

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: West Broward Academy

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 EDUCATION SERVICE PROVIDER: Charter School Associates, Inc.

NAME OF PARTNER ORGANIZATION: N/A

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

Term of Charter Requested: 10 years or Sponsor's Typical Term; e.g., 5 years

School Year	Grade Levels	Total Projected Enrollment
First Year (2011-2012)	K-8	664
Second Year (2012-2013)	K-8	790
Third Year (2013-2014)	K-8	870
Fourth Year (2014-2015)	K-8	910
Fifth Year (2015-2016)	K-8	910
6th through 10 th Year, Enrollment to Match 5 th Year	K-8	910

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

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West Broward Academy

**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
West Broward Academy**

August 2, 2010

INTRODUCTION

The proposed West Broward Academy (hereinafter referred to as “West Broward Academy or 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 West Broward Academy has a planned opening of August 2011.

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 needs, 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 Next Generation 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 West Broward Academy (the “School”) is to provide students with a well-rounded elementary and middle-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

PURPOSE:

The Purpose of West Broward Academy is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science and reading using reform-based exemplary curricula and enhancement programs such as Project MIND (Math is Not Difficult), plus an exciting Science curricula using Project Jason, based on the Next Generation Florida Sunshine State Standards and the National Science Foundation’s Science Content Standards. The Comprehensive Core Reading programs, MacMillan/McGraw-Hill and Holt Reading, will enhance student reading curriculum and is approved (Florida Center for Reading Research) for use in a 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 West Broward Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

Students will experience a cross curricula instructional approach using the Sunshine State Standards and benchmarks. “*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).

West Broward Academy 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 cultural 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.

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

The **core philosophy** is to educate all *learners* by growing this K-8 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 West Broward Academy will give parents and students a choice for a rigorous academic program with a special emphasis on math and science in Broward County.

- A clear focus on academic excellence: West Broward Academy 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, Jason Project 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.
- A comprehensive assessment program: West Broward Academy will use a variety of student assessments, including, but not limited to, state 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 West Broward Academy 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 County 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.

- Coupled with the strong focus on ethical behaviors provided by the *Character Counts Program*, West Broward Academy students will be poised to achieve and succeed.

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

- The research-based Florida Continuous Improvement Model (FCIM) and the FOCUS process 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 and scheduled communication (focus groups) with all stakeholders. The outcome of this 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 our mission, goals and objectives.
- Ensuring that all teachers have the necessary instructional materials and supplies to ensure mastery of the Sunshine State Standards, as well as West Broward Academy'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.

The school will gather data from various sources regarding learning gains and such information will be reported to parents by way of numerous reports and mechanisms, in a reader friendly format that clearly communicates the students' progress on a yearly basis.

- 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 West Broward Academy 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, interim progress reports and report cards.
- 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 West Broward Academy students based on their FCAT and diagnostic test scores.
- Providing parents an annual assessment report based on FCAT, which aligns to goals of the Just Read, Florida! Initiative.

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

The **purpose** of West Broward Academy, in keeping with §1002.33(3)(b), F.S., is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science and reading using research-based exemplary curricula/program enhancements such as Project MIND, the Jason Project and Houghton-Mifflin Reading (elementary) and Holt (middle school) Comprehensive Core Reading programs approved for use in a Comprehensive Research-based Reading Plan (CRRP). The School will prepare its students to be productive and responsible citizens through these exemplary programs.

This school will be driven by a curriculum which ensures measurement and mastery of the Next Generation Sunshine State Standards.

Closely monitored and assessed, all students will be observed to ensure adequate progress on the Sunshine state standards. All students will benefit from various forms of assessment including, but not limited to, state accountability tools, academic progress reports in core content areas, verbal assessments, group activities and cross-curricular activities that will provide insight to student progress. Assessment activities will take place in the classroom, alone and in groups

while also providing students with hands-on activities to implement learning practices that are relevant and real-world.

Low performing students will benefit from intervention programs designed to accelerate achievement, such as after school tutoring. The school will implement the Florida Department of Education's Just Read, Florida's initiative to provide opportunities for students to show progress in reading, writing and communication skills.

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

West Broward Academy will fully participate in all aspects of the FCAT as required by Florida Statute. The school will also conduct its own data analysis of student learning by other proven assessment tools. Data will be used to identify student progress toward the Next Generation Sunshine State Standards to implement individualized strategies to improve outcomes. The school will analyze data reports by age groups, grade levels, AYP subgroup, attendance and other aspects of the student population that will enhance the schools' knowledge of student learning styles and individual needs.

a) West Broward Academy 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 Next Generation 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 and character development.

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

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, West Broward Academy 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.

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.

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

The innovation of West Broward Academy 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 Next Generation Sunshine State Standards. West Broward Academy will not be restricted to the content of the curriculum, and whenever it is deemed necessary by West Broward Academy administration, new elements will be introduced.

The mathematics curriculum will be integrated throughout the entire West Broward Academy curriculum to the greatest extent possible. West Broward Academy will address student's different developmental and ability levels. West Broward Academy 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 curriculum will be integrated throughout the curriculum to the greatest extent possible. This will be accomplished via thematic units, class projects and other activities that lend themselves to this integration. The school will utilize The Jason Project developed in cooperation with National Geographic. Jason Project provides opportunities for students and teachers to interact with experts in different scientific fields through webinar, videos, lesson plans and other activities that will make Science exciting for students.

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.

West Broward Academy will use numerous instructional methods to deliver its comprehensive curricula including Project MIND, Jason Project, exemplary computer-based enhanced support, project-based instruction, Multiple Intelligence, Piaget’s Process of Cognitive Development, Bloom’s Hierarchy of Thinking, Cooperative Learning, Robert Marzano’s Nine Instructional Strategies, Abundant Assessment and more.

5. Require the measurement of learning outcomes.

§1002.33(3)(b)(5), F.S.

- a) West Broward Academy will use a pre and post test in addition to State and District assessments to identify student learning gains on an annual basis and from one school year to the next.
- b) 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, State and District mandated assessments.
- c) 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.

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

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 910 students, therefore greatly expanding the capacity of the public school system without a single cent of extra cost to the taxpayers of Broward County or the State of Florida. This charter school will also aid the District in relieving pressure to build new schools by helping 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.

West Broward Academy will open for students entering kindergarten through eighth grade (approximately five years old to 14 years old, the school will follow state readiness guidelines for age regarding its admission practices).

