Benefits	<u>1,034</u>	<u>1,034</u>
Advertising	12,500	12,500
Total Administration Other	<u>12,500</u>	<u>12,500</u>
Total School Administration	<u>20,618</u>	<u>20,618</u>
FISCAL		
Contracted Services - HR	183	183
Total Fiscal Other	<u>183</u>	<u>183</u>
Total Fiscal	<u>183</u>	<u>183</u>
TOTAL EXPENDITURES	<u>20,801</u>	<u>25,301</u>
EXCESS REVENUES OVER EXP	<u>4,199</u>	<u>49,699</u>
CASH, ENDING	<u>4,199</u>	<u>53,898</u>

MIRAMAR CHARTER HIGH SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2012

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Travel	292	292	292	292	292	292	292	292	292	292	292	292	292	-	-
Equipment Rental	650	650	650	650	650	650	650	650	650	650	650	650	650	-	-
Postage	500	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Advertising	2,250	450	450	450	450	450	-	-	-	-	-	-	-	-	-
Supplies	5,700	1,140	1,140	1,140	1,140	1,140	-	-	-	-	-	-	-	-	-
Equipment	3,247	1,301	1,301	1,301	1,301	1,301	-	-	-	-	-	-	-	-	-
Software	333	133	133	133	133	133	-	-	-	-	-	-	-	-	-
Total Administration Other	12,971	4,466	4,466	4,466	4,466	4,466	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-	-
Total School Administration	31,570	22,954	22,632	22,632	22,632	22,632	19,608	19,608	19,608	19,608	19,608	19,608	19,608	-	-
FACILITIES ACQUISITION															
Rents	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	36,919	-	-
FFE	21,270	8,521	8,521	8,521	8,521	8,521	-	-	-	-	-	-	-	-	-
Total Facilities Acquisition	58,189	45,440	45,440	45,440	45,440	45,440	36,919	36,919	36,919	36,919	36,919	36,919	36,919	-	-
FISCAL															
Contracted Services - Finance	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	5,593	-	-
Contracted Services - HR	495	1,423	2,351	2,351	2,351	2,351	2,351	2,351	2,351	2,351	2,351	2,264	1,682	841	
Total Fiscal Other	6,088	7,016	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,857	1,682	841	
Total Fiscal	6,088	7,016	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,857	1,682	841	
FOOD SERVICE															
Food Service Workers	-	1,244	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	1,244	-	-	
Total Food Service Salaries	-	1,244	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	1,244	-	-	
Retirement	-	19	37	37	37	37	37	37	37	37	37	19	-	-	
Payroll Taxes	-	129	258	258	258	258	258	199	190	190	190	95	-	-	
Health Insurance	-	248	248	248	248	248	248	248	248	248	248	248	248	-	
Workers Compensation	-	12	25	25	25	25	25	25	25	25	25	12	-	-	
Total Food Service Benefits	-	408	568	568	568	568	568	509	501	501	501	374	248	-	
Contracted Services	-	2,475	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	2,475	-	-	
Total Food Service Other	-	2,475	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	2,475	-	-	
Total Food Service	-	4,127	8,007	8,007	8,007	8,007	8,007	7,948	7,939	7,939	7,939	4,094	248	-	
TRANSPORTATION															
Contracted Services	-	3,600	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	3,600	-	-	
PLANT OPERATIONS															
Custodial	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	-	-
Security	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	-	-
Total Plant Operations Salaries	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	3,084	-	-
Retirement	46	46	46	46	46	46	46	46	46	46	46	46	46	-	-
Payroll Taxes	319	319	319	319	281	236	236	236	236	236	236	236	236	-	-
Health Insurance	248	248	248	248	248	248	248	248	248	248	248	248	248	-	-
Workers Compensation	31	31	31	31	31	31	31	31	31	31	31	31	31	-	-
Total Plant Operations Benefits	644	644	644	644	606	561	561	561	561	561	561	561	561	-	-
Contracted Services	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	3,748	-	-
Insurance	8,750	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	-	-	-	
Telephone	495	495	495	495	495	495	495	495	495	495	495	495	495	-	-
Utilities	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	3,316	-	-
Supplies	4,455	891	891	891	891	891	-	-	-	-	-	-	-	-	
Equipment	3,330	1,334	1,334	1,334	1,334	1,334	-	-	-	-	-	-	-	-	
Total Plant Operations Other	24,094	12,700	12,700	12,700	12,700	12,700	10,475	10,475	10,475	10,475	7,559	7,559	-	-	
Total Plant Operations	27,822	16,428	16,428	16,428	16,390	16,345	14,120	14,120	14,120	14,120	11,204	11,204	-	-	
PLANT MAINTENANCE															
Contracted Services	500	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Total Plant Maintenance	500	500	500	500	500	500	500	500	500	500	500	500	500	-	-
DEBT SERVICE															
Principal & Interest	500	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Total Debt Service	500	500	500	500	500	500	500	500	500	500	500	500	500	-	-
TOTAL EXPENDITURES	181,928	174,893	223,560	224,294	219,277	219,682	195,761	195,702	195,693	195,693	192,360	180,978	76,255	46,640	
EXCESS REVENUES OVER EXP	30,152	39,489	(6,876)	(7,610)	(2,593)	(2,998)	20,923	20,982	20,991	20,991	24,324	33,404	(76,255)	(46,640)	
CASH, ENDING	84,051	123,540	116,663	109,054	106,461	103,462	124,386	145,368	166,359	187,349	211,673	245,077	168,822	122,182	

MIRAMAR CHARTER HIGH SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2013

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Travel	295	295	295	295	295	295	295	295	295	295	295	295	295	-
Equipment Rental	657	657	657	657	657	657	657	657	657	657	657	657	-	
Postage	505	505	505	505	505	505	505	505	505	505	505	505	-	
Advertising	1,000	200	200	200	200	200	-	-	-	-	-	-	-	
Supplies	5,757	1,151	1,151	1,151	1,151	1,151	-	-	-	-	-	-	-	
Equipment	1,505	603	603	603	603	603	-	-	-	-	-	-	-	
Software	202	81	81	81	81	81	-	-	-	-	-	-	-	
Total Administration Other	9,920	3,491	3,491	3,491	3,491	3,491	1,456	1,456	1,456	1,456	1,456	1,456	-	
Total School Administration	36,744	30,202	29,691	29,691	29,691	29,691	27,656	27,656	27,656	27,656	27,656	27,656	-	
FACILITIES ACQUISITION														
Rents	55,932	55,932	55,932	55,932	55,932	55,932	55,932	55,932	55,932	55,932	55,932	55,932	-	
FFE	2,148	861	861	861	861	861	-	-	-	-	-	-	-	
Total Facilities Acquisition	58,080	56,793	56,793	56,793	56,793	56,793	55,932	55,932	55,932	55,932	55,932	55,932	-	
FISCAL														
Contracted Services - Finance	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	8,554	-	
Contracted Services - HR	678	2,055	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,326	2,544	
Total Fiscal Other	9,232	10,609	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,881	2,544	
Total Fiscal	9,232	10,609	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,985	11,881	2,544	
FOOD SERVICE														
Food Service Workers	-	1,885	3,771	3,771	3,771	3,771	3,771	3,771	3,771	3,771	3,771	1,885	-	
Total Food Service Salaries	-	1,885	3,771	3,771	3,771	3,771	3,771	3,771	3,771	3,771	3,771	1,885	-	
Retirement	-	28	57	57	57	57	57	57	57	57	57	28	-	
Payroll Taxes	-	195	390	390	390	390	390	296	288	288	288	144	-	
Health Insurance	-	376	376	376	376	376	376	376	376	376	376	376	376	
Workers Compensation	-	19	38	38	38	38	38	38	38	38	38	19	-	
Total Food Service Benefits	-	618	860	860	860	860	860	766	758	758	758	567	376	
Contracted Services	-	3,522	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	3,522	-	
Total Food Service Other	-	3,522	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	3,522	-	
Total Food Service	-	6,026	11,676	11,676	11,676	11,676	11,676	11,581	11,574	11,574	11,574	5,975	376	
TRANSPORTATION														
Contracted Services	-	5,454	10,908	10,908	10,908	10,908	10,908	10,908	10,908	10,908	10,908	5,454	-	
PLANT OPERATIONS														
Custodial	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	-	
Security	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	-	
Total Plant Operations Salaries	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	-	
Retirement	47	47	47	47	47	47	47	47	47	47	47	47	-	
Payroll Taxes	322	322	322	322	280	238	238	238	238	238	238	238	-	
Health Insurance	250	250	250	250	250	250	250	250	250	250	250	250	-	
Workers Compensation	31	31	31	31	31	31	31	31	31	31	31	31	-	
Total Plant Operations Benefits	651	651	651	651	608	567	567	567	567	567	567	567	-	
Contracted Services	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	-	
Insurance	8,750	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	-	-	
Telephone	500	500	500	500	500	500	500	500	500	500	500	500	-	
Utilities	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	-	
Supplies	6,749	1,350	1,350	1,350	1,350	1,350	-	-	-	-	-	-	-	
Equipment	336	135	135	135	135	135	-	-	-	-	-	-	-	
Total Plant Operations Other	26,488	15,053	15,053	15,053	15,053	15,053	13,569	13,569	13,569	13,569	10,652	10,652	-	
Total Plant Operations	30,253	18,819	18,819	18,819	18,776	18,735	17,250	17,250	17,250	17,250	14,333	14,333	-	
PLANT MAINTENANCE														
Contracted Services	505	505	505	505	505	505	505	505	505	505	505	505	-	
Total Plant Maintenance	505	505	505	505	505	505	505	505	505	505	505	505	-	
DEBT SERVICE														
Principal & Interest	500	500	500	500	500	500	500	500	500	500	500	500	-	
Total Debt Service	500	500	500	500	500	500	500	500	500	500	500	500	-	
TOTAL EXPENDITURES	234,352	241,490	313,636	314,021	308,448	309,088	281,347	281,253	281,246	281,246	277,912	262,106	115,212	
EXCESS REVENUES OVER EXP	86,949	83,264	14,571	14,186	19,759	19,119	46,860	46,955	46,962	46,962	50,295	62,648	(115,212)	
CASH, ENDING	209,131	292,395	306,967	321,153	340,912	360,031	406,891	453,846	500,807	547,769	598,064	660,712	545,500	

MIRAMAR CHARTER HIGH SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2014

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Travel	298	298	298	298	298	298	298	298	298	298	298	298	-	-
Equipment Rental	663	663	663	663	663	663	663	663	663	663	663	663	-	-
Postage	510	510	510	510	510	510	510	510	510	510	510	510	-	-
Advertising	1,010	202	202	202	202	202	-	-	-	-	-	-	-	-
Supplies	5,815	1,163	1,163	1,163	1,163	1,163	-	-	-	-	-	-	-	-
Equipment	272	109	109	109	109	109	-	-	-	-	-	-	-	-
Software	51	20	20	20	20	20	-	-	-	-	-	-	-	-
Total Administration Other	8,618	2,965	2,965	2,965	2,965	2,965	1,471	1,471	1,471	1,471	1,471	1,471	-	-
Total School Administration	35,710	29,931	29,427	29,427	29,427	29,427	27,933	27,933	27,933	27,933	27,933	27,933	-	-
FACILITIES ACQUISITION														
Rents	64,860	64,860	64,860	64,860	64,860	64,860	64,860	64,860	64,860	64,860	64,860	64,860	-	-
FFE	2,170	869	869	869	869	869	-	-	-	-	-	-	-	-
Total Facilities Acquisition	67,030	65,730	65,730	65,730	65,730	65,730	64,860	64,860	64,860	64,860	64,860	64,860	-	-
FISCAL														
Contracted Services - Finance	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	-	-
Contracted Services - HR	685	2,289	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,788	2,997	1,498
Total Fiscal Other	10,629	12,233	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,731	2,997	1,498
Total Fiscal	10,629	12,233	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,837	13,731	2,997	1,498
FOOD SERVICE														
Food Service Workers	-	1,904	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	1,904	-	-
Total Food Service Salaries	-	1,904	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	1,904	-	-
Retirement	-	29	57	57	57	57	57	57	57	57	57	29	-	-
Payroll Taxes	-	197	394	394	394	394	394	293	291	291	291	146	-	-
Health Insurance	-	379	379	379	379	379	379	379	379	379	379	379	379	-
Workers Compensation	-	19	38	38	38	38	38	38	38	38	38	19	-	-
Total Food Service Benefits	-	624	869	869	869	869	869	767	766	766	766	573	379	-
Contracted Services	-	4,017	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	4,017	-	-
Total Food Service Other	-	4,017	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	4,017	-	-
Total Food Service	-	6,545	12,710	12,710	12,710	12,710	12,710	12,609	12,608	12,608	12,608	6,484	379	-
TRANSPORTATION														
Contracted Services	-	7,345	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	7,345	-	-
PLANT OPERATIONS														
Custodial	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	-	-
Security	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	-	-
Total Plant Operations Salaries	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	-	-
Retirement	47	47	47	47	47	47	47	47	47	47	47	47	-	-
Payroll Taxes	326	326	326	326	279	241	241	241	241	241	241	241	-	-
Health Insurance	253	253	253	253	253	253	253	253	253	253	253	253	-	-
Workers Compensation	31	31	31	31	31	31	31	31	31	31	31	31	-	-
Total Plant Operations Benefits	657	657	657	657	611	572	572	572	572	572	572	572	-	-
Contracted Services	5,829	5,829	5,829	5,829	5,829	5,829	5,829	5,829	5,829	5,829	5,829	5,829	-	-
Insurance	9,375	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-	-	-	-
Telephone	505	505	505	505	505	505	505	505	505	505	505	505	-	-
Utilities	5,792	5,792	5,792	5,792	5,792	5,792	5,792	5,792	5,792	5,792	5,792	5,792	-	-
Supplies	7,827	1,565	1,565	1,565	1,565	1,565	-	-	-	-	-	-	-	-
Equipment	340	136	136	136	136	136	-	-	-	-	-	-	-	-
Total Plant Operations Other	29,667	16,952	16,952	16,952	16,952	16,952	15,251	15,251	15,251	15,251	12,126	12,126	-	-
Total Plant Operations	33,471	20,756	20,756	20,756	20,709	20,671	18,969	18,969	18,969	18,969	15,844	15,844	-	-
PLANT MAINTENANCE														
Contracted Services	510	510	510	510	510	510	510	510	510	510	510	510	-	-
Total Plant Maintenance	510	510	510	510	510	510	510	510	510	510	510	510	-	-
DEBT SERVICE														
Principal & Interest	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
Total Debt Service	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
TOTAL EXPENDITURES	238,365	264,766	349,826	349,983	344,159	344,912	323,095	322,994	322,992	322,992	319,450	300,850	135,637	75,489
EXCESS REVENUES OVER EXP	135,043	112,607	31,512	31,355	37,178	36,426	58,243	58,344	58,346	58,346	61,887	76,524	(135,637)	(75,489)
CASH, ENDING	615,029	727,636	769,148	790,503	827,681	864,107	922,350	980,694	1,039,040	1,097,386	1,159,273	1,235,797	1,100,160	1,024,670

MIRAMAR CHARTER HIGH SCHOOL
PROJECTED CASH FLOWS
FISCAL YEAR 2015

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
Travel	301	301	301	301	301	301	301	301	301	301	301	301	-	-
Equipment Rental	670	670	670	670	670	670	670	670	670	670	670	670	-	-
Postage	515	515	515	515	515	515	515	515	515	515	515	515	-	-
Advertising	1,020	204	204	204	204	204	-	-	-	-	-	-	-	-
Supplies	5,873	1,175	1,175	1,175	1,175	1,175	-	-	-	-	-	-	-	-
Software	51	21	21	21	21	21	-	-	-	-	-	-	-	-
Total Administration Other	8,430	2,885	2,885	2,885	2,885	2,885	1,485	1,485	1,485	1,485	1,485	1,485	-	-
Total School Administration	35,793	30,109	29,611	29,611	29,611	29,611	28,212	28,212	28,212	28,212	28,212	28,212	-	-
FACILITIES ACQUISITION														
Rents	73,962	73,962	73,962	73,962	73,962	73,962	73,962	73,962	73,962	73,962	73,962	73,962	-	-
FFE	2,191	878	878	878	878	878	-	-	-	-	-	-	-	-
Total Facilities Acquisition	76,153	74,840	74,840	74,840	74,840	74,840	73,962	73,962	73,962	73,962	73,962	73,962	-	-
FISCAL														
Contracted Services - Finance	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	-	-
Contracted Services - HR	692	2,485	4,278	4,278	4,278	4,278	4,278	4,278	4,278	4,278	4,278	4,172	3,373	1,687
Total Fiscal Other	12,052	13,846	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,532	3,373	1,687
Total Fiscal	12,052	13,846	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,639	15,532	3,373	1,687
FOOD SERVICE														
Food Service Workers	-	1,923	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	1,923	-	-
Total Food Service Salaries	-	1,923	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	1,923	-	-
Retirement	-	29	58	58	58	58	58	58	58	58	58	29	-	-
Payroll Taxes	-	199	398	398	398	398	394	294	294	294	294	147	-	-
Health Insurance	-	383	383	383	383	383	383	383	383	383	383	383	383	-
Workers Compensation	-	19	38	38	38	38	38	38	38	38	38	19	-	-
Total Food Service Benefits	-	630	878	878	878	878	873	774	774	774	774	578	383	-
Contracted Services	-	4,520	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	4,520	-	-
Total Food Service Other	-	4,520	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	4,520	-	-
Total Food Service	-	7,074	13,765	13,765	13,765	13,765	13,761	13,661	13,661	13,661	13,661	7,022	383	-
TRANSPORTATION														
Contracted Services	-	7,418	14,836	14,836	14,836	14,836	14,836	14,836	14,836	14,836	14,836	7,418	-	-
PLANT OPERATIONS														
Custodial	1,697	1,697	1,697	1,697	1,697	1,697	1,697	1,697	1,697	1,697	1,697	1,697	-	-
Security	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	-	-
Total Plant Operations Salaries	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	-	-
Retirement	48	48	48	48	48	48	48	48	48	48	48	48	-	-
Payroll Taxes	329	329	329	329	278	243	243	243	243	243	243	243	-	-
Health Insurance	256	256	256	256	256	256	256	256	256	256	256	256	-	-
Workers Compensation	32	32	32	32	32	32	32	32	32	32	32	32	-	-
Total Plant Operations Benefits	664	664	664	664	613	578	578	578	578	578	578	578	-	-
Contracted Services	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	-	-
Insurance	9,375	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-	-	-	-
Telephone	510	510	510	510	510	510	510	510	510	510	510	510	-	-
Utilities	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	-	-
Supplies	8,925	1,785	1,785	1,785	1,785	1,785	-	-	-	-	-	-	-	-
Equipment	343	137	137	137	137	137	-	-	-	-	-	-	-	-
Total Plant Operations Other	32,259	18,663	18,663	18,663	18,663	18,663	16,740	16,740	16,740	16,740	13,615	13,615	-	-
Total Plant Operations	36,100	22,504	22,504	22,504	22,453	22,418	20,496	20,496	20,496	20,496	17,371	17,371	-	-
PLANT MAINTENANCE														
Contracted Services	515	515	515	515	515	515	515	515	515	515	515	515	-	-
Total Plant Maintenance	515	515	515	515	515	515	515	515	515	515	515	515	-	-
DEBT SERVICE														
Principal & Interest	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
Total Debt Service	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
TOTAL EXPENDITURES	211,880	298,119	392,580	392,521	386,515	387,382	358,352	358,253	358,253	358,253	354,711	335,115	152,604	83,794
EXCESS REVENUES OVER EXP	249,617	167,854	77,869	77,929	83,934	83,067	112,097	112,197	112,197	112,197	115,738	130,858	(152,604)	(83,794)
CASH, ENDING	1,274,287	1,442,141	1,520,010	1,597,939	1,681,873	1,764,940	1,877,037	1,989,233	2,101,430	2,213,626	2,329,364	2,460,222	2,307,618	2,223,824