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, sexual orientation, 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.

West Broward Academy 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 West Broward Academy 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 18 students in grades K-3 and 22 students in grades 4-8.

	Yr. 1; 2011-2012		Yr. 2; 2012-2013		Yr. 3; 2013-2014		Yr. 4; 2014-2015		Yr. 5; 2015-2016	
	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.
K	5	90	5	90	5	90	5	90	5	90
1	4	72	5	90	5	90	5	90	5	90
2	3	54	4	72	5	90	5	90	5	90
3	3	54	3	54	4	72	5	90	5	90
4	2	44	3	66	3	66	4	88	4	88
5	1	20	2	44	3	66	3	66	3	66
6	6	132	6	132	6	132	6	132	6	132
7	5	110	6	132	6	132	6	132	6	132
8	4	88	5	110	6	132	6	132	6	132
Total	33	664	39	790	43	870	45	910	45	910

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 and that number is currently no more than 25 students per class, grades 9-12 for specific core curriculum classes.

3. Educational Program Design.

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

West Broward Academy will follow the Sponsor’s calendar for the opening and ending day of instruction. West Broward Academy will begin the day at 7:00 a.m. for students requiring morning supervision prior to the start of school. Breakfast will be provided to students arriving prior to 7:30 a.m. Classes will begin at 8:30 a.m. and dismiss at 3:30 p.m. providing for a total school day of 7.0 hours. West Broward Academy will meet a minimum of 180 school days and provide a minimum of 900 instructional hours to students in grades K-8.

The Consultant working with the Founders of West Broward Academy also oversees the Summerville Advantage Academy and we have included a sample schedule of that school as an example of the scheduling that will take place at West Broward Academy.

West Broward Academy (Using Summerville as a Template) SAMPLE Special Area Schedule

Time	Grade	Mon	Tue	Wed	Thurs	Fri
8:00 – 8:30		Morning Duty	Morning Duty	Morning Duty	Morning Duty	Morning Duty
8:30-9:20		PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
9:30-10:20	4/5					
10:30-11:20	2					
11:25-11:55		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:50	K					
1:00-1:50	1					
2:00-2:50	3					
3:00 – 3:30		Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty

Lunch Schedule

Time	Grade
10:30-11:00	Kindergarten
11:00-11:05	Clean-up
11:05-11:35	1 st Grade
11:35-11:40	Clean-up
11:40-12:10	2 nd /3 rd Grades
12:10-12:15	Clean-up
12:15-12:45	4 th /5 th Grades

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	K01	K02	K05	K03	K04
PE 2	K02	K03	K01	K04	K05
Music	K03	K04	K02	K05	K01

Media	K04	K05	K03	K01	K02
Spanish	K05	K01	K04	K02	K03

First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	101	102	105	103	104
PE 2	102	103	101	104	105
Music	103	104	102	105	101
Media	104	105	103	101	102
Spanish	105	101	104	102	103

Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	201	202	Planning	203	204
PE 2	202	203	201	204	Planning
Music	203	204	202	Planning	201
Media	204	Planning	203	201	202
Spanish	Planning	201	204	202	203

Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	301	302	303	304	Planning
PE 2	302	Planning	304	301	303
Music	Planning	303	301	302	304
Media	303	304	302	Planning	301
Spanish	304	301	Planning	303	302

Fourth/Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	401	402	403	501	502
PE 2	402	403	501	502	401
Music	403	501	502	401	402
Media	501	502	401	402	403
Spanish	502	401	402	403	501

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	Class	Class	Class	Class	Class
10:00-10:30	Class	Class/Recess	Class	Class/Recess	Recess
10:30-11:00	L	U	N	C	H
11:05-12:35	Class	Class	Class	Class	Class
12:35-1:05	PE 1	Spanish	PE 2	Media	Music
1:05-3:30	Class	Class	Class	Class	Class

First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class
9:30-10:00	Class	Class/Recess	Class	Class/Recess	Recess
10:00-11:05	Class	Class	Class	Class	Class
11:05-11:35	L	U	N	C	H
11:35-1:00	Class	Class	Class	Class	Class
1:00-1:30	PE 1	Spanish	PE 2	Media	Music
1:05-3:30	Class	Class	Class	Class	Class

Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	Class	Class	Class	Class	Class
10:30-11:20	PE 1	Spanish	PE 2	Media	Music
11:20-11:40	Class	Class	Class	Class	Class
11:40-12:10	L	U	N	C	H
12:15-2:00	Class	Class	Class	Class	Class
2:00-2:30	Class	Class/Recess	Class	Class/Recess	Recess
2:30-3:30	Class	Class	Class	Class	Class

Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:45	Class	Class	Class	Class	Class
10:45	Switch	Switch	Switch	Switch	Switch
10:45-11:10	Class	Recess	Class/Recess	Class	Class/Recess
11:10-11:40	Class	Class	Class	Class	Class
11:40-12:10	L	U	N	C	H
12:15-2:00	Class	Class	Class	Class	Class
2:00-2:50	PE 1	Spanish	Music	PE 2	Media
2:50 – 3:30	Class	Class	Class	Class	Class

Fourth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class
9:30-10:20	PE 1	Spanish	Media	Music	PE 2
10:25-11:40	Class	Class	Class	Class	Class
11:40	Switch	Switch	Switch	Switch	Switch
11:40-12:10	Class	Class/Recess	Recess	Class/Recess	Class
12:15-12:45	L	U	N	C	H
12:50-3:30	Class	Class	Class	Class	Class

Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class

9:30-10:20	Media	Music	PE 2	PE 1	Spanish
10:25-11:40	Class	Class	Class	Class	Class
11:40	Switch	Switch	Switch	Switch	Switch
11:40-12:15	Class	Class	Class	Class	Class
12:15-12:45	L	U	N	C	H
12:50-1:20	Recess	Class/Recess	Class	Class	Class/Recess
1:20-3:30	Class	Class	Class	Class	Class

Sample Middle School Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Plan	Reading	Reading	Reading	Reading	Reading	Reading
Math	Math	Plan	Math	Math	Math	Math
Plan	Comp Science	Comp Science	Comp Science	Comp Science	Comp Science	Comp Science
Social Studies	Social Studies	Social Studies	Social Studies	Plan	Social Studies	Social Studies
Language Arts	Plan	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
PE	PE	PE	PE	PE	Plan	PE
Foreign Language	Foreign Language	Foreign Language	Foreign Language	Plan	Foreign Language	Foreign Language
Music	Music	Music	Plan	Music	Music	Music
Art 8	Art 6	Art 7	Art 6	Art 7	Art 8	plan
Comp 1 & 2	Business Comp	Plan	Career Research	Comp 1 & 2	Career Research	Keyboarding
Crit Think	Crit Think	Career Res	Crit think	Career Res	Plan	Crit Think
Business	Business Lead	Graphic Design	Career Res	Business	Business	Plan
Reading/LA 6	Reading/LA 6	Reading/LA 7	Reading/LA 7	Reading/LA 8	Reading/LA 8	Plan

B. Describe the proposed charter school’s educational program and/or curriculum 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 West Broward Academy will ensure its students are appropriately prepared to apply their knowledge and skill to achieve the best possible outcome on this high stakes assessment. West Broward Academy 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. 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.