MIRAMAR CHARTER HIGH SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2016

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Travel	304	304	304	304	304	304	304	304	304	304	304	304	-	-
Equipment Rental	676	676	676	676	676	676	676	676	676	676	676	676	-	-
Postage	520	520	520	520	520	520	520	520	520	520	520	520	-	-
Advertising	1,030	206	206	206	206	206	-	-	-	-	-	-	-	-
Supplies	5,931	1,186	1,186	1,186	1,186	1,186	-	-	-	-	-	-	-	-
Software	52	21	21	21	21	21	-	-	-	-	-	-	-	-
Total Administration Other	8,514	2,913	2,913	2,913	2,913	2,913	1,500	1,500	1,500	1,500	1,500	1,500	-	-
Total School Administration	36,151	30,399	29,907	29,907	29,907	29,907	28,494	28,494	28,494	28,494	28,494	28,494	-	-
FACILITIES ACQUISITION														
Rents	76,836	76,836	76,836	76,836	76,836	76,836	76,836	76,836	76,836	76,836	76,836	76,836	-	-
FFE	2,213	887	887	887	887	887	-	-	-	-	-	-	-	-
Total Facilities Acquisition	79,049	77,722	77,722	77,722	77,722	77,722	76,836	76,836	76,836	76,836	76,836	76,836	-	-
FISCAL														
Contracted Services - Finance	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	-	-
Contracted Services - HR	699	2,554	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,301	3,495	1,747
Total Fiscal Other	12,505	14,360	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,108	3,495	1,747
Total Fiscal	12,505	14,360	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,215	16,108	3,495	1,747
FOOD SERVICE														
Food Service Workers	-	1,942	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	1,942	-	-
Total Food Service Salaries	-	1,942	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	3,885	1,942	-	-
Retirement	-	29	58	58	58	58	58	58	58	58	58	29	-	-
Payroll Taxes	-	201	402	402	402	402	392	297	297	297	297	149	-	-
Health Insurance	-	387	387	387	387	387	387	387	387	387	387	387	387	-
Workers Compensation	-	19	39	39	39	39	39	39	39	39	39	19	-	-
Total Food Service Benefits	-	637	886	886	886	886	876	781	781	781	781	584	387	-
Contracted Services	-	4,683	9,365	9,365	9,365	9,365	9,365	9,365	9,365	9,365	9,365	4,683	-	-
Total Food Service Other	-	4,683	9,365	9,365	9,365	9,365	9,365	9,365	9,365	9,365	9,365	4,683	-	-
Total Food Service	-	7,262	14,137	14,137	14,137	14,137	14,127	14,032	14,032	14,032	14,032	7,209	387	-
TRANSPORTATION														
Contracted Services	-	7,492	14,985	14,985	14,985	14,985	14,985	14,985	14,985	14,985	14,985	7,492	-	-
PLANT OPERATIONS														
Custodial	1,714	1,714	1,714	1,714	1,714	1,714	1,714	1,714	1,714	1,714	1,714	1,714	-	-
Security	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	-	-
Total Plant Operations Salaries	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	-	-
Retirement	48	48	48	48	48	48	48	48	48	48	48	48	-	-
Payroll Taxes	332	332	332	332	277	246	246	246	246	246	246	246	-	-
Health Insurance	258	258	258	258	258	258	258	258	258	258	258	258	-	-
Workers Compensation	32	32	32	32	32	32	32	32	32	32	32	32	-	-
Total Plant Operations Benefits	670	670	670	670	615	584	584	584	584	584	584	584	-	-
Contracted Services	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	-	-
Insurance	9,375	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-	-	-
Telephone	515	515	515	515	515	515	515	515	515	515	515	515	-	-
Utilities	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	-	-
Supplies	9,272	1,854	1,854	1,854	1,854	1,854	-	-	-	-	-	-	-	-
Equipment	347	139	139	139	139	139	-	-	-	-	-	-	-	-
Total Plant Operations Other	33,090	19,215	19,215	19,215	19,215	19,215	17,222	17,222	17,222	17,222	14,097	14,097	-	-
Total Plant Operations	36,970	23,095	23,095	23,095	23,040	23,008	21,015	21,015	21,015	21,015	17,890	17,890	-	-
PLANT MAINTENANCE														
Contracted Services	520	520	520	520	520	520	520	520	520	520	520	520	-	-
Total Plant Maintenance	520	520	520	520	520	520	520	520	520	520	520	520	-	-
DEBT SERVICE														
Principal & Interest	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
Total Debt Service	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	-
TOTAL EXPENDITURES	237,165	287,687	385,260	385,084	379,064	379,969	367,917	367,822	367,822	367,822	364,280	344,284	158,072	86,539
EXCESS REVENUES OVER EXP	241,717	195,799	102,831	103,007	109,027	108,122	120,174	120,269	120,269	120,269	123,810	139,202	(158,072)	(86,539)
CASH, ENDING	2,465,541	2,661,341	2,764,171	2,867,178	2,976,205	3,084,327	3,204,501	3,324,769	3,445,038	3,565,307	3,689,117	3,828,319	3,670,248	3,583,709

**MIRAMAR CHARTER HIGH SCHOOL
STAFFING PLAN**

Name	Position	Start-Up			FY12		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,000	-	-	39,000	18	702,000
	Instructional		-	-		18	702,000
TBA	ESE Specialist	39,000	-	-	39,000	2	78,000
TBA	ESOL	38,500	-	-	38,500	-	-
	Specialty		-	-		2	78,000
TBA	Copy Clerk	12,512	-	-	12,512	1	12,512
	Teacher Assistant		-	-		1	12,512
TBA	Guidance	37,000	-	-	37,000	-	-
TBA	Registrar	30,000	-	-	30,000	1	30,000
	Pupil Personnel		-	-		1	30,000
TBA	Principal	85,000	2	14,167	85,000	1	85,000
TBA	Asst Principal	54,500	-	-	54,500	-	-
TBA	Dean	48,000	-	-	48,000	1	48,000
	Administrators		2	14,167		2	133,000
TBA	Adm Asst	32,000	-	-	32,000	1	32,000
TBA	Receptionist	27,500	-	-	27,500	1	27,500
TBA	Receptionist	27,500	-	-	27,500	-	-
	Admin Support		-	-		2	59,500
TBA	Food Svc Worker	12,444	-	-	12,444	2	24,888
	Food Service		-	-		2	24,888
TBA	Maint / Day Porter	19,760	-	-	19,760	1	19,760
	Custodial		-	-		1	19,760
TBA	Security	17,248	-	-	17,248	1	17,248
	Security		-	-		1	17,248
Total			<u>2</u>	<u>14,167</u>		<u>30</u>	<u>1,076,908</u>

**MIRAMAR CHARTER HIGH SCHOOL
STAFFING PLAN**

Name	Position	FY13			FY14		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,390	27	1,063,530	39,784	31	1,233,301
	Instructional		27	1,063,530		31	1,233,301
TBA	ESE Specialist	39,390	2	78,780	39,784	2	79,568
TBA	ESOL	38,885	-	-	39,274	1	39,274
	Specialty		2	78,780		3	118,842
TBA	Copy Clerk	12,637	1	12,637	12,763	1	12,763
	Teacher Assistant		1	12,637		1	12,763
TBA	Guidance	37,370	1	37,370	37,744	1	37,744
TBA	Registrar	30,300	1	30,300	30,603	1	30,603
	Pupil Personnel		2	67,670		2	68,347
TBA	Principal	85,850	1	85,850	86,709	1	86,709
TBA	Asst Principal	55,045	1	55,045	55,595	1	55,595
TBA	Dean	48,480	1	48,480	48,965	1	48,965
	Administrators		3	189,375		3	191,269
TBA	Adm Asst	32,320	1	32,320	32,643	1	32,643
TBA	Receptionist	27,775	1	27,775	28,053	1	28,053
TBA	Receptionist	27,775	1	27,775	28,053	1	28,053
	Admin Support		3	87,870		3	88,749
TBA	Food Svc Worker	12,568	3	37,705	12,694	3	38,082
	Food Service		3	37,705		3	38,082
TBA	Maint / Day Porter	19,958	1	19,958	20,157	1	20,157
	Custodial		1	19,958		1	20,157
TBA	Security	17,420	1	17,420	17,595	1	17,595
	Security		1	17,420		1	17,595
Total			<u>43</u>	<u>1,574,946</u>		<u>48</u>	<u>1,789,104</u>

**MIRAMAR CHARTER HIGH SCHOOL
STAFFING PLAN**

Name	Position	FY15			FY16		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	40,182	35	1,406,361	40,584	36	1,461,008
	Instructional		35	1,406,361		36	1,461,008
TBA	ESE Specialist	40,182	2	80,363	40,584	2	81,167
TBA	ESOL	39,667	1	39,667	40,063	1	40,063
	Specialty		3	120,030		3	121,230
TBA	Copy Clerk	12,891	1	12,891	13,020	1	13,020
	Teacher Assistant		1	12,891		1	13,020
TBA	Guidance	38,121	1	38,121	38,502	1	38,502
TBA	Registrar	30,909	1	30,909	31,218	1	31,218
	Pupil Personnel		2	69,030		2	69,720
TBA	Principal	87,576	1	87,576	88,451	1	88,451
TBA	Asst Principal	56,151	1	56,151	56,713	1	56,713
TBA	Dean	49,454	1	49,454	49,949	1	49,949
	Administrators		3	193,181		3	195,113
TBA	Adm Asst	32,970	1	32,970	33,299	1	33,299
TBA	Receptionist	28,333	1	28,333	28,617	1	28,617
TBA	Receptionist	28,333	1	28,333	28,617	1	28,617
	Admin Support		3	89,636		3	90,533
TBA	Food Svc Worker	12,821	3	38,463	12,949	3	38,848
	Food Service		3	38,463		3	38,848
TBA	Maint / Day Porter	20,359	1	20,359	20,562	1	20,562
	Custodial		1	20,359		1	20,562
TBA	Security	17,771	1	17,771	17,948	1	17,948
	Security		1	17,771		1	17,948
Total			<u>52</u>	<u>1,967,722</u>		<u>53</u>	<u>2,027,983</u>

**MIRAMAR CHARTER HIGH SCHOOL
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Teachers
FY12			
9	200	25	8
10	150	25	6
11	100	25	4
	450		18
FY13			
9	225	25	9
10	200	25	8
11	150	25	6
12	100	25	4
	675		27
FY14			
9	225	25	9
10	225	25	9
11	175	25	7
12	150	25	6
	775		31
FY15			
9	225	25	9
10	225	25	9
11	225	25	9
12	200	25	8
	875		35
FY16			
9	225	25	9
10	225	25	9
11	225	25	9
12	225	25	9
	900		36

Revenue Estimate Worksheet for Miramar Charter High School

Based on the Allocation Conference Calculation of the FEFP for 2010-11

School District: **Broward**

1. 2010-11 FEFP State and Local Funding

Base Student Allocation \$3,623.76

District Cost Differential: 1.0264

Program	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2010-11 Base Funding WFTE x BSA x DCD (e)
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.089	0.0000	\$ -
111 Basic K-3 with ESE Services		1.089	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	360.00	1.031	371.1600	\$ 1,380,503
113 Basic 9-12 with ESE Services	31.50	1.031	32.4765	\$ 120,794
254 ESE Level 4 (Grade Level PK-3)		3.523	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.523	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.523	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		4.935	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		4.935	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		4.935	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
ESOL (Grade Level 9-12)	22.50	1.147	25.8075	\$ 95,989
300 Career Education (Grades 9-12)	36.00	1.035	37.2600	\$ 138,586
Totals	450.00		466.7040	\$ 1,735,872

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. 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.*

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 1,058	\$ -
	PK-3	252	\$ 3,418	\$ -
	PK-3	253	\$ 6,974	\$ -
	4-8	251	\$ 1,187	\$ -
	4-8	252	\$ 3,546	\$ -
	4-8	253	\$ 7,102	\$ -
31.50	9-12	251	\$ 845	\$ 26,618
	9-12	252	\$ 3,204	\$ -
	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services				\$ 26,618

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

\$ 52,983,431	Per Student	
	257,324.44	\$ 205.90
		\$ 92,656

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 \$ 1,855,146

5. Class size Reduction Funds:

<u>Weighted FTE aggregated from input in Section 1</u>	<u>DCD</u>	<u>Allocation factors*</u>	
PK - 3	0.0000	X 1.0264 X	1325.66 = 0
4-8	0.0000	X 1.0264 X	904.24 = 0
9-12	466.7040	X 1.0264 X	906.42 = 434,198
Total	466.7040		Total Class Size Reduction Funds \$ 434,198

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>466.7040</u>	by district's WFTE:	<u>279,570.50</u>		
to obtain school's WFTE share.					0.1669%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>450.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.1749%
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>450.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.1749%
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	<u>6,094,964</u>	x	0.1669%
Applicable to all Charter Schools:					\$ 10,172
Declining Enrollment	0				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	6,094,964				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	<u>100,410,065</u>	x	0.1669%
					\$ 167,584
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		(b)	<u>3,327,205</u>	x	0.1749%
.250 mills (UFTE share)		(b)	<u>0</u>	x	0.1749%
					\$ 5,819
					\$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share)		(a)	<u>87,740,706</u>	x	0.1669%
					\$ 146,439
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.					
11. Proration to Funds Available (WFTE share)		(a)	<u>0</u>	x	0.1669%
					\$ -
12. Discretionary Lottery (WFTE share)		(a)	<u>744,849</u>	x	0.1669%
					\$ 1,243
13. Instructional Materials Allocation (UFTE share)		(b)	<u>20,346,217</u>	x	0.1749%
Science Laboratory Materials (high school only)		(c)	<u>321,435</u>	x	0.1749%
Dual Enrollment Instructional Materials Allocation (See footnote i below)					\$ 35,586
					\$ 562
14. Student Transportation		(e)			
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 \$ 2,656,749**
- (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 251 or more students the difference in the fee 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 250 students, divide the school population into 250. 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.

Miramar Charter HS 9-12 Chtr2010-11
 Detail 2010-11 First FEFP
 8/1/2010 11:30 AM

District	F1002	F1002	F1002	F1002	F1002	F1002	F1002	F1002	F1002	F1002	
	Actual Discretionary Revenue	Actual Additional .25 Discretionary Revenue	Total Potential Disc.	Equal Percent Adjustment	ARRA State Fiscal Stabilization	F1002 Proration to the Appropriation	F1002 Proration to Veto	Total Proration to Funds Available	Discretionary (Lottery) District Discretionary Funds	Total Instructional Materials Allocation	Dual Enrollment Allocation
1 Alachua	9,763,258	3,263,121	13,026,379		8,672,714			0	73,624	2,233,191	102,392
2 Baker	632,891	211,528	844,419		1,571,318			0	13,339	404,763	8,086
3 Bay	11,463,072	3,831,241	15,294,313		7,970,564			0	67,664	2,095,989	117,294
4 Bradford	677,107	226,306	903,413		960,960			0	8,158	250,489	3,641
5 Brevard	23,950,788	8,004,942	31,955,730		23,329,701			0	198,051	5,875,036	247,351
6 Broward	100,410,065	0	100,410,065		87,740,706			0	744,849	21,061,223	393,571
7 Calhoun	279,844	93,531	373,375		661,711			0	5,617	178,198	4,970
8 Charlotte	11,113,347	3,714,354	14,827,701		5,203,552			0	44,174	1,361,764	59,696
9 Citrus	7,322,339	0	7,322,339		4,905,587			0	41,645	1,259,369	19,505
10 Clay	7,561,953	2,527,391	10,089,344		11,735,502			0	99,625	2,884,113	41,558
11 Collier	41,131,434	0	41,131,434		14,930,009			0	126,744	3,475,189	66,633
12 Columbia	2,075,517	693,689	2,769,206		3,108,881			0	26,392	839,463	20,011
13 Miami-Dade	106,862,648	0	106,862,648		115,794,872			0	983,006	28,442,193	159,201
14 De Soto	1,142,407	381,821	1,524,228		1,602,097			0	13,601	416,950	11,708
15 Dixie	391,704	130,917	522,621		647,718			0	5,499	175,015	0
16 Duval	41,092,235	13,734,036	54,826,271		41,142,947			0	349,271	9,874,834	135,534
17 Escambia	10,214,592	3,413,968	13,628,560		12,493,388			0	106,059	3,204,052	39,591
18 Flagler	6,369,151	2,128,727	8,497,878		4,117,622			0	34,955	1,133,900	24,734
19 Franklin	1,798,714	601,174	2,399,888		360,851			0	3,063	99,422	3,217
20 Gadsden	1,112,862	371,946	1,484,808		1,763,036			0	14,967	466,405	4,512
21 Gilchrist	500,381	167,240	667,621		821,109			0	6,971	220,805	16,092
22 Glades	428,643	0	428,643		456,923			0	3,879	114,969	743
23 Gulf	1,309,107	0	1,309,107		575,727			0	4,887	162,640	7,553
24 Hamilton	523,528	174,976	698,504		512,807			0	4,353	134,763	1,242
25 Hardee	1,199,192	400,799	1,599,991		1,596,176			0	13,550	417,308	9,617
26 Hendry	1,411,459	0	1,411,459		2,162,612			0	18,359	543,083	1,659
27 Hernando	7,093,306	0	7,093,306		7,281,155			0	61,811	1,871,520	33,806
28 Highlands	4,194,175	1,401,796	5,595,971		3,819,978			0	32,429	1,004,173	39,088
29 Hillsborough	52,352,398	0	52,352,398		64,175,185			0	544,796	15,274,120	19,159
30 Holmes	330,944	110,610	441,554		960,241			0	8,152	269,899	10,402
31 Indian River	10,941,127	0	10,941,127		5,752,121			0	48,831	1,454,689	36,025
32 Jackson	1,192,080	398,423	1,590,503		2,141,417			0	18,179	570,905	15,604
33 Jefferson	438,544	146,572	585,116		348,406			0	2,958	99,039	173
34 Lafayette	168,785	56,412	225,197		333,898			0	2,835	90,788	841
35 Lake	14,691,500	0	14,691,500		13,062,616			0	110,891	3,410,449	96,018
36 Lee	44,777,575	0	44,777,575		27,070,496			0	229,807	6,692,456	77,778
37 Leon	11,225,343	3,751,786	14,977,129		10,422,591			0	88,479	2,669,651	29,903
38 Levy	1,456,035	486,643	1,942,678		1,788,717			0	15,185	461,822	4,332
39 Liberty	193,453	64,657	258,110		436,882			0	3,709	116,315	717
40 Madison	506,843	169,399	676,242		771,628			0	6,551	221,130	6,978
41 Manatee	20,120,585	0	20,120,585		14,103,740			0	119,729	3,575,021	132,388
42 Marion	13,263,850	0	13,263,850		13,028,520			0	110,602	3,342,296	31,915
43 Martin	13,186,546	0	13,186,546		5,906,473			0	50,141	1,482,126	97,474
44 Monroe	13,580,337	0	13,580,337		2,649,364			0	22,491	663,109	11,156
45 Nassau	5,656,196	1,890,440	7,546,636		3,635,550			0	30,863	951,558	25,210
46 Okaloosa	12,036,698	0	12,036,698		9,078,727			0	77,071	2,335,623	74,839
47 Okeechobee	1,409,367	471,045	1,880,412		2,164,268			0	18,373	548,318	4,137
48 Orange	66,505,202	0	66,505,202		58,655,796			0	497,941	14,020,906	163,991
49 Osceola	15,207,209	5,082,623	20,289,832		17,069,469			0	144,906	4,348,027	134,565
50 Palm Beach	84,194,068	0	84,194,068		59,704,413			0	506,843	14,263,096	92,196
51 Pasco	16,888,797	0	16,888,797		22,039,216			0	187,095	5,498,457	82,973
52 Pinellas	46,009,840	15,377,620	61,387,460		33,983,396			0	288,492	8,473,429	276,277
53 Polk	21,387,296	7,148,160	28,535,456		29,862,132			0	253,506	7,513,711	131,329
54 Putnam	2,931,258	979,698	3,910,956		3,437,204			0	29,179	887,860	19,144
55 St. Johns	14,678,758	4,906,002	19,584,760		9,839,690			0	83,531	2,537,676	22,830
56 St. Lucie	11,536,022	3,855,622	15,391,644		12,506,753			0	106,172	3,238,373	51,550
57 Santa Rosa	6,358,996	0	6,358,996		7,590,982			0	64,441	2,094,387	122,583
58 Sarasota	32,072,797	0	32,072,797		13,902,882			0	118,024	3,390,091	41,978
59 Seminole	21,230,339	7,095,702	28,326,041		20,834,214			0	176,866	5,064,822	17,605
60 Sumter	4,156,446	0	4,156,446		2,290,885			0	19,448	595,638	11,532
61 Suwannee	1,203,001	402,073	1,605,074		1,761,691			0	14,955	473,757	4,433
62 Taylor	1,001,512	334,730	1,336,242		824,648			0	7,001	236,497	10,394
63 Union	171,045	57,167	228,212		699,359			0	5,937	185,225	6,216
64 Volusia	20,698,603	6,917,982	27,616,585		19,474,092			0	165,320	5,022,027	142,486
65 Wakulla	1,052,060	351,624	1,403,684		1,571,204			0	13,338	410,245	2,564
66 Walton	9,627,894	0	9,627,894		2,149,408			0	18,247	596,841	23,086
67 Washington	776,993	259,690	1,036,683		1,031,724			0	8,759	297,116	20,987
68 Washington Special	0	0	-		120,681			0	1,024	33,361	0
69 FAMU Lab School	0	0	-		166,263			0	1,411	48,031	1,937
70 FAU Lab School	0	0	-		219,285			0	1,862	80,782	22,842
71 FAU St. Lucie	0	0	-		475,098			0	4,033	114,546	0
72 FSU Lab - Broward	0	0	-		224,578			0	1,906	51,654	0
73 FSU Lab - Leon	0	0	-		517,579			0	4,394	139,584	5,597
74 UF Lab School	0	0	-		352,271			0	2,990	103,152	13,649
75 Virtual School	0	0	-		7,588,713			0	64,422	2,769,054	0
Total	997,242,061	105,788,183	1,103,030,244	0	872,664,689	0	0	0	7,408,228	216,918,478	3,670,798

District	F1002	F1002
	Science Lab Materials Allocation	Instructional Materials Allocation (less science lab & dual enrollment)
1 Alachua	34,083	2,096,716
2 Baker	6,178	390,499
3 Bay	31,989	1,946,706
4 Bradford	3,823	243,025
5 Brevard	89,665	5,538,020
6 Broward	321,435	20,346,217
7 Calhoun	2,720	170,508
8 Charlotte	20,783	1,281,285
9 Citrus	19,220	1,220,644
10 Clay	44,017	2,798,538
11 Collier	53,038	3,355,518
12 Columbia	12,812	806,640
13 Miami-Dade	434,083	27,848,909
14 De Soto	6,364	398,878
15 Dixie	2,671	172,344
16 Duval	150,709	9,588,591
17 Escambia	48,900	3,115,561
18 Flagler	17,306	1,091,860
19 Franklin	1,517	94,688
20 Gadsden	7,118	454,775
21 Gilchrist	3,370	201,343
22 Glades	1,755	112,471
23 Gulf	2,482	152,605
24 Hamilton	2,057	131,464
25 Hardee	6,369	401,322
26 Hendry	8,289	533,135
27 Hernando	28,563	1,809,151
28 Highlands	15,326	949,759
29 Hillsborough	233,113	15,021,848
30 Holmes	4,119	255,378
31 Indian River	22,201	1,396,463
32 Jackson	8,713	546,588
33 Jefferson	1,512	97,354
34 Lafayette	1,386	88,561
35 Lake	52,050	3,262,381
36 Lee	102,140	6,512,538
37 Leon	40,744	2,599,004
38 Levy	7,048	450,442
39 Liberty	1,775	113,823
40 Madison	3,375	210,777
41 Manatee	54,562	3,388,071
42 Marion	51,010	3,259,371
43 Martin	22,620	1,362,032
44 Monroe	10,120	641,833
45 Nassau	14,523	911,825
46 Okaloosa	35,646	2,225,138
47 Okeechobee	8,368	535,813
48 Orange	213,986	13,642,929
49 Osceola	66,359	4,147,103
50 Palm Beach	217,683	13,953,217
51 Pasco	83,917	5,331,567
52 Pinellas	129,321	8,067,831
53 Polk	114,674	7,267,708
54 Putnam	13,551	855,165
55 St. Johns	38,730	2,476,116
56 St. Lucie	49,424	3,137,399
57 Santa Rosa	31,964	1,939,840
58 Sarasota	51,739	3,296,374
59 Seminole	77,299	4,969,918
60 Sumter	9,091	575,015
61 Suwannee	7,231	462,093
62 Taylor	3,609	222,494
63 Union	2,827	176,182
64 Volusia	76,646	4,802,895
65 Wakulla	6,261	401,420
66 Walton	9,109	564,646
67 Washington	4,535	271,594
68 Washington Special	509	32,852
69 FAMU Lab School	733	45,361
70 FAU Lab School	1,233	56,707
71 FAU St. Lucie	1,748	112,798
72 FSU Lab - Broward	788	50,866
73 FSU Lab - Leon	2,130	131,857
74 UF Lab School	1,574	87,929
75 Virtual School	0	2,769,054
Total	3,268,338	209,979,342

Attachment 6
Draft ESP Agreement

IMPLEMENTATION/MANAGEMENT/OVERSIGHT AGREEMENT

This **IMPLEMENTATION/MANAGEMENT/OVERSIGHT AGREEMENT** (the “Agreement”) is made and entered into as of the ___ day of _____, _____, by and between Advantage Academy of Broward, Inc., d/b/a West Broward Academy (hereinafter referred to as the “School”), a Florida not-for-profit, and Charter School Associates, Inc. (hereinafter referred to as “Charter School Associates, Inc.” or “CSA”).

WITNESSETH:

WHEREAS, The School has been approved by the School Board of Broward County, Florida (the “Sponsor”) to develop and operate a kindergarten through grade eight charter school and at such times opening to be consistent with the Sponsor’s regular school calendar for the 2011-2012 school year; and

WHEREAS, The School has determined that to open said school consistent with the Sponsor’s opening date for School Year 2011-2012 the School shall contract with a qualified and experienced entity to provide consultation, guidance and oversight of the planning, development, management and oversight of said School; and

WHEREAS, The School has selected Charter School Associates, Inc., to collaborate and work with the School to organize and substantially implement the curricula, program, mission, goals and objectives as articulated in the approved charter application; and

WHEREAS, The School desires to hire CSA and CSA desires to be hired by the School to plan and to manage the School under the oversight, control and direction of the School’s Governing Board upon the terms and conditions set forth herein.

NOW THEREFORE, For the mutual promises, \$10.00 and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree with each other as follows:

1. **Recitals.** The recitals set forth above are true and correct and are incorporated herein by reference. All exhibits to this Agreement are hereby deemed to be a part hereof.
2. **Hiring and Term.** The School agrees to hire CSA and CSA agrees to be hired, for the purpose of developing, managing and operating the School in accordance with the Terms of the Approved Charter Application and the

Charter Agreement between the Sponsor and the School. The term of this Agreement shall commence on the first day of July, 2011 (“Commencement Date”) and terminate on the 30th day of June, 2015 (the “Termination Date”) unless (i) terminated earlier pursuant to the provisions of this Agreement, and (ii) in the event that the Sponsor shall terminate the Charter Agreement that exists between the School and the Sponsor during the term hereof. The parties agree to negotiate, in good faith, the extension of this agreement, for a period of up to five years, should the parties decide that it is in the best interest of the School to continue said Agreement.

3. **School Design.** The School shall be a public charter school offering grades kindergarten through grade eight. Should the School determine that it is in the best interest of the School to seek an amendment to the Charter Agreement to expand the school enrollment either through the number of students or the grades of the School then CSA shall collaborate with the School to prepare the necessary application and/or request for amendment to achieve additional enrollment capacity.
4. **Management Services.** CSA’s fee for service under this Agreement shall provide for marketing; curriculum design and implementation; student and staff recruiting; principal recruiting; and general development and management of the school’s operation as described herein:
 - 4.1 **Operations.** CSA shall perform the following services that are associated with the operation of the School.
 - 4.1.1 **Curriculum Implementation.** CSA shall design, implement and oversee a curriculum and school program to be implemented in the School consistent with the Charter Application and the conditions set forth in the Charter Agreement, consistent with State and Federal law, and consistent with the requirements of the Sponsor. Said curriculum and school program shall include but not be limited to, rules and regulations regarding student admission, education for speakers of languages other than English, student record retention and maintenance, school calendar development, student assessments, student scheduling requirements, Exceptional Student Education requirements, and extra and co-curricula activities.
 - 4.1.2 **Personnel.** CSA shall recruit and recommend for hire by the School qualified persons to fulfill the staffing model per the annually approved School budget. Such persons shall be under the direction and supervision of the Principal. The Principal shall be under the direction and supervision of the Board and its designee (CSA) in fulfillment of the mission, vision, objectives and goals set

forth by the School's Governing Board. All persons on assignment to the School shall be an employee of the school, or an employee of its assigns, should the Governing Board choose to utilize a third party employee leasing agent.

- 4.1.3 **Professional Development.** CSA shall be responsible, with the School, for developing and implementing professional development activities consistent with the mission, vision and goals of the School. Such training shall be designed with the School's administrative team. A portion of CSA's fees shall be used to defray the annual cost of such training. The amount of the portion of its fees dedicated for such use shall be the sole decision of CSA. CSA shall annually present its plan for professional development to the Governing Board by July 15 preceding the start of each school year.
- 4.1.4 **Contract Management.** CSA shall coordinate, negotiate and administer contracts entered into by the School for necessary and appropriate services performed by third parties including, but not limited to; food service, transportation, special education services, technology services, housekeeping/maintenance services, technology support services, building maintenance services, equipment leasing agreements, and other operating services provided by third party vendors. All contracts shall be validated only upon approval of the Board. All costs associated with such contracts obtained on behalf of the School shall be the responsibility of the School.
- 4.1.5 **Accounting and Bookkeeping Services.** CSA may, as part of its fee, enter into a third party agreement for the provision of required accounting, reporting and financial management services for the School as required in the Charter Agreement or CSA may provide these services internally. CSA shall maintain one operating checking account in the name of the School and all direct revenues and expenses of the School shall be included in that checking account. Persons authorized by the Governing Board that are a part of CSA or its third party vendor shall have signature authority on said checking account on behalf of the school's authorized expenses. CSA shall not utilize said account for any purpose other than that authorized by the Governing Board. The Board Chair's signature shall be included on all checks disbursed by the third party accounting services entity. CSA shall submit financial reports as described in the Charter Agreement to the Governing

Board and to the Sponsor on or before the due dates set forth in the Charter Agreement. At this time, it is understood by both parties that monthly financial reports shall be prepared and submitted to each Board Member, the Principal and the Sponsor.

4.1.5.1 **Annual Budget.** CSA shall prepare and submit an annual budget to the Governing Board no later than June 1 of each year. This budget shall include the proposed student enrollment, proposed staffing model and salary requirements, capital requirements, debt repayment schedule, and operating revenues expected for the proposed budget year. Once approved by the Governing Board, changes to the Budget shall require an amendment and approval by the Governing Board.

4.1.5.2 **Audits.** The Governing Board shall select an auditor to perform an annual audit per the requirements of the Florida Auditor General and State Statute. CSA and its retained financial services vendor (if applicable) shall cooperate with the Governing Board's auditor to facilitate the performance of an annual audit per the requirement stated in the Charter Agreement and Florida Statute.

4.1.5.3 **Reports.** CSA shall prepare and submit an annual financial report consistent with the requirements of the Charter Agreement to the School and Sponsor. CSA shall collaborate with the School to prepare other reports as required by the Sponsor.

4.1.6 **Payroll Administration.** CSA shall, as a part of its fee, provide for payroll processing and the maintenance of payroll records and reports. The School shall enter into an employee leasing agreement with a third party professional employment organization (PEO). Should the School decide to become its own employer of record then CSA shall make the necessary arrangements to enable the School to effectively become the "Employer of Record". CSA shall pay for these services from its fees.

4.1.7 **Compliance.** CSA shall use best efforts to ensure that the School complies with all insurance requirements set forth by the Sponsor in the Charter Agreement. This shall be subject to the School completing all applications for insurance in a timely manner or the submission of requested information to CSA if CSA is obtaining quotes for insurance on the School's behalf. It is further understood and agreed by both parties that the School shall be responsible for the timely payment of all insurance premiums and

other charges related to insurance. The failure of the School to make these insurance premium payments and payments of other insurance related expenses shall not be considered a default by CSA or a failure of CSA to fulfill its obligation under this section. CSA shall further use best efforts to ensure that the School complies with all reasonable requests of the Sponsor. Should CSA believe that a request by the Sponsor is not deemed to be reasonable then CSA shall notify the Governing Board to suggest a meeting with the Sponsor to achieve an outcome that can be agreed to by all parties.

- 4.1.8 **Parent Activities.** CSA shall support the School's efforts to establish parent groups in support of the School's mission, vision, goals and objectives. Such support shall include the creation of organizational documents and organizational training, if necessary, for officers of such groups.
- 4.1.9 **Public Relations.** The School and CSA shall be jointly responsible for the release of all official public announcement(s) and releases.
5. **Responsibilities of the School.** The School shall be responsible for the following:
- 5.1 **Establishment of Appropriate Entity.** The School shall establish itself as an exempt entity per IRS code 501(c) (3).
- 5.2 **Establishment of Operating Account.** The School shall establish an operating account with a financial institution in close proximity to the School with CSA or an assignee jointly approved by CSA and the School's Governing Board as one of the authorized signatories on the account. All signatories must obtain and carry for the duration of this Agreement a surety or performance bond in an amount no less than the average monthly fund balance held by the School.
- 5.3 **Cooperation.** The parties shall, in good faith, share all information received from the Sponsor, to facilitate full compliance with the Charter Agreement and the requirements of the Sponsor.
- 5.4 **Maintenance of Charter.** CSA and the School shall do, or cause to be done, all items necessary to ensure that the compliance terms of the Charter Agreement are fulfilled. If the School shall at any time receive notice from any public authority or other appropriately authorized person that the School is or may be in violation of the Charter Agreement, the Sponsor's rules or any provision of applicable law or regulation, the School shall immediately notify CSA of the asserted violation and shall thereafter work diligently with CSA to determine whether such asserted

violation in fact exists, and if so, to correct any violation found to exist, and to contest the asserted violation, if none is found to exist.