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. West Broward Academy 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.

FCAT Testing will be as follows:

Students in Grade three – Reading & Mathematics

Students in Grade Four – Reading, Writing and Mathematics

Students in Grade Five – Reading, Mathematics and Science

Students in Grade Six – Reading and Mathematics

Students in Grade Seven – Reading and Mathematics

Students in Grade Eight – Reading, Mathematics, Writing and Science

Achievement Level Policy Definitions	
Level 5	This student has success with the most challenging content of the <i>Sunshine State Standards</i> . A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions.
Level 4	This student has success with the challenging content of the <i>Sunshine State Standards</i> . A student scoring in Level 4 answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
Level 3	This student has partial success with the challenging content of the <i>Sunshine State Standards</i> , but performance is inconsistent. A student scoring in Level 3 answers many of the test questions correctly but is generally less successful with questions that are the most challenging.
Level 2	This student has limited success with the challenging content of the <i>Sunshine State Standards</i> .
Level 1	This student has little success with the challenging content of the <i>Sunshine State Standards</i> .

Essay Scale Score
Rubric score: 1-6

FCAT Achievement Levels

FCAT Reading

FCAT Reading Scale Scores					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100 - 258	259 - 283	284 - 331	332 - 393	394 - 500
4	100 - 274	275 - 298	299 - 338	339 - 385	386 - 500
5	100 - 255	256 - 285	286 - 330	331 - 383	384 - 500
6	100 - 264	265 - 295	296 - 338	339 - 386	387 - 500
7	100 - 266	267 - 299	300 - 343	344 - 388	389 - 500

8	100 - 270	271 - 309	310 - 349	350 - 393	394 - 500
9	100 - 284	285 - 321	322 - 353	354 - 381	382 - 500
10	100 - 286	287 - 326	327 - 354	355 - 371	372 - 500

FCAT Mathematics

FCAT Mathematics Scale Scores					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100 - 252	253 - 293	294 - 345	346 - 397	398 - 500
4	100 - 259	260 - 297	298 - 346	347 - 393	394 - 500
5	100 - 287	288 - 325	326 - 354	355 - 394	395 - 500
6	100 - 282	283 - 314	315 - 353	354 - 390	391 - 500
7	100 - 274	275 - 305	306 - 343	344 - 378	379 - 500
8	100 - 279	280 - 309	310 - 346	347 - 370	371 - 500
9	100 - 260	261 - 295	296 - 331	332 - 366	367 - 500
10	100 - 286	287 - 314	315 - 339	340 - 374	375 - 500

FCAT Writing

FCAT Writing+ Scale Scores					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
4	100-239	240-289	290-364	365-426	427-500
8	100-249	250-298	299-355	356-415	416-500
10	100-249	250-299	300-341	342-402	403-500

Grade 10 Passing Score: 300

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.**

OTHER STATEWIDE ASSESSMENTS

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 January 31 – March 4, 2011	Grades 4 And 8	Mathematics And Science
April 4 – May 27, 2011	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	
January 11 – March 1, 2011	Florida Alternate Assessment For Students With Significant Cognitive Disabilities	
March 7 – April 8, 2011	Comprehensive English Language Learning Assessment (Cella)	

West Broward Academy’s philosophy is to fully prepare students to carry the torch of knowledge through its proven curricula, as well as the freedom and prosperity that is passed from generation to generation in this great country. An effective school embraces the following practices:

Mission Driven – West Broward Academy 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.

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.

West Broward Academy 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.

West Broward Academy 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 innovative 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:

- 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.

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

Whole-group instruction involves the whole class and certain kinds of activities lend themselves to this type of instruction. Whole 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.

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 West Broward Academy will be able to make better decisions about teaching and learning. It is the goal of the 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. The staff at West Broward Academy believes it is their 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 the 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 West Broward Academy, 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.

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.
- Require student projects with academic, technical and performance standards.
- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics and science not only as core subjects but as enrichment and thematic units for the classroom.
- Engage students in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

- Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

West Broward Academy 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, Project MIND, the National Science Education Standards and the Jason Project regarding those innovative ideas, research findings, and research-based instructional approaches to be utilized in the teaching and learning of core subjects.

Educational Program of the school and overview of the curriculum objectives.

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. West Broward Academy will effectively integrate a focus on math, science and technology with its rigorous general education offerings. 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.

West Broward Academy will use Project MIND, a research-based, PreK-12 mathematics 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%.

Participating schools in Richland County, SC showed gains ranging from 10 - 20 percentage points in math scores on the state's 2001 standardized test.

95% of participating students at the Park Ridge Elementary School in Deerfield Beach, FL made significant gains in math scores on Florida's 2002 FCAT standardized test.

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. 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; encourage 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.

PROJECT MIND GOALS & OBJECTIVES

Objectives

- Eliminate students' fear of mathematics.
- Spark mathematical interest in children.
- Stimulate innate creativity in children.
- Enhance students' abilities to solve mathematical problems.
- Improve student achievement.
- Improve students' scores on state standardized tests.
- 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%

West Broward Academy will embrace the change in emphasis that is being promoted in Science education through the following changes in science education.

Less Emphasis On

- Knowing scientific facts and information
- Studying subject matter disciplines (physical, life, earth sciences) for their own sake.
- Separating science knowledge and scientific process
- Covering many science topics
- Implementing inquiry as a set of processes.