5.5 Termination.

- 5.5.1 The School may suspend the Agreement immediately and shall notify CSA in writing within 15 days of such suspension should the Sponsor declare that a unilateral action of CSA, its officers, agents or employees, resulted in a Just Cause notification to the School that the Sponsor will proceed with a termination of the Charter Agreement unless cured. CSA shall have fifteen days after receipt of written notice to cure or respond in writing to the School if it believes such declaration is without basis. Whereupon, the suspension shall be lifted.
- 5.5.2 The School may upon written notice immediately terminate the Agreement should a failure of CSA in fulfilling its services under the Agreement result in a termination of the Charter Agreement by the Sponsor.
- 5.5.3 The School may upon written notice immediately terminate the Agreement for any act of fraud or material misconduct by the officers of CSA,
- 5.5.4 The School may upon written notice immediately suspend this Agreement if CSA's agents or employees commit any act of fraud or material misconduct that results in financial damages to the School including misuse of School funds or misrepresentation of financial information or a misstatement of financial data and may terminate this Agreement if the conduct is not cured within 30 days of Written Notice by CSA
- 5.5.5 CSA may terminate upon written notice the Agreement and seek available legal remedies should the School withhold payment or not make payment per the Agreement.

5.6 Development/Management Fees.

- 5.6.1 Management/Oversight Fee. The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, beginning _____, _____. The amount of said management fee shall be four percent (4%) of FEFP operating revenue less the Sponsor's administrative fee and shall include Public Charter School Program implementation grant funds. Other grants as may be obtained by CSA on behalf of the School shall be subject to a grant fee of three percent, if allowed under the grant conditions. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The

parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.

5.6.2 Contracted Services-Finance/Accounting. The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, beginning _____, _____. The amount of said management fee shall be two and three-fourth percent (2.75%) of FEFP operating revenue less the Sponsor's administrative fee and shall include Public Charter School Program implementation grant funds. Other grants as may be obtained by CSA on behalf of the School shall be subject to a grant fee of three percent, if allowed under the grant conditions. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.

5.6.3 Contracted Services –HR/Payroll. The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, beginning _____, _____. The amount of said management fee shall be two and one-fourth percent (2.25%) of FEFP operating revenue less the Sponsor's administrative fee and shall include Public Charter School Program implementation grant funds. Other grants as may be obtained by CSA on behalf of the School shall be subject to a grant fee of three percent, if allowed under the grant conditions. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.

5.7 After School and Extracurricular Activities. CSA shall design and implement extracurricular activities including a Before/After Care Program, Appropriate Sports, Clubs, and Homework Help Sessions. Fees collected for such activities shall be deposited in the School's account and included in the Annual budget for allocation against the requirements of the School. The School and CSA shall agree to utilize such funds to

enhance programming activities after first meeting the expenses associated with providing such programs. All expenses associated with such programs shall be the responsibility of the School.

5.8 **Insurance.** CSA shall maintain comprehensive general liability insurance in the amount of Two Million and no/100 Dollars (\$2,000,000.00) per occurrence and Two Million and no/100 Dollars (\$2,000,000.00) in the aggregate, insuring against property damage and personal injury (and death) occurring in connection with the School. CSA shall maintain appropriate Worker's Compensation Insurance for its employees per State guidelines.

6. **Default.** The following events or conditions shall be an event of default (each, an "Event of Default"):

6.1 Failure by the School to pay any amount due hereunder within fifteen (15) business days after written notice that such amount is due; or

6.2 If there is a default in the due and punctual observance or performance of the School's obligations contained herein (except for any obligation to pay money), and such default continues for at least thirty (30) days following written notice to the School; or

6.3 Failure by CSA to pay any amount due hereunder within fifteen (15) days after written notice that such amount is due; or

6.4 If CSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue un-discharged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain un-dismissed, unbounded or un-discharged for a period of ninety (90) day, this Agreement shall be deemed immediately terminated upon the occurrence of such event; or

6.5 If an employee of CSA, other than the Principals, is found to have made fraudulent use of funds, and CSA fails to restore such loss.

6.6 If there is a default in the due and punctual observance or performance of CSA's obligations contained herein, and such default continues for at least thirty (30) days following written notice to CSA, unless CSA is diligently pursuing a cure.

Upon the occurrence of an Event of Default, the non-defaulting party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice.

7. **Entire Agreement.** This Agreement represents the entire understanding and agreement between the parties with respect to the subject matter hereof, and supersedes all other negotiations, understandings, and representations (if any) made by and between such parties. The provisions of this Agreement may not be amended, supplemented, or waived orally, but only by a writing signed by the parties and making specific reference to this Agreement.
8. **Assignments.** This Agreement shall be freely assignable by the School. CSA shall not assign its rights or responsibilities without the prior written consent (and such consent shall not be unreasonable withheld) of the other party to this Agreement. Notwithstanding, any Agreement entered into pursuant to Section 5.6 shall be freely assignable to the School (and School accepts such assignment) by CSA should the School terminate CSA.
9. **Relationship of Parties.** The relationship between the parties hereto shall be solely as set forth herein and neither party shall be deemed to be an employee, agent, partner, or joint venturer of the other.
10. **Time of the Essence.** Time of performance by either party of each and every provision or covenant contained herein is of the essence of this Agreement.
11. **Binding Effect.** All of the terms and provisions of this Agreement, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective legal representatives, successors, and permitted assigns.
12. **Notices.** All notices and other communication required or permitted under this Agreement shall be in writing and given by:
 - 12.1 Hand delivery;
 - 12.2 Registered or certified mail, return receipt requested'
 - 12.3 Overnight courier, or
 - 12.4 Facsimile to:

If to Charter School Associates, Inc.:
Michael G. Strader

Charter School Associates, Inc.
4300 N. University Drive, Suite C-201
Sunrise, FL 33351
Phone: 954.414.57676
Facsimile: 954.748.5717

If to School: Advantage Academy of Broward, Inc.
C/o Governing Board Chairperson
TBD
TBD

Or to such address as any party may designate by notice complying with the terms of this Section. Each such notice shall be deemed delivered:

12.5 on the date delivered if by personal delivery or overnight courier,

12.6 on the date upon which the return receipt is signed or delivery is refused or the notice is designated by the postal authorities as not deliverable, as the case may be, if mailed; and

12.7 on the date of transmission with confirmed answer if by fax.

13. **Headings**. The headings contained in this Agreement are for convenience of reference only, and shall not limit or otherwise affect in any way the meaning or interpretation of this Agreement.

14. **Severability**. If any part of this Agreement or any other agreement entered into pursuant hereto is contrary to, prohibited by or deemed invalid under applicable law or regulation, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given full force and effect so far as possible.

15. **Survival**. All covenants, agreements, representations, and warranties made herein or otherwise made in writing by any party pursuant hereto shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

16. **Waivers**. The failure or delay of any party at any time to enforce this Agreement shall not affect such party's right to enforce this Agreement at any other time. Any waiver by any party of any breach of any provision of this Agreement should not be construed as a waiver of any continuing or succeeding breach of such provision, a waiver of the provision itself, or a waiver of any right, power, or remedy under this Agreement. No notice to or

demand on any party in any case shall entitle such part to any other or further notice or demand in any other circumstance.

17. **Outside Business.** Nothing contained in this Agreement shall be construed to restrict or prevent, in any matter, CSA or its representatives or principals from providing services to any third-party similar to the services provided pursuant to this Agreement.
18. **Third Parties.** Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the parties hereto and their respective legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right to subrogation or action over or against any party to this Agreement.
19. **Jurisdiction and Venue.** The parties acknowledge that a portion of the negotiations, anticipated performance and execution of this Agreement occurred or shall occur in Broward County, Florida, and that, therefore, without limiting the jurisdiction or venue of any other federal or state courts, each of the parties irrevocably and unconditionally:
 - 19.1 Agrees that any suit, action or legal proceeding arising out of or relating to this agreement shall be brought in the courts of record of the State of Florida in Broward County or the court of the United States, Judicial Circuit of Florida in Broward County
 - 19.2 Consents to the jurisdiction of each such court in any suit, action or proceeding; and
 - 19.3 Waives any objection which it may have to the laying of venue of any such suit, action, or proceeding in any of such courts.
20. **Enforcement Costs.** In the event of any controversy arising under or relating to the interpretation or implementation of this Agreement or any breach thereof, the prevailing party shall be entitled to recover all court costs, expenses and reasonable attorneys' fees (including, without limitation, all pre-trial, trial and appellate proceedings) incurred in that action or proceeding, in addition to any other relief to which such party or parties may be entitled.
21. **Remedies cumulative.** No remedy herein conferred upon any party is intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law, in equity, by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.

22. **Contracts and Subcontracts.** CSA may contract and/or subcontract for the performance of any of its responsibilities set forth in this Agreement, subject to notice to the School, such notice to indicate if the contract and/or subcontract will provide for assignment to the School in the event of the Termination of this Agreement, and the School's opportunity to review any and all proposed contracts and/or subcontracts in connection with the performance of the duties, functions, and responsibilities under this Agreement. CSA shall be responsible for the management of all contractors and/or subcontractors in the performance of their work. Nothing herein shall create any relationship, contractual or otherwise, between the School and any contractor or subcontractor. Notwithstanding the rights of CSA to enter into any such contracts, subcontracts and agreements and the contractual obligations of contractor or subcontractor to CSA, CSA shall remain liable to the School for the performance of the Services under this Agreement.
23. **Governing Law.** This Agreement and all transactions contemplated by this Agreement shall be governed by, construed, and enforced in accordance with the internal laws of the State of Florida, without regard to principles or conflicts of laws.
24. **Proprietary Information.** The School agrees that CSA shall own all copyrighted and other proprietary rights to all operation manuals, planning manuals, training materials or other materials created and developed by CSA, its employees, agents or subcontractors, or by any individual employed directly by CSA, which is developed during working hours or during time for which the individual is being paid and which is specifically identified by CSA in writing as being copyrighted or proprietary. CSA shall have the sole and exclusive right to license such materials for use by other school districts, public school, or customers or to modify and/or sell such material to other schools and customers, including this School. The School, to the extent permitted by law, shall treat all proprietary information specifically identified in writing by CSA as though it were a trade secret and copyrighted and shall use efforts as may be reasonably requested by CSA so as not to disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement. The Parties agree that all materials developed by CSA exclusively for the School including, but not limited to, the Student Handbook, Parent Handbook, Schedules, Student Records, School Newspaper, Logos, Mascots, and Charter Application are not restricted from use by the school for any reason and this shall survive any termination of the Agreement. Notwithstanding the foregoing, CSA agrees that in the event of

termination of CSA prior to the end of a school year, the School may continue to use such materials until such time as a new management company takes over or the school year ends. The School shall take all steps necessary to protect CSA's proprietary information during the changeover.

[SIGNATURES APPEAR ON THE NEXT PAGE]

DRAFT

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first written above.

WITNESS:

Charter School Associates, Inc.

By:

**Michael G. Strader
Title: President**

WITNESS:

**Advantage Academy of Broward, Inc.
d/b/a West Broward Academy**

By:

Printed Name

Title

Attachment 7

Project MIND Program Description

PROJECT M.I.N.D.[®]

Math Is Not Difficult

I. Purpose

Project MIND is a research-based, Pre-K–12 mathematics enhancement program with proven results. Its mission is to improve student achievement through creative learning strategies that promote cognitive thinking and reasoning. To be successful in today's world, students need proficiency in basic subject areas and must be adept in reasoning and problem solving, with the ability to make mathematical connections. Increasing student performance in mathematics is always a major focus for all schools, and schools set objectives in their school improvement plans to obtain this goal. Project MIND can help schools meet their objectives through proven, research-based teaching strategies.

II. Need

Many children have difficulties with and grow to dislike arithmetic and mathematics because they are not good at calculating. They experience problems with really understanding mathematics, in spite of every effort made by educators. Many students also develop a fear of mathematics.

The Third International Mathematics and Science Study found that by the time American students are in high school, they lag far behind students from other countries. One reason for this pattern of decline is that the content of U.S. curriculum is less demanding than that of other countries. A need for accelerated mathematics content for students challenges teachers to incorporate curriculum that uses innovative teaching strategies. Project MIND - Math Is Not Difficult[®] is a program developed to meet this challenge. Project MIND includes strategies to eliminate fear of mathematics, spark interest, stimulate creativity, and enhance students' abilities to become expert problem solvers in a technologically demanding world.

The Need in STEM Education

Massive global change --- changes in the quantity of knowledge, changes in the transmission of that knowledge and changes in the location of knowledge --- compel American educators to embrace new tools and employ emergency strategies to prepare students for a high-tech, global economy. Fifty years after the Soviet Union launched Sputnik 1, America is in another science and mathematics race. This race, however, is about more than space. It's about global competitiveness, a competitiveness fueled largely by science, technology, engineering, and mathematics. For America to lead in that race, it must advance science, technology, engineering, and mathematics (STEM) education dramatically. That will require teachers who have superb subject matter content and instructional skills. There is an urgent need nationwide to support STEM disciplines, beginning in the nation's K-12 schools. Other countries are increasingly outdistancing America's efforts. The quality of math and science education has reached a critical stage, not unlike the pre-Sputnik period in the fifties. The latest national response to this challenge is the **America Competes Act**, which sets out seven major priorities to address this critical challenge. Numerous national commissions have studied the issues and made recommendations. *Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century* (2000), describes the decline of student science and mathematics knowledge and skills, and delineates strategies to combat this shortfall in schools. The report strongly builds the case that the most consistent, effective and powerful prediction of student success in science and mathematics is high quality teaching.

Numerous additional recent reports have shown the United States losing ground in science, technology, engineering and mathematics - *America's Perfect Storm: Three Forces Changing Our Nation's Future*, (ETS, Feb. 2007); *Tough Choices or Tough Times* (National Commission on Education and the Economy, Dec. 2006); *Math & Science Education & U.S. Competitiveness: Does the Public Care?*(Summary Report conducted by the Winston Group for the American Council on Education, Sept. 2006); *Measuring Up Internationally: Developing Skills and Knowledge for the Global Knowledge Economy* (National Center on Public Policy and Higher Education, 2006); *Rising above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future* (National Academies Committee on Science, Engineering, and Public Policy, 2005); and, *Before It's Too Late* (U.S. DOE Glenn Commission Report 2000).

Beginning in grade school, U.S. students are being out-performed in science by their counterparts in India, China, and Japan. These trends continue on into the high school years and college. While the number of U.S. students seeking bachelor's degrees in STEM fields has increased slightly in recent years, the number of students pursuing and graduating with doctorates has decreased. Foreign scholars are starting to find more enticing opportunities elsewhere (American Association of State Colleges and Universities, *Strengthening the Science and Mathematics Pipeline for a Better America*, Vol. 2, No. 11, Nov./Dec. 2005). Yet a 2004 survey of U.S. adults by the National Science Foundation found that 30 percent of them were unaware that the Earth revolves around the Sun. These trends do not bode well for U.S. competitiveness in a global economy. Aside from these practical aspects, Florida's citizenry also need to be scientifically and mathematically literate to be effective participants in our democracy. A majority of long-term issues – health, the environment, space exploration, energy, and security – faced by legislators and the electorate have technical-scientific dimensions.

This past year, the U. S. Chamber of Commerce in its Educational Report Card on the States, *Leaders and Laggards*, gave Florida disappointing grades: Academic Achievement – D; Truth in Advertising about Student Proficiency – C; Rigor of Standards – C; and Post-Secondary & Workforce Readiness – D. The Florida Chamber of Commerce Foundation in its *New Cornerstone: The Next Generation of Economic Leadership* (2001) had earlier listed three areas where Florida is at a competitive disadvantage in intellectual infrastructure.

1) Basic education skills are weak. Only 69% of Florida's entering high school freshmen graduate four years later (FLDOE, 2003). While great strides have been made in recent years and the graduation rate is up from 56% in 1997, this still leaves Florida trailing most states.

2) Skilled labor is in short supply in many industries. Business leaders across a range of industries – health-care to information technology – express concerns about the availability of skilled workers to support current need and support future expansion.

3) Advanced science, technology, engineering & mathematics skills remain limited.

A 2007 update of this study noted with continuing alarm that Florida's:

- High school graduation rate is still disappointing, according to the USDOE;
- Baccalaureate degree production rate continues to rank 44th in the nation;
- Advanced degree production has improved only slightly to 34th in the nation;
- Science & engineering Ph.D. production rate continues at 40th in the nation; and,
- Ph.D. scientists & engineers in the workforce continues to rank 48th in the nation.

Florida must aggressively boost science and math teacher educational skills and content knowledge. Those competencies are the fundamental tools of all STEM success in schools, colleges, universities, and careers. FCAT Statewide Science Scores underscore the state's urgent shortfall. If the five science achievement levels were grades:

- Only 8% of 5th graders earned an A or B ... 65% got D or F
- Only 6% of 8th graders earned an A or B ... 68% got D or F
- Only 4% of 11th graders earned an A or B ... 65% got D or F

In 2002, the American Society of Mechanical Engineers' plan "*Educating Tomorrow's Engineers*" identified critical issues for science, technology, engineering and math education. It provides a blueprint to solve the current science and math crisis that **Project MIND** will construct:

- Develop enthusiastic, energetic and skilled teachers
- Provide good mentoring and encourage peer mentoring
- Establish vertical teaming relationships among educators at all levels
- Develop relevant curriculum
- Connect and integrate strategies for collaboration
- Foster cooperation among the many stakeholders
- Establish high expectations for student performance
- Demonstrate and encourage committed leadership
- Set clear goals
- Adopt outcome measures and use them for accountability

III. Program Description

General

Project MIND is a reform-based math enhancement program that provides professional development training to Pre-K through 12th grade teachers and educators. Developed by Dr. Hui Fang Huang "Angie" Su in 1988, the program uses unique, innovative strategies and instructional models designed to get students excited about math utilizing puzzles, games, and competitions through content integration in the subject areas of reading, writing, science, social studies, engineering, art, music, and physical education. Project MIND is designed to help teachers and students ease math anxiety, instill excitement, and improve the teaching and learning of Pre-K -12 grade mathematics.

Dr. Su originally developed Project MIND to help academically at-risk elementary students improve their ability to solve math problems. Since then, the project has evolved into a comprehensive program to stimulate student interest in math, to introduce and reinforce basic math skills, and to promote abstract thinking and reasoning. Students gain self-confidence, enjoy mathematics through teamwork, games, and competitions, and improve their standardized test scores.

Project MIND is designed to complement and enhance the core curriculum being used through the incorporation of innovative teaching strategies. In Project Mind, students interact with one another, develop problem-solving strategies, apply mathematics to real-world problems, learn a variety of simple strategies to solve math problems, and use a wide variety of mathematical tools, not just textbooks. Further, the model helps students really understand numbers and mathematical representations and concepts, not just memorize formulas. Teachers pose problems, ask questions that encourage students to explore different solutions, and utilize

mathematical tools collected from every day life to provide subject matter and show real-life applications. Teachers also encourage students to think carefully about mathematics in a given situation and make connections to other concepts within mathematics and other disciplines.

By relying on math games and songs, and other engaging activities, Project MIND teaches students and teachers not to fear math. Students learn to think about and analyze numbers and math concepts, not just memorize them. Students also learn several techniques for performing a task and can choose the one that works best for them. By teaching multiple techniques to accomplish one task, Project MIND enables students to feel empowered, and they see numbers as fun to manipulate.

The Project MIND model:

- Explains mathematical concepts and relevance in a simplified manner for all students to understand;
- Uses multiple teaching techniques and strategies to solve problems;
- Places an emphasis on project-based learning, rather than relying solely on lecture;
- Helps students to think logically, develop their own logical intuition, and to critique their own, and each others', approaches to solving a particular problem;
- Helps students to recognize patterns;
- Encourages conversation between students so that they articulate their reasoning and justification (right or wrong) during problem solving activities;
- Works for all types of students, regardless of their gender, cultural background, and socio-economic status;
- Works for all types of students, including alternative, gifted, at-risk, exceptional, and multicultural students;
- Uses effective representations and manipulatives for problem-solving;
- Achieves in-depth, conceptual understanding of mathematical concepts;
- Uses content integration so that teachers from other subject areas can utilize the program and reinforce the math concepts throughout the school day;
- Provides students with opportunities to create their own projects and math problems based on the content they learn in the classroom;
- Provides multiple formats for homework assignments;
- Encourages competition amongst the students;
- Uses activities that help make mathematics fun, interesting, and challenging for children;
- Ties lessons to National Council of Teachers of Mathematics (NCTM) standards;
- Provides practical applications for each concept;
- Incites higher order thinking;
- Introduces new topics into the curriculum at different levels, such as statistics in the elementary grades;
- Uses investigative and self-discovery approaches;
- Teaches and demonstrates problem-solving techniques;
- Provides an assessment component that is ongoing, continuous, and multifaceted;
- Involves parents and the community in the math education of their children through family math events and activities; and set high standards and expectations; and
- Sets high standards and expectations.

Teacher Training

Through interactive workshops, teachers are instructed how to incorporate Project MIND strategies into their classrooms and how to engage ALL students in learning challenging

mathematics. Project MIND workshops cover the five strands of mathematics¹ and are aligned to national and Sunshine State Standards.

Project MIND teaches content integration so that teachers in all subjects are also able to utilize Project MIND strategies; therefore, training is provided to all school-based instructional staff, principals, and assistant principals, so that the math concepts and strategies are reinforced throughout the day. At a minimum, teachers attend a three-day “Phase I” workshop prior to implementing Project MIND.

A “Phase II: Advanced Strategies” training workshop will be offered during either year one or year two. Throughout the program year, Project MIND trainers are available to provide on-going technical assistance as needed. All trainees will be given a full set of workshop materials and a full set of instructional manuals containing guidelines on how to use Project MIND strategies. Many of the additional materials used in Project MIND will be either teacher- or student-made. By participating in the creation of flash cards, math games and stories, students take an active role in their education.

Dr. Hui Fang Huang "Angie" Su, a Program Professor for Nova Southeastern University, and her Project MIND staff will train teachers, administrators, and staff members at the school site in Project MIND teaching strategies. The format of the workshops will be hands-on, project-based training, so that the participants can apply what they have learned immediately. The Project trainers have extensive experiences in curriculum development, teacher training and implementation in mathematics at the elementary through graduate school level. All workshop participants will receive:

- A complete set of training manuals.
- Workshop materials (handouts, construction paper, manipulatives, etc.)
- Instructional video tape (additional fee may apply)
- Prizes

Project MIND curriculum and strategies are aligned to National Council of Teachers of Mathematics (NCTM) Standards and the Florida Sunshine State Standards.

Technical Assistance

The Project MIND staff will provide the following technical assistance:

- On-site assistance and refresher workshops during follow-up site visits (additional fee may apply)
- Telephone conferences as needed
- Online assistance (through email) as needed
- Grade-appropriate pre- and post- tests
- Teacher questionnaire
- Analyze student achievement, as measured by the state's standardized tests
- Assist in the dissemination of Project MIND[®] into other area schools
- Parent workshops (additional fee may apply)
- Classroom Demonstration Lessons (additional fee may apply)

¹Number sense; functions & algebra; measurement & geometry; mathematical reasoning; statistics, data analysis & probability.

Additional Training Workshops

In addition to the teacher/staff training component, Project MIND provides the following workshops:

- A. *Refresher Workshops:* The purpose of the refresher workshops is to keep the teachers engaged in the program, to keep them excited and invigorated about implementing the Project MIND model in the classroom, to discuss the progress of the program at the site, to discuss questions the teachers may have, and to ensure the program is being implemented in a high quality fashion.
- B. *Classroom Demonstration Lessons:* The purpose of the Classroom Demonstration Lessons is to show teachers how to use the Project MIND strategies in the classroom. Teachers observe Project MIND staff as they model the strategies with the students and witness first-hand how to successfully incorporate the Project MIND activities and strategies into their daily lessons.
- C. *Parent Workshops:* Project MIND offers workshops for the parents of the participating students. Parents learn simple strategies for solving math problems, they learn how to assist their children with homework assignments, and they learn how to actively become involved in the math education of their children.

Parental Involvement

A survey by *Money* magazine found that the amount of support students received from their parents and the community was the most important factor in academic excellence in the best school districts in the country. Project MIND does not underestimate the importance of parental and community support.

Part of the teaching concept in Project MIND is to encourage parental assistance. For example, the activities involved in the design of math games encourage parents and siblings to assist and guide, while allowing the students to create the actual concept or design. The math games are assessed based on originality, creativity, organization, neatness, usefulness, and educational assistance. This alternative assessment for the design of the math games is placed in the students' individual portfolio. Parents should be invited to attend parent/teacher conferences and also to participate in improving their child's portfolio by assisting him/her at home and monitoring his/her progress. In addition, Project MIND offers workshops that engage and excite parents to become more actively involved in their child's education.

Project MIND Annual Conference

In Palm Beach County, Project MIND holds conferences that feature "Mental Math Competitions" and student-made math games and puzzles. During the math competitions, students use higher order problem solving skills and showcase their skills learned through their participation in Project MIND. The 16th annual Project MIND conference was held at the PACE Center for Girls Broward on May 7 and 8, 2004. Project MIND encourages all sites to consider hosting a similar conference in their counties or at their school sites. Project MIND staff will provide input and suggestions regarding planning the conference.

IV. Project Goals & Objectives

Objectives

- A. Change the manner in which educators teach math in the classroom.

- B. Eliminate students' fear of mathematics.
- C. Spark mathematical interest in children.
- D. Stimulate innate creativity in children.
- E. Enhance students' abilities to solve mathematical problems.
- F. Improve student achievement.
- G. Improve students' scores on state standardized tests.
- H. Increase the number of students scoring in Levels 3 and 4 of the FCAT by 10% and decrease the number of students scoring in Levels 1 and 2 of the FCAT by 10% (Florida sites).

V. Sample Timeline

Year 1- Phase I

- Provide "Part I: Basic Strategies" training to teachers, principals, & staff
- Implement Project MIND[®] at the school sites
- Provide technical assistance
- Conduct classroom demonstration lessons & refresher workshops
- Assist with analyzing evaluation assessments and reporting results

Year 2 – Phase II

- Provide "Part II: Advanced Strategies" training to teachers & staff
- Continue w/implementation of Project MIND[®] at school sites
- Provide technical assistance
- Conduct classroom demonstration lessons & refresher workshops
- Assist with analyzing evaluation assessments and reporting results

VI. Program Evaluation

Project Mind instructs teachers how to use a multi-faceted evaluation system to measure formative and summative advancement. Approved state standardized tests are used to measure baseline and subsequent data. Students are also evaluated through portfolio assessment, teacher observations, criterion-referenced

tests, and self-assessment. In addition, a Student Math Attitude Questionnaire can be administered as a pre and post assessment at the beginning and end of the school year.

The following procedures will be used to determine success:

- Project MIND pre- and post- tests. For every grade level, Project MIND pre- and post-tests will measure essential concepts.
- Teacher questionnaires. Teachers will be surveyed through questionnaires regarding student math attitude and achievement as a result of program implementation.
- Student achievement as measured by the state's standardized test. [In Florida, all students in third, fourth, and fifth grade will take the Florida Comprehensive Assessment Test (FCAT). The results will be compared to the previous year's data.]
- Feedback from teacher and parent surveys.

VII. Anticipated Outcomes & Impact

The standardized test score gains are consistently high for students participating in Project MIND, as reflected by the program results of three participating schools in their third phase of program usage, when compared to other elementary schools in Palm Beach County (See table below). Pre and post-tests indicate that 98% of participating students in two participating schools in Palm Beach County increased their math skills by at least 10%. Pre and post tests

from a third school indicate that 91% of participating students increased their math skills by at least 10%. More specifically, the number of students performing in Level 3 and above increased by an average of 24%. For the three initial project schools, the original objective for student achievement was a 3% gain; however, the actual gains ranged between 18% and 31%.

In Broward County, the Somerset Charter School, which primarily serves minority students, was recently rated the number one school in statewide (out of 1,666 elementary and charter schools), based on standardized test scores. This school uses Project MIND strategies on a daily basis to teach math to its students. Richland County, the largest school district in South Carolina, recently began Phase II implementation training with school district administrators and staff members. Participating schools in Richland County showed gains ranging from 10 – 20 percentage points in math scores on 2001 standardized state tests.

Through standardized assessments, it has been documented that students who have been exposed to Project MIND find math exciting, and gain self-confidence, as well as the ability to enjoy mathematics through individual learning, competitions, and teamwork. Longitudinal observations indicate that former students continue to apply methods they learned through Project MIND to advanced mathematical concepts encountered later in life.

JUNE 2000 SCHOOL ACCOUNTABILITY REPORT			
<i>June 2000 School Accountability Report</i>			
(Florida Department of Education-Elementary Schools)			
<i>Full School Implementation Project MIND</i>	<i>% Level 2 + FCAT* Math 1999/2000</i>	<i>% Level 3 + FCAT* Math 1999/2000</i>	<i>% Level 3 + FCAT* Writing 1999/2000</i>
<i>School A</i>	<i>37/58 Gain = 21</i>	<i>10/29 Gain = 18</i>	<i>41/77 Gain = 36</i>
<i>School B</i>	<i>52/81 Gain = 29</i>	<i>19/50 Gain = 31</i>	<i>43/93 Gain = 50</i>
<i>School C</i>	<i>39/67 Gain = 28</i>	<i>7/30 Gain = 23</i>	<i>58/74+ Gain = 16+</i>
<i>District Average</i>	<i>69+/81 Gain = 12+</i>	<i>37+ /52+ Gain =15+</i>	<i>67/83+ Gain = 16+</i>
<i>State Average</i>	<i>72/75 Gain = 3</i>	<i>39/49 Gain = 10</i>	<i>73/86+ Gain = 13</i>

**Florida Comprehensive Assessment Test (FCAT)*

According to case studies conducted by the University of Miami, Project MIND “provided consistent resources for teachers to revise mathematics instruction and to develop innovative and creative math-based activities. Students were encouraged to develop original work...after each new math concept was learned in class. The program transforms a fear-inducing subject into one that is fun and interesting, carried out in an environment that is supportive and challenging.”

Further, the University of Miami concluded that Project MIND was successful in establishing positive student attitudes towards math (“...teacher and student perceptions indicate that the strategies and activities of Project MIND support current mathematics instruction and foster enthusiasm for working with numbers”); and in improving math skills and standardized test scores [“Five of the seven (Miami-Dade) schools exceeded Miami-Dade’s district mean gain of 24 points in FCAT² Mathematics from 2000 – 2002. One hundred percent of the schools have increased their FCAT Mathematics and Reading scores since Project MIND was implemented in

² Florida Comprehensive Assessment Test.

the year 2002.”]. In Miami-Dade, all project schools were inner-city schools with an average minority population of 98.1 percent, an average free and reduced lunch rate of 91.3 %, and an average percentage of English Language Learners of 18.5 %. In Palm Beach County, the project also served predominantly minority students (84.9%), 90.7% of whom were on free and reduced lunch, and 25.3% of whom were classified as limited English proficient students.

Other key findings by the University of Miami include the following conclusions:

- Project MIND instills confidence in participating students through an assortment of activities...Students are benefiting academically and socially, building on math skills and self-esteem. This (conclusion) was corroborated by the construct Student Outcomes, which received the rating of ‘good³.’ In addition, the students were very excited and enthusiastic about the math conference held at each school...The students enjoyed healthy competition between fellow classmates...In all, Project MIND replaced attitudes of intimidation and failure with ones of inquiry and success.
- Project MIND added to the quality of instruction at the participating schools by providing more activities to enrich the teaching of mathematics. Teachers using the Project MIND strategies in their classrooms were generally pleased with what was offered.
- Project MIND (professional development) workshops boosted teacher morale and reinvigorated teacher spirit and enthusiasm.
- “Project MIND is a highly successful partnership...an overwhelming response declares Project MIND a success. Students, parents, teachers, principals, business partners and the (school board’s) project director agreed that Project MIND is a success.” Moreover, “Increases in FCAT scores have been phenomenal: Early predictions on the part of the project director stated that students should show an increase of 3% on the mathematics portion of the FCAT. Students have made (actual) gains of over 30% on these tests. All participants are overwhelmed at the results.”⁴

The New Sunshine State Standards (Next Generation Standards)

It has always been a challenge in Florida to prepare teachers with science and math content knowledge. It has always been a challenge in Florida to prepare teachers with educational skills. The new challenge is to help teachers to understand the philosophy and intent of the new Sunshine State Standards and to be able to utilize the new standards effectively. The new Mathematics and Science Standards look different, and teachers will need guidance in how to use these standards to improve teaching effectiveness. Teachers will need guidance in understanding the expectations for teachers at different levels, how to deal with areas of controversy, and how to use their current textbooks and curriculum materials to teach the new benchmarks. For teachers who teach science, a deep understanding of their role in teaching the Nature of Science throughout and the interrelationship of the sciences will be a key aspect of any teacher professional development.

³ Seven constructs were used in the evaluation component: Collective Participation; Administrative Leadership; Teacher Quality; Parental Involvement; Student Outcomes; South Florida Annenberg Project Goals; and Environment.

⁴ University of Miami Case Studies on Project MIND: Palm Beach County (2002); Miami-Dade (2003).

At each level, teachers will need a deep understanding of the Big Ideas or central unifying concepts, and understand and internalize what those mean. Teachers will need multiple examples of how the core concepts can be taught, using a variety of means and at different levels. The idea of in-depth teaching or teaching to mastery of the benchmarks will be contrary to the way so many teachers have traditionally taught. Teacher preparation and teacher professional development must recognize these challenges and expertly design the interventions to address these issues. Teachers will need to recognize that assessments of student mastery will become more fine-grained with the design of end-of-course exams in the future. These assessments, as well as FCAT, will hold teachers accountable for teaching the benchmarks in the new standards. Project MIND recognizes both the academic as well as the logistical issues involved in transitioning to the new, more challenging standards and has designed programs that will address both the challenges of understanding the subject content in-depth and the pedagogical shifts that must occur. We would expect similar results at any Pre – K through 12th grade school.

VIII. Cost Structure

EXPENSE SUMMARY	Phase I (Dates TBD)	Phase II (Dates TBD)
Teacher Training Workshops (\$400 per participant*. This fee includes all workshop materials.) * Note: For less than 30 participants, a \$3,000 per day fee will apply + \$100 per participant for materials.	TBD	TBD
Travel Expenses	TBD	TBD
Additional Workshops		
Refresher Workshops	\$3,000 per day + \$30 per participant for materials	\$3,000 per day + \$30 per participant for materials
Parent Workshops	\$3,000 per day	\$3,000 per day
Classroom Demonstration Lessons* *Add \$3.00 per student for materials	\$3,000 per day TBD	\$3,000 per day TBD
Total Expenses	TBD	TBD

Attachment 8

Florida Department of Education Required “New Charter Applicant” Training Certificates

CERTIFICATE OF PARTICIPATION

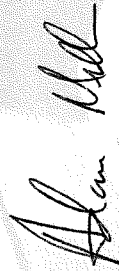
is presented to:

Mike Strader

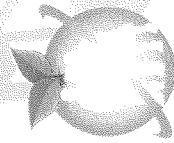
for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.



DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE

S C H O O L

CHOICE

Florida Department of Education

CERTIFICATE OF PARTICIPATION

is presented to:

Nathaniel Grasch

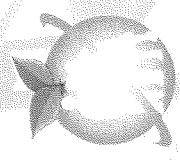
for completion of:

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

CERTIFICATE OF PARTICIPATION

is presented to:

Gary Scott

for completion of:

NEW APPLICANT TRAINING

Conducted on this 22nd day of July, 2010.



DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
Schools



EXECUTIVE DIRECTOR, SCHOOL CHOICE

SCHOOL
CHOICE
Florida Department of Education

Attachment 9

Draft Examples of Internal Control Policies-Procedures

ADVANTAGE ACADEMY OF BROWARD, INC.