And, More Emphasis On:

- Understanding scientific concepts and developing abilities of inquiry
- Learning subject matter disciplines in the context of inquiry, technology, science in personal and social perspectives, and history and nature of science
- Integrating all aspects of science content
- Implementing inquiry as instructional strategies, abilities, and ideas to be learned.

With these concepts as a guiding factor the school will implement National Geographic's – The Jason Project to enhance the science curriculum and bring learning to life for students. The

JASON Project connects students with great explorers and great events to inspire and motivate them to learn science. The award winning curricula is:

- Embed cutting-edge research from NASA, NOAA, the U.S. Department of Energy, the National Geographic Society and other leading organizations.
- Allows leading scientists to work side by side with JASON students.
- Challenges students to apply their knowledge to the real-world scenarios scientists face every day.

JASON's core curricula are aligned to national and state science standards and provide activities, lesson plans, extensions, and interdisciplinary connections.

JASON's comprehensive professional development program is designed to support the development of highly qualified teachers by increasing their knowledge of core science content and pedagogy, and preparing them to use JASON curriculum in their classrooms. The program is designed to help teachers develop their 21st century teaching skills while learning to use JASON curricula with their students. At JASON workshops, teachers learn about and practice:

- Motivating and inspiring students using JASON's unique "great explorers and great events" curricula
- Incorporating hands-on, inquiry-based lab investigations
- Integrating technology and multimedia into lesson plans
- Teaching strategies to differentiate instruction
- Reading strategies to improve student literacy
- Effective classroom management
- Science content necessary for effective instruction

Ms. Laura Priolo, a teacher at a sister school of West Broward Academy, has been trained as a trainer in Washington DC at the Jason Project training conference offered during Summer 2010. Ms. Priolo will provide professional development to the staff of West Broward Academy to ensure the program is launched properly. The Train-the-trainer Seminars provide:

- Modeling of best practices for training others, and strategies for creating successful JASON training sessions
- Hands-on practice developing and presenting training activities
- Official certification as a JASON Field Trainer
- Access to JASON's Field Training Resource Center, including all survey and logistics tools and ongoing mentoring by JASON staff

Like NASA's Mission Control Center, the JASON Mission Center is the hub for exploration. It contains all the student and teacher content, communications systems, digital experiences and other resources. Resources include **free** online curriculum, videos, interactive games, classroom management tools, online community and much more.

The JASON Mission Center (JMC) Web site is filled with curriculum, videos, games, tools and community. Like NASA's Mission Control Center, the JMC is the hub for exploration. Students can learn about powerful storms, watch a video about sharks, design a thrilling roller coaster and

tell others about it in the message boards. Teachers and students can ask JASON researchers questions on the Jason Mission Center.

Online Curriculum: The Missions **jump** to life with videos, animations, vocabulary terms, and games, all embedded right in the text.

Exciting JASON Videos: All the videos on the curriculum DVD are also available for free viewing online!

Immersive Games and Digital Labs: Students work with real, cutting-edge scientific research to explore lessons from the curriculum.

Teacher Tools: Create a virtual classroom and give your students their own accounts. Design custom assessments online and assign them to students. Assign and review student journals all within the JASON Mission Center's Teacher Tools.

Student Tools: Students can explore JASON at their own pace. From the discussion boards to online science fairs to a high-score gaming competition, students will have the world of JASON at their fingertips.

Live Events: Interact with JASON scientists and Argonauts. Students ask questions and receive responses *live* on the Web.

Online Communities: Share tips with other teachers in the JMC Message Boards. Students can visit the boards as well to discuss their explorations in a fully-moderated forum.

Exciting new computer games place students in real-life situations in which they use actual scientific data to learn complex ideas and relationships. JASON games and digital labs are available for free when you join the JASON Mission Center. Available for *free* in the JASON Mission Center, online games and digital labs capture students' attention and sustain their interest.

JASON games and digital labs are designed with the practical realities of the classroom in mind. Teachers can search for games and labs by state standards in the JASON Mission Center Web site, where you will also find worksheets and handouts. Some examples include:

The Operation: Resilient Planet Game

In this immersive 3D experience, students assist JASON Host Researchers like Dr. Bob Ballard in solving real-world ecological issues. Using scientific inquiry, along with instruments and procedures mirroring those of the researchers, students aim for the best score on the JASON Leader board.

Coaster Creator

Using knowledge of potential and kinetic energy, students create a roller coaster that delivers the most thrills, yet still remains safe for the passengers. This digital lab, from *Operation: Infinite Potential*, explores the effects of rapid energy transfers and transformations.

StormTracker

A hurricane is approaching the U.S. coastline, what should residents do? In *StormTracker*, it's up to JASON students to accurately predict the path and intensity of hurricanes barreling towards shore. Using real tropical storm data, and hosted by *Operation: Monster Storms* Host Researcher Jason Dunion, this lab gives students the hands-on experience of playing the role of storm-tracker. In addition, students can reach for the top score in the JASON Leader board.

Host researchers and other scientists join classroom students to discuss "breaking" science news, present relevant topics in depth and help keep the curriculum alive. Through student-submitted

questions, and live Web events, classrooms are able to harness the inspiration of JASON researchers in the field. Teachers and students can communicate with great explorers through great events. JASON researchers are on the cutting-edge of science and are eager to share their stories of discovery and inspiration with students around the world. Any student with a JASON Mission Center account can submit a question to a Live Event. During the live Webcast, questions will be selected and asked of the researcher. Some guest researchers have included:

Dr. Janet Green: Space Weather Physicist, NOAA

Constance Adams: Space Architect, NASA; National Geographic Emerging Explorer

Tim Samaras: Tornado Researcher

Jason Dunion: NOAA Hurricane Researcher

Every student and teacher who participates in JASON is an "Argonaut," a life-long explorer and learner who sees the world around them through the experience of JASON. National Argonauts venture into the field with JASON host researchers to serve as role-models for local Argonauts around the world. Every student and teacher who explores with JASON is given the title of Argonaut, named for the crew that sailed aboard the *Argo* with Jason, the mythological Greek explorer. As Argonauts, teachers and students will work with and learn from some of the world's greatest explorers, scientists, and researchers on cutting-edge science. Students and teachers can meet the National Argonauts who venture into the field with JASON scientists and appear in JASON curricula and videos. Classes can explore with Argonaut Alumni who have continued their quest for knowledge and exploration in their lives and have amazing stores to share and inspire. Students can take local Argonaut Challenges and show off their knowledge and creativity by submitting video projects to the JASON Mission Center.