INTERNAL ACCOUNTING CONTROL POLICIES & PROCEDURES MANUAL

DRAFT

CHARTER SCHOOL POLICIES AND PROCEDURES MANUAL

TABLE OF CONTENTS

CHAPTER 1	GENERAL POLICIES	PAGE 2
CHAPTER 2	COLLECTIONS	PAGE 5
CHAPTER 3	PURCHASING & EXPENDITURES	PAGE 12
CHAPTER 4	TANGIBLE PERSONAL PROPERTY	PAGE 22
CHAPTER 5	FUND RAISING	PAGE 24
CHAPTER 6	FINANCIAL REPORTS	PAGE 26
CHAPTER 7	SUPPORT ORGANIZATIONS	PAGE 29
CHAPTER 8	RETENTION OF RECORDS	PAGE 30
CHAPTER 9	RESTRICTED DISTRICT FUNDS	PAGE 31
CHAPTER 10	PAYROLL & TIMEKEEPING	PAGE 33
CHAPTER 11	BUDGET	PAGE 35
CHAPTER 12	ANNUAL AUDIT	PAGE 36
	APPENDIX (FORMS)	PAGE 37

- 1.0 Principles - The following are the broad principles governing the financial transactions of the school. The broad principles establish the basic foundation for financial activity.
- A. The charter school board shall be responsible for administration and control of financial assets of the charter school, and in connection therewith shall:
 - 1. Adopt written rules governing the receipt and disbursement of all funds and for the accounting of property pursuant to Florida Statutes.
 - 2. The Board may contract with a qualified Financial Management Services Company either direct or indirect through its Management Oversight Provider (or Education Services Provider) to provide bookkeeping services including, but not limited to: general ledger, management of payables, receivables, payroll, tax reporting, financial reporting, purchase orders and asset management. References herein shall be to the Board's Designee for authority to authorize purchases for goods or services and to submit payment for those goods or services as provided in the annual budget approved by the Board of Directors.
 - 3. Provide for an annual audit of the funds and accounts of the charter school in compliance with Florida Statutes.
 - B. The financial transactions of the charter school shall be accounted for in the school's accounting system. All funds handled by charter school employees during normal working hours shall be included in and become part of the funds of the charter school. All organizations of the charter school, or operating in the name of the charter school, which obtain monies from the public, shall be accountable to the board for receipt and expenditure of those funds in the manner prescribed by the board. If authorized by the charter school board, a direct support organization may have all financial transactions accounted for in the school's account.
 - C. Charter school funds shall be used to benefit activities authorized by the charter school board.
 - D. Student participation in fund raising activities shall not be in conflict with the program as administered by the charter school board.
 - E. The objective of fund raising activities by the charter school, by any group within, or in the name of the charter school shall not conflict with programs as administered by the charter school board.
 - F. Funds collected shall be expended to benefit those students in the charter school unless those funds are being collected for a specific documented

purpose. Those funds designated for general purposes shall be used to benefit the student body.

- G. Collecting and expending of charter school funds shall be in accordance with the Florida Constitution, applicable Florida Statutes, and State Board of Education rules. Sound business practices must be observed in all transactions.
 - H. Each charter school organization should operate within a budget formulated by the charter school board. The format of the budget shall be established by the Board or the Board's designee if not prescribed by Sponsoring district.
 - I. Purchases from charter school funds shall not exceed the resources of the applicable student activity/project account, except for items acquired for resale or items authorized by charter school board rule. A temporary exemption may be granted by the Board's Oversight/Management entity to facilitate the initial purchase of goods to be sold or to otherwise facilitate the successful start-up of a project.
 - J. An adequate system of internal control shall be maintained in order to safeguard the assets of the charter school funds.
- 1.1 Responsibilities - The following are the responsibilities for processing charter school fund accounts.
- A. Charter School Board
 - 1. Shall require that its written policies relating to internal funds be enforced.
 - 2. Shall provide fidelity bonds, if required by the Charter Agreement, for employees responsible for such funds.
 - 3. Shall provide for an annual audit by a certified public accountant or qualified auditor.
 - B. Charter School Principal/Board Designee (Oversight Entity)
 - 1. Shall administer all rules and policies established by the charter school board relating to financial transactions.
 - 2. Shall have the authority to implement all policies and rules pertaining to the supervision and administration of charter school funds in accordance with established policies and procedures of the school.
 - 3. Shall be held accountable for the handling of all phases of internal accounting in the charter school.
 - 4. Shall use a uniform system of accounting.

5. Shall submit to the charter school board, monthly and annual financial reports.
6. Shall be directly responsible for the conduct of student financial activities in accordance with the policies, rules and procedures, and as amended from time to time.
7. Shall have the opportunity to participate in the preparation, modification, and interpretation of policies and procedures affecting charter school funds. Federal regulations, state laws, and state board regulations are to be observed.

C. Charter School Bookkeeper

1. Shall be responsible under the direction of the Board's Designee for all financial transactions.
2. Shall maintain records and follow procedures as adopted by the charter school board.

D. Charter School Employees

1. Shall be responsible for compliance with all applicable laws, rules, policies and procedures in all internal accounts transactions.

1.2 Audits

- A. The charter school board shall provide for an annual audit of the charter school funds by a person certified by the State Board of Accountancy as a certified public accountant. The auditor shall submit a signed, written report to the school board in compliance with GAAP and GASB 34 which shall include any notations of any failure to comply with requirements of applicable Florida Statutes, State Board rules, and policies of the charter school board, and commentary as to financial management and irregularities. Such audit shall be presented to the charter school board while in session and filed as part of the public record.
- B. If there are any adverse findings in the auditor's report, the school principal/Board Designee shall respond to the auditor, noting, if required, any corrective action taken. Such response will then be included in the auditor's report at the time it is presented to the charter school board.

2.0 Collections - Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented. General Policies related to collections are as follows:

- A. Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented.
 - B. For this reason, each time the bookkeeper receives money to be entered into the charter school's accounting system, a Report of Monies Collected Form, or other approved collection form (receipt), must accompany the money.
 - C. Depositories in which charter school funds are kept must be qualified public depositories.
 - D. The charter school shall have only one operating checking account. All monies received by the school will be deposited intact as collected into this account and all disbursements will be made by checks drawn on this account. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit. The Charter School shall be permitted to have an additional checking account for internal use.
 - E. Savings or other investment accounts may be opened as needed and as approved by the charter school board. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit.
- 2.1 Report of Monies Collected Form – the purpose of this form is as follows:
- A. A Report of Monies Collected Form (see Appendix), or other official collection form, is the supporting documentation for the Official Receipt and must be completed. It must be prepared in ink indicating the purpose of the collection, and amounts. When received by the bookkeeper, the forms must be numbered consecutively using the Official Receipt number. If the collection is from students or individuals, the names must be listed on the Report of Monies Collected Form.
 - B. It is recognized that during special activities (e.g. registration fees, sales or rental of locks, etc.) there is a possibility of overages and shortages. If this occurs, it must be indicated on the Monies Collected Forms as such. All discrepancies must be discussed with the person responsible for collection and clarified before receipting.
 - C. Any differences between the amount reported on the Monies Collected Form and the actual amount of cash and checks on hand must be researched and documented. The corrections must be written in ink on the face of the collection document without obscuring the original entry and must be signed by both the bookkeeper and the collector.
- 2.2 Report of Tickets Sold – The purpose of this form is as follows:

- A. This report shall be prepared in support of all collections from the sale of admission tickets. The color of tickets, ticket numbers and prices are to be listed on the form. Report of Tickets Sold (see Appendix) must be completed by the person responsible for the sales along with the collections to the school bookkeeper. It is recognized that errors may occur in making change and that the actual cash received may not always agree with the number of tickets sold. For this reason, any difference in cash is to be accounted for and actual cash received must be shown on the Report of Tickets Sold. Excessive differences must be investigated by the Board's Designee.
- B. All tickets shall be prenumbered and perpetual inventories shall be maintained on the Ticket Log (see Appendix). Any prenumbered tickets shall be accompanied by a certified statement of the numbers received. A printer's affidavit must be retained for audit when tickets are purchased from outside vendors.
- C. The bookkeeper will be the custodian of all prenumbered tickets. The bookkeeper will be in charge of ordering, receiving, storing, issuing and inventorying tickets. A physical inventory must be done annually of all prenumbered tickets. The physical inventory must be compared to the perpetual inventory (Log) of the tickets and any discrepancies must be investigated. A staff member other than the bookkeeper must complete or witness the physical inventory count. This process must be documented and be signed by the bookkeeper and the other staff member. The report on this process must be submitted to the principal.

2.3 Teacher Receipts – procedures related to Teacher Receipts are as follows:

- A. Teacher Receipts may be issued to students, parents, employees or patrons as an accommodation upon request. They are not to be used in lieu of Official Receipts or Report of Monies Collected. The issuing of all receipt books to teachers or other school employees must be strictly controlled using the Teacher Receipt Book Log (see Appendix). The bookkeeper must know exactly which receipt books are being used and by whom. Support Organizations, such as parent groups, which maintain separate banking accounts are prohibited from using receipt books assigned to the school.
- B. The original teacher receipt, prepared in ink, is to be given to the payer; the carbon copy must remain in the book. Receipts are not required to be issued if the student's name appears on the Report of Monies Collected. However, if a Teacher Receipt is issued, the name of the student and the teacher receipt number must be included on the Report of Monies Collected Form.

- C. Teacher Receipt Books must be returned to the bookkeeper after the last receipt has been issued and/or at the end of the school year, whichever occurs first.
 - D. In the event the loss of a Teacher Receipt Book occurs, the following procedures are required:
 - 1. After every effort has been exhausted, the responsible individual will write a statement indicating the book has been lost and that all monies have been turned over to the bookkeeper. The receipt numbers pertaining to the lost receipt book must be indicated on the statement. The statement must have the approval of the principal and be filed with the bookkeeper.
 - E. A Teacher/Department receipt must be issued if requested by the payer.
 - F. The bookkeeper will be the custodian of all prenumbered Teacher Receipt books. The bookkeeper will be in charge of ordering, receiving, storing, issuing and inventorying the Teacher Receipt books. A physical inventory must be done annually of all prenumbered Teacher Receipt books. The physical inventory must be compared to the perpetual inventory (Log) of the Teacher Receipt books and any discrepancies must be investigated. A staff member other than the bookkeeper must complete or witness the physical inventory count. This process must be documented and be signed by the bookkeeper and the other staff member. The report on this process must be submitted to the principal.
- 2.4 Official Receipts – procedures related to official receipts are as follows:
- A. An Official Receipt must be written for all money collected by the bookkeeper from each source. These prenumbered receipts are the means of recording all monies received and substantiating each deposit, as well as providing support for entries on the Report of Monies Collected Forms and serve as evidence to document the transfer of monies between employees and the bookkeeper. The original Official Receipt must be submitted to the person who collected the monies and the copy remains in the Official Receipt book.
 - B. Official Receipts are to be used in numerical order.
 - C. When an Official Receipt is voided, both copies must be retained in the Official Receipt book for audit purposes.
- 2.5 Deposits – procedures related to deposits are as follows:

- A. The bookkeeper shall total the actual amount of cash and/or checks on hand and determine that this amount agrees to the total of Official Receipts issued for that time period.
 - B. After completing this reconciliation, the bookkeeper shall prepare a bank deposit slip for the total of the currency, coins and checks on hand.
 - C. The amount and date of deposits and the beginning and ending official receipt numbers shall be footnoted on the last official receipt (copy bound in official receipt book) of each deposit.
 - D. Checks must be restrictively endorsed immediately upon receipt.
 - E. Deposits should be made daily to the extent practicable and as dictated by sound business practices. At the least, funds collected shall be deposited within five (5) working days after receipt. If for any reason, a deposit cannot be made within 5 working days then the Principal or Board Designee must be notified.
 - F. Money kept over night must be kept in a secure location.
- 2.6 Returned Checks – procedures related to returned checks are as follows:
- A. Returned checks are those checks that have been deposited into the charter school bank account but have been returned by the bank primarily due to insufficient funds or closed accounts. Checks returned are to be recorded as accounts receivable. Once collection efforts have been exhausted, the worthless checks may be written off with charter school board approval.
 - B. Procedures for processing returned checks are as follows:
 - 1. As soon as a returned check is received, a Returned Check Worksheet (see Appendix) should be started. Returned checks may be redeposited one or two times prior to documented contact with the maker (if the bank charges a fee to the school for returned checks, redeposit without prior contact with the maker is not recommended). Redeposits of returned checks should be made as a separate deposit. Attempts must be made to contact the maker by phone or other means. All contact attempts must be documented on the Returned Check Worksheet (see Appendix). Contact should be made within five working days of notice. If phone contact is unsuccessful, a certified letter (see Appendix) is prepared on school letterhead and is signed by the principal. The letter should be sent with 10 working days of notice.

2. If the check is redeposited within 10 working days without letter contact (no service fee is required to be collected) or if cash or a money order is submitted within 10 working days without letter contact (service fee required to be collected) additional checks may be accepted from the maker without restriction.
3. If cash or money order is submitted by the maker for the amount owed plus the appropriate service charge following the receipt of the certified letter additional checks may be accepted from the maker without restriction.
4. If cash or a money order is submitted for only the amount owed (no service charge collected) following the receipt of the letter, additional checks may not be accepted from the maker until the service charges are paid.
5. If restitution in any amount is not made, no additional checks may be accepted from the maker.
6. A Report of Monies Collected Form must be completed, an Official Receipt is prepared and the original check must be returned to the maker upon full payment. This amount is deposited separately. Service charges collected are posited to the Principal's project as "Other Income".
7. If it is determined, for good reason, that the returned check service fee should not be collected, the principal should prepare and sign a memorandum explaining the circumstances leading to the decision. This document should be retained for audit.
8. If restitution is not made by the end of the month, the amount must be recorded as accounts receivable.
9. All returned check transactions should be recorded on the Accounts Receivable Log (see Appendix) as part of the bank reconciliation process at month end.

2.7 Miscellaneous Collections – Procedures related to miscellaneous collections are as follows:

- A. Donations – Any cash donation received by the school will be handled using the normal receipting procedures. Restricted donations must be documented with a written statement from the donor indicating the intended purpose of the donation and any alternative use. An acknowledgement letter (see Appendix) will be sent to the donor where requested or as appropriate.
- B. Interest – Interest earnings from checking accounts, savings accounts, certificates of deposit, etc, must be promptly recorded upon receipt of the bank statement and/or credit advice form bank. These earnings shall always be credited to the principal's account except where directed by an outside donor.

- C. Lost and Damaged Textbooks/Media Fines – Fees and fines will be established by the charter school board. Monies collected through these sources will follow the normal collection procedures. Proceeds will be used to replace textbooks and media center materials.
- D. Field Trips - Monies collected for field trips will follow the normal collection procedures.
- E. Property Deposits (lock or locker rentals, etc) – Monies collected through these sources will follow the normal collection procedures. Because all property deposits may be fully or partially refundable, it is highly recommended that Teacher Receipts be issued for these collections.
- F. Commissions (School pictures, vending machines, etc) – The charter school may choose vendors who handle all collections and then pay a commission to the school based on the sales. Monies collected through these sources will follow the normal collection procedures.
- G. School Store – The operation of a school store consists of the sale of merchandise that is needed by students to facilitate classroom instruction and to accommodate students. Permission to operate such stores shall be granted by the Principal. The following procedures apply to the school store:
 - 1. Amount of sales are to be recorded daily on the Report of Monies Collected Form. Students' names are not required to be recorded for small dollar (<\$5) sales. Collections must be remitted to the bookkeeper daily if practicable or at least once per week
 - 2. Goods sold in a school store are subject to sales tax. Sales tax on school store merchandise should be paid to the vendor at the time of purchase.
 - 3. At the end of the school year, an Inventory of School Supplies (see Appendix) and Sales Recap Form (see Appendix) must be completed. These reports will be submitted to the charter school board for review.
- H. Yearbook – The following procedures apply to yearbook sales:
 - 1. Monies collected for yearbook sales must be receipted with a Teacher Receipt. When funds are remitted to the bookkeeper, a Report of Monies Collected showing the receipt numbers issued must accompany the funds. If receipt books are provide by the yearbook publisher, the receipts must be received by the bookkeeper and checked out in the same manner as the Teacher Receipt books.

2. At year end, the yearbook sponsor shall submit a Yearbook Report. (see Appendix) This report will be submitted to the charter school board for review.
- I. Property Damage Reimbursements – Any reimbursements collected from students, parents or other outside individual for damage to school property will be accounted for as “Other Income” in the principal’s account and will be used to offset any cost for replacement or repair.
- J. General Sales – On certain occasions the individual listing of names is not practical, such as where individual collections are very small (car washes, bake sakes, candy sakes, concession stand sales).
- K. Refunds – Expenditure refunds will be credited to the expense account where the original cost was charged.

Chapter 3 – Purchasing & Expenditures

- 3.0 The charter school’s Board Designee is fully responsible for all purchases and purchase commitments requiring present or future disbursement of school funds. A signed commitment (Purchase Order) from the principal or designee must be on file before any purchase is made. Vendors will be notified of this policy. No purchase shall be made unless sufficient resources are available, except items for resale.
- 3.1 Check signatures – Procedures related to check signing are as follows:
 - A. There shall be at least three (3) authorized check signers, one of whom must be a board member
 - B. A copy of the current bank signature card will be kept on file for audit purposes.
 - C. As authorized signers leave the charter school, the bank must be notified immediately to remove them as authorized signers.
 - D. All checks issued by the School’s Financial Services Provider must be signed by two signers, at least one of which must be the board member. The Board’s designee shall have signature authority for amounts up to \$15,000. Checks under \$15,000.00 may be written by the Board’s designee for items pertaining to the school’s operations. All checks over \$15,000 (except for payroll) must include the signature of at least one board member.
 - E. The Board’s Designee is responsible for all financial transactions and proper check signatures.

- F. Under no circumstances will blank checks be signed.
- G. Under no circumstances will checks be written with to “Cash”.

3.2 General Policies for Disbursements are as follows:

- A. Purchases for any group shall not exceed the cash resources of that group during any school year except as approved by the Board’s Designee.
- B. Charter school employees or others are not to make personal purchases through school funds in order to take advantage of purchasing privileges such as discounts, tax exemptions, etc.
- C. Prenumbered checks shall be used as the means for disbursing funds, and as the basis for accounting entries, with the exception of disbursements from properly established petty cash funds.
- D. School funds shall not be used to cash checks to accommodate individuals, make any type of loans, or extend credit. Charter school employees who are compensated for additional services (with Board approval) shall be paid through normal payroll procedures. This does not prohibit the Principal or the Board’s designee from approving a payroll advance as long as the employee can demonstrate repayment ability.
- E. School funds shall be expended for the purpose for which they are collected. Charter school board policies governing expenditures apply regardless of the method of making payment, whether by check, credit or debit card, or from a petty cash fund. Payments in cash are prohibited except for properly authorized petty cash funds.
- F. Evidence supporting all expenditures must be kept on file and available for audit. Documentation includes authorized purchase orders, and original signed receipts or invoices, etc. Vendor statements alone are not considered valid documentation for expenditures. If an original invoice or receipt is not available, a signed statement, approved by the school principal or Board Designee must be included explaining the reason that the original document is not available.
- G. Purchases should not be made from any charter school board member or employee. There are certain exceptions, such as when the goods or services are purchased using a competitive bid process or if a system of rotation is used which makes the process completely fair to those vendors who are not employees of the charter school. Under any circumstances

payment must be made to a vendor with a separate tax identification number from the board member or employee.

- H. School funds shall not be used to pay for any expenditure in excess of \$25 made by a student, teacher or other charter school employee who had not first obtained an approved Purchase Order or other appropriate Authorization Form signed by the principal. Oral requests and authorizations for expenditures shall not be valid.
- I. Invoices must be paid on a timely basis. In most instances, the due date is stated on the vendor statement. Payment must be made on time to avoid penalties and late charges. Also cash discounts for early payment must be taken when offered.
- J. Invoices must be properly canceled when paid.
- K. Persons signing checks shall require proper and adequate supporting evidence at the time the checks are presented for signature.
- L. Reimbursement for travel expenses using FEFP funds are restricted to those allowed by Florida Statute. Authorization to incur travel expenses must be obtained in writing in advance of the travel taking place. Request for reimbursement of expenses will be made using a Travel Reimbursement Request.

3.3 Petty Cash – procedures related to petty cash are as follows:

- A. A petty cash fund is a relatively small amount of cash used to make infrequent, small and emergency purchases. Normal pre-approval procedures are not followed with this kind of expenditure, but good business practices are expected to be followed as with other purchases.
- B. The principal may establish a petty cash fund not to exceed \$100. Funds to establish the petty cash fund shall be taken from the principal's account. The petty cash fund must be properly recorded in the general ledger.
- C. The following procedures apply to petty cash funds:
 - 1. A check is written to the principal or bookkeeper for the amount of the fund.
 - 2. After the check is endorsed, it is to be cashed at the bank in whatever denomination of currency and coins are desired. The cash is to be kept in a secure place with access limited to the principal and the bookkeeper.
 - 3. As the need arises, cash is taken from the fund to make small purchases. The maximum amount for a single purchase is \$25. A single purchase is defined as one that occurs infrequently and for a

variety of goods and services. Splitting invoices for a single expenditures or making multiple transactions in order to bypass the \$25 limit is not permitted.

4. Expenditures must be supported by an original invoice, ticket, cash register receipt or other similar document. The document must be signed by the person making the purchase and include a brief description of the item purchased and the purpose. If an original invoice or receipt is not available, a signed statement, approved by the school principal must be included explaining the reason that the original document is not available.
5. As the fund is depleted, a Petty Cash Reimbursement Form (see Appendix) must be prepared and check written to the principal or bookkeeper to replenish the fund. When recording the check into the accounting system, expenditures will be charged to the appropriate account as indicated on the supporting documents. The Petty Cash Reimbursement Form and all of the documents supporting the petty cash disbursements will be filed with the replenishment check.
6. The individual responsible for the petty cash fund must at all times have in his/her custody cash or paid documents or both totaling the amount of the petty cash fund.

3.4 Change Funds – Procedures related to change funds are as follows:

- A. Student activities frequently require cash for making change. Change funds are issued and processed in the same manner as petty cash. The change fund must be returned to the bookkeeper and redeposited promptly after the event is over.
- B. As change funds are issued and returned, the Change Fund Log (see Appendix) must be completed.

3.5 Check Requisition/Purchase Order Request – The purpose of this form is as follows:

- A. Expenditures must be documented with a Check Requisition/Purchase Order Request (see Appendix). This form documents information about the anticipated purchase and the principal's approval of the commitment. The approval of a purchase order request is intended to serve as authorization for the purchase, not authorization for payment. This form is also used for requesting checks for payment included with an order, reimbursement of expenses, etc.
- B. Check Requisition(s)/Purchase Order Requests are to be completed and properly approved prior to purchase.

- C. Check Requisition/Purchase Order are required for any purchase of \$25 or greater at the discretion of the school principal.
- D. When a Check Requisition/Purchase Order is properly prepared and approved, a number will be assigned to it by the school bookkeeper. A Check Requisition/Purchase Order Log (see Appendix) will be maintained.
- E. Blanket Purchases – Recurring expenses may be covered by a blanket purchase order which may be issued for a six month period. Such blanket purchase orders shall give the authority for these purchases. Each time an invoice is recorded against a purchase order, it should be noted or recorded on the original (bookkeeper's) copy of the blanket purchase order and kept for audit purposes. A copy of the purchase order must be kept with the check documentation and the final payment must have the original purchase order attached.
- F. Check Requisition/Purchase Order Requests/Blank Purchase Requests are not required for payroll expenditures, or for recurring expenditures such as for rent or utilities.

3.6 Disbursements – Procedures for disbursements are as follows:

- A. Obligations for services, equipment or supplies shall be paid only upon receipt of an itemized invoice and a receiving statement signed and dated by a responsible employee, certifying receipt of merchandise as described and in proper condition. All of these documented including the approved purchase order must be attached to the check voucher for audit purposes.
- B. Every effort shall be made to secure an original invoice as proof of purchase or service rendered. A vendor statement is not an invoice and shall not be used as the sole basis for payment. A canceled check is not acceptable as evidence in lieu of an invoice. If no receipt or invoice is available, a signed, dated, written explanation of the expenditures, approved by the principal, shall be recorded on or attached to the Check Requisition/Purchase Order.
- C. Initials or rubber stamp signatures are not permitted on invoices to certify receipt of goods or services and may not be used on Check Requisition/Purchase Orders.
- D. If, for any reason, a check must be voided, "VOID" must be written across the face of the check, the date voided and the signature block must be removed. Voided checks shall be kept for audit purposes.

- E. Checks which have erasures or alterations of any type on them must not be used. These checks must be voided.
 - F. The IRS information form W-9 (see Appendix) will be used as the official vendor information document. This form will be obtained for all vendors. The W-9 will not be required for payment to employees, parents, and students assuming that the payment is for reimbursement. If the payments made to parents or students are for services rendered, normal vendor documentation and IRS reporting procedures will apply. If the payment to the employee is for services rendered, the payment must be board approved and must go through normal payroll procedures. Completed W-9 forms will be retained by the bookkeeper.
 - G. Information will be maintained in order to prepare IRS form 1099's to vendors providing professional services as required.
- 3.7 Credit/Debit Cards – Credit/debit cards will be used only by charter staff approved by the charter school board.
- A. The credit card statement must be reconciled to original receipts prior to payment. The statement and the original receipts must be attached to the Check Requisition/Purchase Order Request.
 - B. Debit card transactions must be recorded on the accounting records using an Adjustment Worksheet (see Appendix). Original receipts must be attached to the worksheet.
 - C. Credit card transactions must be recorded on the accounting records through the check for payment to the credit card company. Original receipts must be attached to the check documentation.
- 3.8 Refunds – Procedures related to refunds are as follows:
- A. On occasion, refunds may be permitted to students and parents for collections previously made with approval by the principal. The original payment should have been documented on a Report of Monies Collected Form. A copy of this form, along with a written explanation for the refund will be attached to the Check Requisition/Purchase Order Request.
 - B. In a case where a refund is to be made affecting many students (canceled field trip) AND the individual dollar amounts involved are small, the bookkeeper may, with the principal's approval, issue a check in the normal manner made payable to an appropriate staff member for the total of the refunds due. It is the responsibility of this staff member to cash the check and issue refunds in cash to the individual students. A log must be kept containing the names of the students and the amount each received.

Each student must sign the log to verify receipt of the refund. The dollar amount of the refund and the age of the student should be considered before this method of refund is used.

- C. Refunds should be coded to the same account where the original collection was coded.

3.9 Purchases Subject to Sales Tax

- A. All purchases will be made in accordance with Department of Revenue – Sales & Use Tax Rules – 12A-1.001(15).
- B. The sale of schoolbooks, including printed textbooks and workbooks, containing printed instructional material, and questions and answers for school purposes used in regularly prescribed courses of study in public schools grades K through 12 are exempt.
- C. Yearbooks, magazines, directories, bulletins, papers, and similar publications distributed by educational institutions to the students are classified as schoolbooks and are treated in the same manner as other schoolbooks.
- D. Sale of school materials and supplies are taxable regardless of by whom sold; however, for the sake of convenience, schools grade K through 12 and their respective PTA's have been granted the privilege of paying tax to their suppliers on school materials and supplies that they purchase for resale to students and the tax is passed on to the student as part of the selling price.
- E. On the sale of food and drinks through vending machines, the school must pay sales tax to the supplier on the cost of the food or drinks delivered to the school.
- F. The sale of photographs by photographers for use in students' yearbooks is taxable if the student makes the purchase and payment. They are exempt only if payment is made from school funds.
- G. Band uniforms, athletic uniforms and equipment, caps and gowns and other items of clothing bought and paid for by a school with ownership and title remaining in the school are exempt. If the student keeps any of these items then the purchase is subject to sales tax.
- H. Tangible personal property sold outright or rented through the school to students is taxable based on delivered cost to the school on the amount charged to the student upon sale or rental. Student photographs, candies,

confections, and novelties sold to students or the public for fund raising purposes come within this rule.

- I. Admissions to athletic or other events held by elementary schools, middle schools, high schools, and vocational technical schools, are exempted only when student or faculty talent is utilized.
 - J. If meals for members of school organizations are paid for out of school funds, the person paying for them may give a certificate to the person collecting for them, stating that the meals are purchased from the school funds for school purposes. This will relieve the seller of the responsibility of collecting sales tax on the meals. The certificate referred to above can best be in the form of a copy of the school purchase order form.
- 3.10 Transfers Between Funds and Projects – Procedures related to transfers are as follows:
- A. Operating transfers are made to move funds from one account to another. The transfer is a receipt to the project to which the money is transferred and an expenditure of the fund from which the money is transferred. It is not, however, considered a receipt or expenditure of the total activity fund of the school.
 - B. Transfers are made by journal entry and are documented with an Adjustment Worksheet (see Appendix) bearing the signatures of the principal and the staff member responsible for the projects that are affected by the transfer.
 - C. Equity transfers are made from one account to another with the principal's approval, provided that the accounts from which funds are transferred are:
 - 1. No longer operative and the balance is moved to an appropriate active account.
 - 2. The account is an enterprise account (such as the school store and vending machine) and the profits are transferred to the principal's account or a designated account.
 - 3. At the request of the organization to whose account the funds were originally credited.
 - 4. From the principal's account to any other school account where the funds are needed to complete a project which will benefit the major part of the student body or to cover negative balances at year end.
 - 5. Transfers are NOT made to correct errors. Errors are corrected using journal entries that debit (or credit) the incorrect account and debit (or credit) the correct account. An Adjustment Worksheet (see Appendix) is used to document error corrections.

6. Transfers may not be made between school raised funds and funds provided by the District.

3.11 Travel

- A. All travel expenses will be reimbursed in compliance with Chapter 112, Florida Statutes.
- B. Travel must be by the most efficient and economical means.
- C. Per Diem and meal allowances will be paid only when the employee is traveling outside the county where the employee's school is located.
- D. All travel reimbursement requests must be submitted on the Reimbursement Voucher for Travel Expenses (see Appendix). This form shall include departure and return points in time, purpose of travel and supporting documents for itemized expenses. Any claim for reimbursement of expenses for conventions and conferences shall include a copy of the program or agenda and an itemization of registration fees including meals or lodging contained in the fees. All travel expenses shall be reimbursed at the standard rate for Class A, B, and C travel.
 1. Class A Travel – continuous travel of 24 hours or more
 2. Class B Travel – continuous travel of less than 24 hours which involves overnight absence
 3. Class C Travel – travel for short or day trips where the traveler is not away overnight
- E. Reimbursement of travel expenses will be limited to those expenses ordinarily and necessarily incurred in the performance of the employee's duties.
- F. Rates of Per Diem and Subsistence Allowance
 1. Fifty dollars per diem, or
 2. If actual expenses exceed \$50, meal allowance plus actual expenses for lodging at single occupancy rate to be substantiated by paid bills
 3. Meal Allowances:
 - a. Breakfast - \$TBD; when travel begins before 6:00 AM and extends beyond 8:00 AM
 - b. Lunch - \$TBD; when travel begins before 12 noon and extends beyond 2:00 PM
 - c. Dinner - \$TBD; when travel begins before 6:00 PM and extends beyond 8:00 PM

G. Mileage Allowance

1. The use of privately owned vehicles for official travel may be authorized. Whenever travel is by privately owned vehicle, the traveler shall be entitled to a mileage allowance at a fixed rate of \$.50 cents per mile.
2. All mileage shall be shown from point of origin to point of destination. Vicinity mileage necessary for the conduct of official business is allowable but must be shown as a separate item on the expense voucher.
3. The following incidental travel expenses may be reimbursed:
 - a. taxi fare
 - b. ferry fares, and bridge, road and tunnel tolls
 - c. storage or parking fees
 - d. communication expense
 - e. convention or conference registration fees

3.12 Long Distance Telephone Calls

- A. No personal long distance calls should be made at the school. If personal calls are made in an emergency situation or in error, reimbursement for such calls should be made to the school immediately. The reimbursement collections should be coded to the same account where the phone bill payment is coded.

4.0 Tangible Personal Property – Procedures related to tangible personal property will comply with the Rules of the Auditor General, Chapter 10.400

- A. The charter school's capitalization limit shall comply with Section 274, Florida Statutes or the sponsoring District's capitalization limit, whichever is greater.
 1. The word "property" means fixtures and other tangible personal property of a nonconsumable nature the value of which is \$750 or more and the normal expected life of which is 1 year or more.
- B. The property custodian for tangible personal property shall be the principal or the Board's Designee of the charter school. This custodian may delegate use and immediate control of the property to the employees. The property custodian may not delegate the ultimate responsibility for control and use.
- C. It shall be contrary to Board policy for an employee to remove property from its assigned premises without advance approval from the property custodian.

- D. All tangible personal property items purchased or donated at a cost or value that exceeds the capitalization limit shall be tagged and inventoried.
- E. Tags shall include the school name and sequential property tag number.
- F. Tags should be placed in a uniform method on similar types of property such as:
 - 1. Desks and tables – front leg just below top
 - 2. Chair – back of chair seats
 - 3. File Cabinets, Lockers, Racks, etc – front top, left corner
 - 4. Office machines & accessories, upholstered and decorative furniture – attach where convenient, but so as not to mar appearance
 - 5. Machinery, mowers, etc – attach where easily visible and yet not subject to obliteration
- G. Secondary marking shall be made on each item that also includes the school name and sequential property tag number so that it can be positively identified should the decal come off or be removed...
- H. Secondary markings can be done in several different ways, including but not limited to:
 - 1. paint or stencils
 - 2. electric pencils or engravers
 - 3. India or indelible ink
 - 4. steel dies
 - 5. branding or soldering irons
- I. The Inventory Listing of Tangible Personal Property (see Appendix) shall be perpetually maintained.
- J. Annually, an inventory of tangible personal property shall be completed. The inventory will be signed by the principal as property custodian and will be submitted to the charter school board for review. Discrepancies shall be brought before the Board for disposition
- K. Any items determined to be missing during the annual inventory shall be thoroughly investigated, then listed and presented to the charter school board for review and approval. Subsequent to the charter school board approval, the missing items will be identified as deleted on the tangible personal property listing.
- L. Equipment belonging to the charter school may be checked out to school employees for use in their homes for purposes beneficial to the school

such as the completion of work assignments and the improvement of computer related skills. Equipment may be loaned to students for instructional purposes. The employee or student will check out the equipment in accordance with the following procedures and will be responsible for its care, use and return.

1. Information on the Equipment Check Out Log (see Appendix) is to be completed, in ink, as items are checked out and back in.

5.0 Fund Raising – Fundraising guidelines will comply with those of the sponsoring District. Additional procedures are as follows:

- A. These guidelines for fund-raisers involving the sale of merchandise are intended to insure the following:
 1. The safety of the students is insured by limiting their participation in the process to taking home the fundraiser information.
 2. These guidelines include no encroachment on the instructional day.
 3. This format follows Florida PTA guidelines and complies with the Florida Department of Revenue.
- B. All fundraising projects and activities by the schools or groups within the school shall contribute to the educational experiences of students and shall not be in conflict with the overall instructional program.
- C. A parent-teacher association or other organization connected with the school may sponsor fund raising activities provided that schoolwork and time are not affected. Such activities shall be conducted in accordance with the policies of the board and with the approval of the principal.
- D. Each fund raising activity shall be planned to finance a specific objective.
- E. The principal shall control the fund raising activities conducted in the name of the school and assure that the purposes are worthwhile.
- F. Fund raising activities for which students are charged an admission shall not be presented during school hours.
- G. Collections and expenditures for fund raising activities must be accounted for through the schools accounting system.
- H. Prior to the start of fund raising activities and the procurement of merchandise for sale, a Fund Raising Application (see Appendix) must be prepared and approved by the principal and filed with the bookkeeper.

I. All products purchased for resale must be accounted for at retail value. Make a full count of all items received BEFORE sale starts. An example of estimating profit follows:

J.

Estimated Revenues:

Received for Resale	100 boxes of candy
Selling price	\$1.00 per box
Expected income	\$100.00 (100 x \$1.00)
Gross profit	\$50.00 (\$100 - \$50)

Estimated Costs:

Received for resale	100 boxes of candy
Purchase price	\$0.50 per box
Total costs	\$50.00 (100 x \$0.50)

K. Any reduction in the price of the product or service must be documented in writing at the time of the reduction and must be approved by the principal. All items used as prizes or gifts must be documented at the time a fundraising activity is contracted.

L. A Fund Raising Recap Report (see Appendix) must be filed with the principal's office at the close of each fund raising activity. Any material variances from the information in the original Fund Raising Application must be adequately explained.

M. Florida sales tax must be paid to the vendor when items for resale are purchased. Florida Department of Revenue Statute 12A-1.001, Article 15(d) specifies that tangible personal property sold through the school for fundraising purposes is taxable based on the delivered cost to the school. The Florida State PTA recommends that the company be a registered sales tax vendor in the State of Florida, who will agree to collect and pay sales tax to the Department of Revenue.

N. For Fund Raisers that require pledges from individuals such as walk-a-thons, dance-a-thons, etc, pledge sheets must be retained for audit. Pledge sheet totals must agree with the amount deposited unless verified by the student and sponsor as uncollectible.