West Broward Academy will also embrace the Florida Continuous Improvement Model (FCIM) 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 West Broward Academy will utilize high quality, research-based instructional materials to support the classroom teacher so that these 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 West Broward Academy should support the goals of the Next Generation Sunshine State Standards.

The educational program at West Broward Academy has been developed in accordance with the performance-based Florida Sunshine State Standards (SSS). The curriculum is driven by 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, Robert Marzano's Nine Instructional Strategies and Bloom's Hierarchy of Thinking to establish and encourage critical thinking, especially at higher levels. Intrinsic 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). West Broward Academy 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 list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the.... in the story. Make a chart showing... Make an acrostic. Recite a poem.

Comprehension

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

distinguish predict restate translate compare describe	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...?	events. 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.
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Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	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...?	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.

Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyze distinguish examine compare contrast	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view.

investigate categorize identify explain separate advertise	What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	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. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, color and texture.
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Synthesis

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

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide	Is there a better solution to... Judge the value of... Can you defend your position about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest.

justify	Do you think ... is a good or a	Make a booklet about 5 rules you see as
debate	bad thing?	important. Convince others.
verify	How would you have	Form a panel to discuss views, e.g. "Learning at
argue	handled...?	School."
recommend	What changes to ... would	Write a letter to ... advising on changes needed
assess	you recommend?	at...
discuss	Do you believe?	Write a half yearly report.
rate	Are you a ... person?	Prepare a case to present your view about...
prioritize	How would you feel if...?	
determine	How effective are...?	
	What do you think about...?	

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.)

Just In Time Learning: Teachers who serve as facilitators can also steer *active learners* to specific knowledge that may be needed to complete a learning puzzle!

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. 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.

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 nationwide proponent of Differentiated Instruction, "Fair is when everyone doesn't necessarily get the same. Fair is when everyone gets what he or she needs!"

Marzano's Nine Instructional Strategies: According to Robert 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.

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, West Broward Academy believes its focus on the special methods of teaching mathematics, science and reading will appeal to those students and parents interested in the School’s mission: *to provide students with a well-rounded elementary and middle-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.* The West Broward Academy educational philosophy will ensure that the school delivers a comprehensive, cross-instructional program to students desiring to achieve in the core content areas.

West Broward Academy 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.

West Broward Academy 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 elementary and middle-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.*

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.

West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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 West Broward Academy'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 Florida 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.

West Broward Academy 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.

High school credit will be awarded to middle-school students who complete the appropriate coursework.

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 educational program of West Broward Academy uses a comprehensive and evidence-based model of teaching and learning that addresses the social, personal, and academic goals of students. The program is characterized by a strong curriculum plan, rich learning experiences and technology enhanced teaching and learning opportunities.

The West Broward Academy 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 curriculum objectives for the school are:

- Provide a relevant and rigorous curriculum that meets the needs of all students
- 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

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 and providing students access to FACTS.org and the ePep.

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.

The Florida Department of Education provides teachers and students with many opportunities to implement technology in the curriculum. The programs include but are not limited to:

FCAT Publications for Teachers: FCAT Handbook, FCAT item specifications, Released tests, scoring rubrics, etc.

FCAT Explorer: Reading, Math and Science

Just Read, Florida: On September 7, 2001, Governor Jeb Bush signed Executive Order 01-260 designating **Just Read, Florida!** as a comprehensive and coordinated reading initiative. The site provides resources for teachers, students and parents.

Read, Write, Think: Lessons, interactive calendar activities, Writing and Publishing Prose, Writing Poetry, connections with diverse and talented literacy professionals, lesson plans and teacher resources by grade level, etc.

Florida Knowledge Network® is the instructional television broadcast service of the Florida Department of Education. Educational Video programs that support Florida's K-12 curriculum and professional development programming for educators make up the primary content.

Holocaust Memorial Resource and Education Center of Florida provides lesson plans, virtual field trips, etc.

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
- Interim Assessment Tests –Reading, Math and Science– baseline, fall, winter,
- Florida Comprehensive Assessment Test (FCAT)
- CELLA –

Elementary students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)

Middle school students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards.

(F.S. 1003.41) Coursework required for middle school includes:

English – 3 years

Mathematics – 3 years

Science – 3 years

Social studies – 3 years

PE – 3 years

One course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools as measured by competency based assessment or student portfolios.

The school will offer enrichment activities in Character education, Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week.

The middle schools shall offer at least one foreign language and Algebra I, its equivalent, or at least one high school level mathematics course for which students may earn high school credit, in addition to coursework offered in the GEM program.

Student Performance Levels for Reading, Writing, Mathematics and Science:

In addition to the specific promotion criteria for reading and mathematics listed in the district matrix, promotion decisions must take into account student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be determined by the district and/or the State Department of Education). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

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

READING

Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary will be emphasized at every level.

West Broward Academy shall adopt the Comprehensive Research-Based Reading Plan (CRRP) and will incorporate the requirements of the Middle Grades Reform Act. The Broward K-12 Comprehensive Research-based Reading Plan (K-12 CRRP), Pacing Guides and Focus Calendars align with the Next Generation Sunshine State Standards to guide instruction in Language Arts and Reading classes in grades K-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), West Broward Academy 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.

West Broward Academy will use the MacMillan/McGraw-Hill Treasures Reading Series for grades K-5 and Holt for grades 6-8. Both programs are research-based, developmental reading programs that have 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*.

In elementary school all students will participate in a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instruction in the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Programs.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This block of time must be taught by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

The components of this daily instruction must include:

- Grade-level reading instruction which includes the objectives of the Sunshine State Standards;
- Guided instruction in reading using materials at the student’s instructional level;
- Explicit systematic instruction in phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building;
- Instruction in the elements of effective writing;
 - In-class sustained independent reading and sharing of books selected by the student and/or the teacher (may be in addition to the two-hour block of reading instruction, but must happen daily);
- Opportunities for fluency practice should occur throughout the instructional day;
- Reading instruction using ESOL strategies when appropriate; and
- Reading instruction through ESOL classes for ELL students.