O. Special events such as barbecues, dances, etc., represent yet another form of fundraising activity. These may require the use of tickets, and following the same guidelines related to the use of tickets described earlier.

6.0 Financial Reports

- A. The funds of the charter school shall be accounted for on the same fiscal year basis and accounting basis as the sponsoring district. No school organization shall make expenditures that exceed the cash resources available to that organization. All accounts payable shall be disclosed to the board at year-end.

- B. Bank statements shall be reconciled as soon as received, preferably by a person other than the person who receipts and disburses funds. It is acknowledged that this is generally not practical; therefore the bank reconciliation form (see Appendix) will be signed and reviewed by the school principal. The importance of reconciling the bank balance cannot be over-emphasized. It must be done monthly and the procedure is as follows:
 - 1. When the bank statement has been received (usually several days after the end of the month), canceled checks should be arranged in a numerical sequence (if applicable).
 - 2. Each check that has been paid and returned with the bank statement should be checked off.
 - 3. If there are deposits in transit (deposits entered in the record book during the same period but not shown on the bank statement) the total of these should be added to the balance shown on the bank statement.
 - 4. Outstanding checks (checks which were issued during the period covered by the statement, but which have not cleared the bank) on the Bank Reconciliation Report (see Appendix). The total amount of the outstanding checks is deducted from the balance referred to in item (3) above.
 - 5. The available bank balance should be equal to the balance per ledger and should be the same as that shown on the Balance Sheet. If the amounts do not agree, a mistake has been made either in the ledgers or in the reconciliation procedure and must be traced to the source immediately. Corrections must be made for any mistakes discovered. Sometimes it is necessary to verify each canceled check and each deposit against the bank statement and/or ledgers to find the error. If an error is found on the bank statement, the bank must be notified immediately so a correction maybe made.
 - 6. If the bank requires any type service charge on internal funds or if there is a charge for check printing, deposit slips, etc. the amount of the charge must be posted to the ledgers through a journal entry before starting the bank reconciliation. The journal entry will be supported by the Adjustment Worksheet (see Appendix).
 - 7. Occasionally, debits and credits will be made to a school account through error. The bank must be notified immediately. The bank

will issue a credit or debit to the school account, off-setting the erroneous charge. Neither the charge nor the credit need to be posted to the ledgers; however, the error needs to be shown on the bank reconciliation as a reconciling item until the bank issues a debit or credit to the school account to correct the error.

8. Checks returned by the bank, primarily due to insufficient funds or closed accounts, are accounts receivable to the school's internal funds. Returned checks can be carried as unrecorded reconciling items for thirty days. If the checks have not cleared within thirty days they must then be recorded to the appropriate accounts receivable account for the project.

- C. Monthly financial statements shall be made in an approved written form to provide the school's administration with financial information necessary for decision making.

- D. Financial statements will be submitted to the charter school board on at least a monthly basis. These financial statements will include, at the minimum, a current balance sheet, activity statement, a fund balance report, statement comparing actual revenues and expenditures to amounts budgeted, and a check register.

- E. Financial statements shall be submitted to the sponsoring District in accordance with the charter contract.

- F. At the close of the school year the annual report shall be prepared as district procedures provide, and shall be attested to by the principal and the preparer by their signatures as to its accuracy on reflecting the year's activity and year-end balances to be included in the District's Annual Financial Report.

- G. Fiscal Year End Procedures - The close-of-business for the last month of the fiscal year is the appropriate time for an analysis of all projects.
 1. Any remaining balances in the account of a graduated class after graduation of that class, and after the class has had an opportunity to determine the disposition of the balance, should be considered as belonging to the general fund following a reasonable time after the date of graduation. The same procedure should apply to the fund balance of any club account three months after the close of the school year during which said club account becomes inactive.
 2. In keeping with sound business practices and good accounting procedures, it is understood that no account is allowed to have a deficit balance at school year-end.
 3. No project shall show a deficit balance at year-end.

4. Monies Due to the sponsoring district are remitted by fiscal year-end.
5. Change Fund accounts must be closed out at the end of each school year.

7.0 Support Organizations – Support organizations are generally parent groups. They may operate their own bank account or be included in the accounts of the charter school. If the support organization operates within the accounts of the charter school, then the policies and procedures included elsewhere in this manual apply. If the support organization operates outside the school with its own bank account, the following procedures apply:

- A. Support organizations using its own bank account must obtain its own federal employer's identification number. It may NOT use the EIN of the charter school.
- B. Support organizations using its own bank account must obtain its own Florida sales tax exemption certificate. It may NOT use the sales tax exemption of the charter school.
- C. The principal of the charter school shall be an active member of the support organization.
- D. The principal may enter into written cooperative activities agreements with support organizations in connection with student activity events. These may include sale of souvenirs, fairs, and other activities. The distribution of profits shall be specified in the agreement; otherwise the total proceeds shall belong to the school and shall be deposited in the school's bank account. All such agreements shall be retained for audit purposes.
- E. All fundraising activities and projects of the support organization must have prior knowledge and written approval of the charter school principal.
- F. The support organization will submit to the charter school principal a financial statement (including at least a balance sheet and activity statement) at least quarterly.
- G. The support organization shall be audited annually by a certified public accountant, certified internal auditor or an auditing committee of not less than three members. The members of the auditing committee must not be signers on the support organization bank account. The CPA, CIA or the auditing committee shall submit a signed, written report to the principal of the charter school.
- H. The charter school principal will maintain a file on each support organization containing the cooperative activities agreements, financial statements and audit reports for the support organization for audit review.

8.0 Retention of Records

- A. Chapter 119, Florida Statutes, provide that no public official may mutilate, destroy, sell, loan, or otherwise dispose of any public record without the consent of the Bureau of Records and Information Management of the Department of State. Provided applicable audits have been released, records may be disposed of in accordance with procedures established by Department of Records and Forms management. Examples of such records of internal funds could include check requisitions and documentation, canceled checks, recap of collections, journals, ledgers, financial reports, purchase orders, payroll records, and serialized forms.
- B. Procedures for destruction of records shall be in accordance with Chapters 119, Florida Statutes.

9.0 Restricted District Funds

- A. Categorical Funds – Spending plans (see Appendix) for each categorical funding source will be prepared and submitted to the charter school board for approval. The charter school principal and bookkeeper will be responsible to ensure that expenditures from these projects meet the applicable requirements. Categorical funds include the following:
 - 1. **TEACHER TRAINING** - Individual professional development plans must be established for each teacher that is based on the performance of students to whom the teacher is assigned. The extent to which prescribed training is associated with increased student performance must be measured. Funds provided are for the in-service training of instructional personnel. 50% of these funds shall be used for teacher professional development in scientifically based reading instruction methods.
 - 2. **SAFE SCHOOLS** - Safe Schools activities include: (1) after school programs for middle school students, (2) other improvements to enhance the learning environment, including implementation of conflict resolution strategies, (3) alternative school programs for adjudicated youth, and (4) other improvements to make the school a safe place to learn.
 - 3. **INSTRUCTIONAL MATERIALS** - Funds are provided to purchase instructional materials including, but not limited to library media materials and science lab materials and supplies.

4. SUMMER READING ALLOCATION - Funds are to be used to first serve third and twelfth grade students for summer reading or other supplemental instruction and then for students in other grades not meeting reading standards.
5. PUBLIC TECHNOLOGY - Funds are to be used for purchase, installation and set up of computer hardware and/or software that are for **instructional** use.
6. ESE GUARANTEED ALLOCATION - Funds are to be used to provide educational programs and services for exceptional students (programs 111, 112, 113, 254 and 255).
7. SUPPLEMENTAL ACADEMIC INSTRUCTION - Provide supplemental services to students who are not meeting standards or are in danger of not meeting achievement levels required for promotion (Level 1 and 2). Emphasis should be on 3rd grade reading and 12th graders not meeting promotion standards. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school. After Level 1 and 2 students have been served, these funds may be used for class size reduction. Supplemental instruction may be provided to a student in any manner and at any time during or beyond the regular 180-day term identified by the school as being the most effective and efficient way to best help that student progress from grade to grade and to graduate.
8. LOTTERY - At least \$10 per student must be used at the discretion of the school advisory council, or in the absence of such, at the discretion of the staff and parents of the school. After the \$10 per student allocation to the SAC, the balance may be used at the school's discretion in accordance with the following rules. A portion of these funds shall be used for implementing the school improvement plan. The improvement plan shall include performance indicators which are measurable. Funding for use by the school advisory councils shall be allocated directly to the school advisory councils and shall be earmarked for the councils' use. Council funds are not subject to override by the principal. Lottery funds may not be used for capital project items involving construction, renovation, remodeling, or site improvement, nor may they be used for any project or program that has duration of more than one year. The Legislative intent is that funds be expended in the current fiscal year in order to have direct, positive

impact on current student learning rather than be set aside for future expenditures.

9. CLASS SIZE REDUCTION - After class size reduction requirements are met, funds may be used to provide additional teachers in any core subject areas (Math, Science, Social Science and English).

B. Capital Outlay Funds – A capital outlay plan will be prepared and submitted to the charter school board for approval. The capital outlay plan will be submitted to the sponsoring District as required. The charter school principal and bookkeeper will be responsible to ensure that expenditures from this project meet the applicable requirements.

10.0 Payroll & Timekeeping

A. Each year, the charter school board shall adopt a salary schedule for all employees of the school. The schedule so adopted shall be the sole instrument used in determining the annual, monthly, bi-weekly or hourly compensation for employees of the board. Such salary schedules shall clearly show the method of computing compensation of employees, whether paid on hourly, daily, bi-weekly or annual rates and individual personnel records for each employee shall contain evidence of each factor used in calculating that employee's compensation for the year.

B. No deductions shall be made from the salaries of employees of the school unless such deductions are required by law or are approved in writing by the employee to be affected. Deductions made from the salary of employees shall be promptly remitted to the agency for which such deductions were made pursuant to the requirement of such agency.

C. No compensation shall be made to any employee of the school prior to the service having been rendered.

D. No extra compensation shall be made to any employee of the school without the approval of the board.

E. No salary shall be paid differing from the amount to which the employee is entitled under the salary schedule. When it is determined that an incorrect amount has been paid, the difference shall be adjusted between the school and the employee to the end that the employee shall received the amount to which he or she is entitled under the salary schedule.

F. All charter school employees will complete and sign a biweekly Time Sheet (see Appendix). Any leave (paid or unpaid) used must be entered on the time sheet. The time sheet will also be signed by the charter school

principal. All entries and signatures must be completed in ink. It is acknowledged that the school principal is required to approve his/her own time reporting; therefore it is recommended that a board member periodically review the completed time sheets. The time sheet will be the basis for reporting to the payroll service/employee leasing company. Any differences between time reported on the time sheet and time paid will be properly documented.

- G. Regardless of whether a payroll service or employee leasing company is used, the school will obtain evidence that appropriate payroll tax deposits on behalf of the charter school are made on a timely basis.
- H. Regardless of whether a payroll service or employee leasing company is used, the school will obtain copies of all payroll tax reports issued on behalf of the charter school. These include but are not limited to:
 - 1. 941
 - 2. 940
 - 3. UCT-6
 - 4. W-2
 - 5. W-3
 - 6. 1099
- I. The board shall establish policy related to paid leave (sick and vacation) for all employees. This policy shall include provision for pay out of earned leave for employees who terminate employment prior to the end of the contract.

11.0 Budget

- A. An annual budget will be prepared and presented to the charter school board for approval.
- B. Amended budgets will be submitted to the Board for approval accompanied by detailed explanations for the amendments.

12.0 Annual Audit

- A. A contract should be signed with the external auditor no later than March of each fiscal year.
- B. Audited amounts and reports must be completed and submitted to the sponsoring District in compliance with the charter contract. Copies of these reports along with the principal's response to any management letter findings must be submitted to the charter school board for approval.

- C. Arrangements should be made with the external auditor to complete the charter school's federal tax return, form 990. Copies of this return must be submitted to the charter school board for review.

REPORT OF MONIES COLLECTED

REPORT OF TICKETS SOLD

TICKET INVENTORY LOG

TEACHER RECEIPT BOOK LOG

RETURNED CHECK WORKSHEET

RETURNED CHECK LETTER

ACCOUNTS RECEIVABLE WORKSHEET

DONATION ACKNOWLEDGEMENT LETTER

SCHOOL STORE INVENTORY

SCHOOL STORE SALES RECAP

YEARBOOK REPORT

PETTY CASH REIMBURSEMENT LOG

CHANGE FUND LOG

CHECK REQUISITION/PURCHASE ORDER REQUEST

CHECK REQUISITION/PURCHASE ORDER LOG

IRS W-9

ADJUSTMENT WORKSHEET

REIMBURSEMENT VOUCHER FOR TRAVEL EXPENSES

LONG DISTANCE TELEPHONE LOG

INVENTORY LISTING OF TANGIBLE PERSONAL PROPERTY

EQUIPMENT CHECK OUT LOG

FUND RAISING APPLICATION

FUND RAISING RECAP

MONTHLY BANK RECONCILIATION

CATEGORICAL SPENDING PLANS

TEACHER TRAINING

SAFE SCHOOLS

INSTRUCTIONAL MATERIALS

SUMMER READING ALLCOATION

PUBLIC TECHNOLOGY

ESE GUANRANTEED ALLCOATION

SUPPLEMENTAL ACADEMIC INSTURCION

LOTTERY

CLASS SIZE REDUCTION

BI-WEEKLY TIME SHEET

Appendix A
Transportation

Level of service to be provided:

- What provisions will be made to ensure that transportation is not a barrier to equal access, as required by section 1002.33, F.S.?
A. A survey document will be included with each student registration packet to determine if a student applicant desires transportation. If the response is yes, the School will determine if the student is eligible for transportation based on criteria including distance student lives from school, IEP requirements for transportation (if any), hazardous paths if inside the 2 mile limit and Homeless exceptions.
- Will courtesy transportation be provided for students whose homes are less than two miles walking distance from the school?
A. Yes, If required by the student's IEP, IF the student qualifies under the Homeless criteria or if a hazardous condition exists.
- How far will school bus stops be (maximum) from students' homes?
A. No further than the maximum permissible by State law.
- What will the school establish as a reasonable distance beyond which transportation will not be provided, as required by section 1002.33, F.S.?
A. 4 miles.
- What special transportation services (for example, provision of wheelchair lift-equipped or air conditioned buses, special stops) will be required for students if applicable) pursuant to their Individual Education Plans (IEP)?
A. Special equipment will be provided to meet IEP requirements.
- What provisions will be made to accommodate elementary students who are subject to specified hazardous walking conditions and, therefore, must be provided transportation, regardless of distance from school?
A. Transportation will be provided.

Transportation service providers:

- Will the charter school own and operate school buses?
A. No
- Will the district provide transportation in district-owned school buses?
A. No
- Will private contractors provide transportation in their school buses?
A. Yes.

School bus fleet acquisition, specifications, inspection, and maintenance:

- How will the charter school acquire buses that are not owned by the school district?
A. School Bus transportation will be provided through lease agreement with independent bus contractor.
- How will the school ensure that the buses are fully compliant with Florida School Bus Specifications and federal requirements for school buses?
A. The bus contractor will have to certify that the equipment provided meets all Florida School Bus and Federal requirements.
- How will the school ensure that buses are inspected at least each 30 school days by inspectors who have been certified by the Florida Department of Education?
A. The school bus vendor will be contractually required to perform inspections using a FDOE certified inspector.
- What entity will be performing preventative maintenance, repairs, and diagnosis of the buses?
A. Responsibility of vendor.

School transportation operation and logistics:

- When will transportation service be needed? The school district may need six months to one year in lead time if additional equipment and/or operators must be acquired.

A. N/A

- What is the location of the charter school facility?

A. To be determined.

- Where do the students live? The school district may require a specific list of student addresses or at least the estimated number of students from specific neighborhoods or areas of the district who are expected to attend the charter school.

A. Unknown prior to approval of application.

- What are the desired opening and closing (bell) times of the charter school? Will the school district be granted the authority to establish the bell times to improve bus utilization and efficiency? Coordinating bell times with other schools and transportation schedules allows districts to dedicate routes using existing buses (i.e., use buses on multiple runs) or incorporate charter school students into existing routes.

A. Not applicable

- How many and on which days will the school operate?

A. Consistent with Sponsor's calendar.

- Will transportation be provided following after-school activities?

A. No.

- Is the school offering a breakfast program that would necessitate early transportation?

A. Breakfast – yes.

- May all students from the same area be transported simultaneously; for example, will elementary and middle school students be transported on the same bus to a multigrade school?

A. N/A

- May the charter school students be integrated into existing routes with other public school students?

A. No

- Will transportation be expected on days when the regular district schools are not in session?

A. No

- How will school bus routes and stops be established to ensure safety, prevent overloading, etc.?

A. By vendor.

- How will the school recruit and retain an adequate pool of school bus operators?

A. N/A

- How will the school ensure that all school bus operators receive the required train licensure?

A. Vendor's responsibility.

- How will the school ensure school bus rider safety instruction and evacuations are provided?

A. School administration will conduct.

- How will the school ensure the safety of its school bus and parent pickup loading zone and procedures?

A. Staff supervision.

- Who will be responsible for handling student discipline on school buses?

A. School staff.

- How will inquiries from parents and others about bus service, discipline, and other issues be handled?

A. By school staff.

- How will field and activity trips be handled (logistics, cost accounting)?

A. By school staff.

- How will insurance and risk management relating to transportation be provided?

A. School will carry non-owned policy and vendor will carry appropriate insurance.

Transportation finance, funding claims, and reimbursement::

- If transportation is to be provided on charter school operated or contracted school buses, how will all aspects of the required student ridership surveys and transportation database reporting be handled (i.e., describe the process that will be used to claim state transportation funding).

A. By school staff.

- Describe the process being used to estimate state transportation reimbursement.

A. Current reimbursement rates are used in the budget pro-form included with the application.

- If transportation will be provided by the school district, how will the charter school and the district sponsor establish the per student or other charge by the district and the related payment and accounting schedule and procedures?

A. N/A

- How will charges and reimbursements for other services that may be provided by the district (for example, bus inspections and maintenance) be handled?

A. N/A

Compliance

- Describe the process to be used by the charter school and the district to ensure scheduled monitoring of compliance with statutes and rules pertaining to the safety of transported students.

A. School will check inspection logs, emergency evacuation drill logs to confirm inspections are performed per required schedules.