Other methods will be used including:

- Teacher Read Aloud
- Poetry
- Journaling
- Current Events
- Daily Grammar/Sentence Editing
- Teacher Directed Instruction

- Instruction of Reading Standards
- Focus on Primary Benchmarks
- Formulating FCAT style questions

The intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

The reading curriculum, strategies and instruction shall be the nucleus of the elementary years. West Broward Academy 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 reading program for grade 6-8 has been established to develop skills necessary for success in all content areas. All students in grades 6-8 will be enrolled in a Reading/Literature class. Students scoring below Level 3 are enrolled in reading. Students scoring at Level 3 or higher will be enrolled in Literature classes. Using the CRRP as a guide, teachers will provide students with the essential skills needed to meet district and state levels of reading performance. In addition to the Reading series, students in grades 6-8 will utilize the Sadler Vocabulary Workshop to enhance vocabulary and word understanding.

The West Broward Academy reading curriculum correlates to all Reading and Language Arts Next Generation Sunshine State 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, West Broward Academy 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.

The instructional design components will include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials and assessment data to guide instruction.

West Broward Academy 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. Teachers will be expected to set the standard for reading in the following ways: identify students who are under-performing and secure immediate and additional reinforcements in reading; consistently read aloud to their class for a minimum of fifteen (15) minutes per day; and model silent reading during regularly scheduled intervals of ten to (10-15) fifteen minutes per day.

Likewise, parents play a major role in developing proficient readers. West Broward Academy will distribute to the parents of elementary students, grades K-3, the publication of proven ideas from research for parents: *A Child Becomes a Reader*, published by, The Partnership for Reading. Determination regarding the dissemination of other appropriate publications will be made as needed. Parents will be asked to listen to their child read aloud nightly and to ask thought provoking, open-ended questions to determine comprehension. Parents will be made aware of pertinent web sites and online activities for at-home enrichment or reinforcement. Parents will also be encouraged to share their personal success stories at school meetings.

A sample Assessment schedule for Reading Assessments is included here to demonstrate the type and scope of planning to be implemented at West Broward Academy to foster student achievement.

The following is a sample schedule and implementation dates will be adjusted to reflect the actual school calendar for that year.

Week 1	Reading Benchmarks/Strands (FCAT Pre-Test)	Diagnostic Testing	FCAT Weekly Assessment	Math Assessment	
Week 2		Diagnostic Testing		Science Assessment	
Week 3		Diagnostic Testing		Reading Assessment	
Week 4		Main Idea & Vocabulary		Writing Assessment Expository	
Week 5		Main Idea & Vocabulary		Math Assessment	
Week 6		Main Idea & Vocabulary Supporting Details		Science Assessment	
Week 7		Main Idea & Vocabulary Supporting Details		Reading Assessment	
Week 8		Main Idea & Vocabulary Compare & Contrast Similarities/Differences		Writing Assessment Narrative/Persuasive	
Week 9		Main Idea & Vocabulary Compare & Contrast Similarities/Differences		Math Assessment	

Week 10		Main Idea & Vocabulary Author's Purpose		Science Assessment	
Week 1	Benchmarks/Strands	Main Idea & Vocabulary Author's Purpose	FCAT Weekly Assessment	Reading Assessment	
Week 2		Main Idea & Vocabulary Cause and Effect		Writing Assessment Expository	
Week 3		Main Idea & Vocabulary Cause and Effect		Math Assessment	
Week 4		Main Idea & Vocabulary Plot Development		Science Assessment	
Week 5		Main Idea & Vocabulary Plot Development		No Assessment Thanksgiving	
Week 6		Main Idea & Vocabulary Plot Development		Reading Assessment	
Week 7		Main Idea & Vocabulary Chronological Order Fact & Opinion		Writing Assessment Narrative/Persuasive	
Week 8		Main Idea & Vocabulary Chronological Order Fact & Opinion, Reference and Research		Math Assessment	
Week 9		Main Idea & Vocabulary Chronological Order Fact & Opinion, Reference and Research		Reading Assessment	
Week 10				X-MAS	X-MAS
Week 11	Reading Benchmarks/Strands	Main Idea & Vocabulary Supporting Details	FCAT Weekly Assessment	Writing Assessment Narrative/Persuasive or Expository	
Week 12		Main Idea & Vocabulary Compare & Contrast & Cause and Effect		Math Assessment	
Week 13		Main Idea & Vocabulary Author's Purpose		Science Assessment	
Week 14		Main Idea & Vocabulary Cause and Effect		Reading Assessment	
Week 15		Main Idea & Vocabulary Plot Development		FCAT Writing	
Week 16		Main Idea & Vocabulary Chronological Order Fact & Opinion		Open Assessment	
Week 17		Target class weakness		Open Assessment	
Week 18		FCAT Testing		FCAT Begins	
Week 19				FCAT Ends	
Week 20				Life After FCAT: Preparation for the next grade level	

Vertical planning will create a new calendar to focus on next grade level expectations.

These research-based activities will align with the Florida Formula for Success.

- The Progress Monitoring Plan will be implemented in grades three to eight if the student does not achieve Level 3 or above on the FCAT. Core curriculum areas such as science and social studies will incorporate instructional practices that promote reading achievement and will be included in the success plan.
- Authentic literature will be integrated into the school-wide reading plan to include classroom libraries and leveled text. Teachers will require students in grades K-8 to read a minimum of five books or their equivalent during each nine-week grading period. This includes in-class independent reading and at-home reading. A minimum of 30 minutes of at-home reading is a daily home-learning assignment
- Utilizing assessment data, students in grades 3-8 will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed. Students scoring a Level 1 or 2 will enroll in the intensive reading class. The Intensive Reading Class may include students with disabilities and regular education students, both of whom meet the stated criteria. Coursework is aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be completed each day and may be adjusted for time and scheduling.
- Regularly scheduled grade level meetings will be a forum for:
 - Reviewing assessment data to target research-based instructional strategies for struggling readers;
 - Sharing best-practices;
 - Identifying study group topics; and
 - Identifying professional development needs.
- Vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills
- Regular review of assessment data is critical to effective instruction and meeting student's individual needs.
- The school will develop a plan for data review for the following purposes:
 - To determine current status/success of instruction which will lead to modification of instruction;
 - To extract trends or patterns;
 - To identify need for professional development (including coaching and mentoring);
 - To identify topics for action research.
- Suggested forums for data review and instruction may include the following:
 - Regularly scheduled grade level /team/department meetings;
 - Regularly scheduled articulation meetings (across grade levels);
 - Regularly scheduled staff meetings
- Classroom Libraries with Structured Monitoring – Classroom libraries will be organized to assist students in self-selection of books on their independent reading level. The leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension

and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Successful implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) will meet the requirements of the Middle Grades Reform Act for the Rigorous Reading Requirement. The Rigorous Reading Requirement is a system of planning and implementation for ensuring the success of all middle grade students. As part of the implementation of the Rigorous Reading Requirement, West Broward Academy will use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

In addition to the supplemental materials recommended by the school district the school may utilize but not be limited to the following:

Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Ladders to Success – is a program that caters specifically to the needs of Level 1, 2, and even Level 3 students who struggle with on-grade work. The workbooks are designed to help kids master 10 fundamental, grade-appropriate reading skills which are essential to success both in the curriculum and on the FCAT including

- Comparing and Contrasting
- Understanding Sequence
- Recognizing Cause and Effect
- Using Context Clues
- Identifying Main Ideas and Details
- Drawing Conclusions
- Interpreting Figurative Language
- Distinguishing Between Fact and Opinion
- Determining Author's Purpose

Reading Coach -This Florida test preparation strengthens students' reading skills and raises scores! *Coach* supports the reading curriculum with high-interest, scaffolded lessons that cover everything from inferences and predicting to main idea, summarizing, and so much more! *Coach* is fully correlated to the Next Generation Sunshine State Standards, and supports the curriculum with age-appropriate lessons and engaging fiction, nonfiction, drama, and poetry selections. Guided and independent test practice with clear, skills-based instruction develops higher-order thinking, reading, and writing skills for the Florida state assessment. *Coach* provides:

- Fully aligned Florida Practice Tests
- Chapter Reviews with multiple-choice and short-answer questions
- Covers Reader's Purpose (how to take notes, and create outlines and timelines) and
- Research/Reference Materials
- Highlighted key words and a crossed-referenced glossary
- Guided reading passages with corresponding questions

FCAT Explorer -FCAT Explorer is an internet-based tool designed to help Florida students pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. Each student is given a unique username and password to access these programs.

River Deep -Destination Reading Course I focuses on emergent literacy and phonemic awareness for grades PreK-1.

Destination Reading Course II focuses on building fluency and comprehension to effectively guide students from second to third grade.

Destination Reading Course III makes reading relevant for upper elementary students by focusing on vocabulary and comprehension strategies.

Destination Reading Course IV for middle school focuses on advanced vocabulary and comprehension.

If a student in grades K-2 exhibits a substantial deficiency in reading based upon district criteria or if a student in grades 3 through 5 scores at level 2 or below on FCAT-SSS in reading or a substantial deficiency is identified through teacher observation, the PMP must identify the following:

The student's specific areas of deficiency identified by a valid and reliable diagnostic assessment in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas
- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.

If a middle school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:

- The student's specific areas of deficiency in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
- The desired level of performance in these areas
- The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1.

Elementary - Literature

The elementary reading and writing curriculum will serve as a framework in which students encounter the works of great authors of the past and present. The curriculum will include, but not be limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. Students will read such authors as Louisa May Alcott, Hans Christian Andersen, Gwendolyn Brooks, Lewis Carroll, Kenneth Grahame, Langston Hughes, Rudyard Kipling, Edward Lear, C. S. Lewis, A. A. Milne, Beatrix Potter, Christina Rossetti, Carl Sandburg, Robert Louis Stevenson, Booth Tarkington, Mark Twain, E. B. White, and Oscar Wilde.

The school will use reading materials not only to develop decoding and interpretive skills but also to begin students' encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship.

Middle School - Literature

Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and developing a sense of literary history. Their reading will include selections from such authors as Louisa May Alcott, Joseph Conrad, James Fenimore Cooper, Charles Dickens, Emily Dickinson, Nathaniel Hawthorne, O. Henry, Homer, Victor Hugo, Washington Irving, Rudyard Kipling, C. S. Lewis, Jack London, Guy de Maupassant, Ogden Nash, Edgar Allan Poe, Shakespeare, Robert Louis Stevenson, Rabindranath Tagore, Booth Tarkington, J. R. R. Tolkien, Mark Twain, and Laura Ingalls Wilder, and speeches by major orators, such as George Washington, Abraham Lincoln, Winston Churchill, and Martin Luther King.

The book list recommended by Just Read Florida will be provided to students for supplemental reading and at home learning. Some titles are listed below:

- **Forever Forest**, Kristin Joy-Pratt Serafini
- **Wangari's Tree of Peace**, Jeanette Winter
- **A life in the Wild: George Schaller's Struggle to Save the Last Great Beasts**, Pamela S. Turner
- **When the Wolves Returned: Restoring Nature's Balance in Yellowstone**, Dorothy Hinshaw Patent
- **The Trumpet of the Swan**, E.B. White
- **Treasure Island**, Robert Louis Stevenson
- **Bridge of Terabithia**, Katherine Paterson
- **Esperanza Rising**, Pam Munoz Ryan
- **The Young Man and the Sea**, Rodman Philbrick
- **Peter and the Starcatchers**, Dave Barry & Ridley Pearson
- **Artemis Fowl: the Arctic Incident**, Eoin Colfer
- **The True Confessions of Charlotte Doyle**, Avi
- **The Wright Sister: Katharine Wright and Her Famous Brothers**, Richard Maurer
- **Carver, a Life in Poems**, Marilyn Nelson
- **Magnificent Voyage: An American Adventurer on Captain James Cook's Final Expedition**, Laurie Lawlor

- **The Man Who Went to the Far Side of the Moon: The Story of Apollo 11 Astronaut Michael Collins**, Bea Uusma Schyffert
- **Twelve Rounds to Glory: the Story of Muhammed Ali**, Charles R. Smith
- **Good Master, Sweet Ladies! Voices From a Medieval Village**, Laura Amy Schlitz
- **The Wednesday Wars**, Gary D. Schmidt.
- **The Anybodies**, N.E. Bode
- **The Lightning Thief**, Rick Riordan
- **Fire From the Rock**, Sharon Draper
- **Diamonds in the Shadow**, Sharon Cooney
- **The Surrender Tree: Poems of Cuba’s Struggle for Freedom**, Margarita Engle
- **Savvy**, Ingrid Law
- **Newt’s World: Beginnings**, Susan Womble
- **The Lion and the Mouse**, Jerry Pinkney
- **A Single Shard**, Linda Sue Park
- **A Long Way From Chicago**, Richard Peck
- **The View From Saturday**, E.L. Konigsburg
- **Any Which Wall**, Laurel Snyder

Reading/Literature

All students at all levels need rich experiences with good literature. An ideal program moves beyond strict adherence to a set of materials, and is centered on themes appropriate to given groups of students. Literature will include multicultural selections of traditional classical and modern works. A quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

Reading/Literature and Writing will be taught across the curriculum. Thematic units will be incorporated quarterly to encompass enrichment through math and science. Students will create research projects, perform plays, read novels as related to the theme for the quarter and demonstrate comprehension and understanding through book reports, oral presentation, etc. Other activities such as demonstrations, speakers with appropriate experiences, etc. will be implemented.

WRITING AND LANGUAGE ARTS

West Broward Academy students will represent many nationalities and ethnic backgrounds and bring with them a rich array of multicultural experiences. West Broward Academy shall expect a specific interest by students for various cultural and ethnic experiences in writing, reading, art and music because of the school’s stated focus. The oral language, literature, and composition activities of the language arts curriculum must include, reflect on, and honor this rich diversity. Home, family, and community play an indispensable role as full partners with the school in the development of student literacy. Although students' language is valued and used as a means of learning, changing, and growing, Standard English is the expected language of the classroom.

Students are taught on various levels to meet their individual needs and learning styles. Reading and writing are inextricably linked to one another, as well as to the other elements of a language arts program: thinking, listening, speaking, and viewing.

Writing is a process that includes prewriting, drafting, sharing, revising, editing, and publishing. While the total process is not required for every composition assignment, it is important that students learn the process and have the opportunity to develop their own written pieces over a period of time. In writing, particularly for unskilled writers, the first priority is fluency; after fluency is correctness. Publishing" is a fundamental part of the writing process for all students, but not for all pieces of writing. The use of technology in the writing process is a desirable component of a reading/language arts program.

Assessment and instruction should be continually interwoven. Student proficiency in applying language arts/reading skills and strategies should be determined by a variety of means including teacher observation, self-evaluation, and alternate means of assessment, as well as formal testing. This assessment should provide continuous feedback to guide instruction.

Writing and Language Arts are an integral component of the reading series. Each day, students spend time on the four blocks of literacy; word study, guided reading, shared reading, and writing. Writing expectations include but are not limited to, expository, persuasive, and multi-paragraph personal narrative. In addition, students must demonstrate effective communication skills to succeed in the real world.

Teachers will be trained in the FCAT and Florida Writes rubrics and they will use these rubrics to score a minimum of four writing prompts prepared by students in actual testing conditions. These prompts will be used as a diagnostic tool to identify students who need additional assistance. Students will also write informally to writing prompts on a biweekly schedule. Critical to this process will be the detailed feedback provided students by teachers as a result of the scoring of these prompts utilizing the rubric.

West Broward Academy will provide writing workshops and a handbook to assist parents with techniques to support the development of their child's writing skills.

The West Broward Academy writing curriculum will include:

- THE WRITING PROCESS - prewriting, drafting, revising, editing and proofreading, and publishing;
- FORMS OF WRITING - writing to learn, narrative writing, descriptive writing, expository writing, and persuasive writing;
- INTEGRATED SKILLS - writer's craft (ex. pacing, plot, simile, voice, character, etc.);
- GRAMMAR & USAGE - sentence parts, structure, and type; use of noun, verbs, adjectives, prepositions, and other parts of speech;
- MECHANICS - capitalization, punctuation, indention, abbreviations, spelling and reference resources.

As a result of a student's experience with the West Broward Academy language arts curriculum, they will:

- 1) Develop important basic writing concepts and foster creative expression;
- 2) Build upon and extend language concepts developed in earlier grades;
- 3) Employ grammar and mechanics correctly;

- 4) Develop spelling and vocabulary acquisition skills;
- 5) Extend composition skills through both formal and creative writing assignments.

Teachers will be encouraged to discover and develop new ways to integrate Reading, Writing, Language Arts, and Communication skills by fostering the school's emphasis on mathematics and science.

Students in K, 1, 2, 3, and 5 who meet the district criteria for a PMP, must receive intensive instruction. If a student in grade 4 scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.

If a middle school student scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.

Elementary – English Language Arts

Elementary students will utilize Great Source Writing and Grammar by Houghton Mifflin. The program is research-based and provides effective resources to help students become better writers, thinkers and learners. The series is aligned to the Next Generation Sunshine State Standards.

Students will have regular and frequent lessons and practice in the writing of Standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose. Students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts and tables.

Middle School – English Language Arts

Middle school students will utilize Holt Elements of Language. The program is designed to assist students and teachers by providing differentiated instructional strategies, activities and point-of-use technology tips to help teachers enhance instruction for students in the acquisition of grammar and writing skills. Teachers will implement Warner's Method to teach grammar using proven strategies of rule, example and practice. Communication chapters pair reading and writing workshops to maximize student's understanding of reciprocal skills. Holt provides access to on-line essay scoring to provide additional writing practice for students.

Language Arts I, Language Arts II, Language Arts III-The purpose of this course is to provide educational experiences which develop English language arts concepts and skills. The content will include, but not be limited to the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work will also be provided. The purpose of this course is to develop the ability to use, interpret, and appreciate spoken and written English.

Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically,

to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

They will receive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice expository writing, with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers—that is, essays that discuss and rely extensively on sources—will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly.

They will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students will demonstrate intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

A sample writing assessment schedule is included here to demonstrate the type of planning West Broward Academy will undergo in preparing its students. Appropriate Prompts will be used for each grade level.

Writing Assessments

September, week 1

Expository

- Everyone has a game that they like to play.
- Think about a game that you enjoy playing.
- Write to explain why you enjoy playing this particular game.

Narrative

- Imagine you have been asked to take care of an animal for a day.
- Think about what might happen if you took care of this animal for one day.
- Write about what might happen throughout the day.

October week 1

Expository

- You can select one person to be teacher for the day.
- Think about who you would choose to be teacher for a day.
- Write to explain why you chose this person to be teacher.

Narrative

- One day, you are told a famous person is coming to visit.
- Think about what famous person you would like to visit.
- Write a story telling what might happen if this famous person came to visit.

November week 1

Expository

- Everyone has a favorite thing to do after school.

Think about your favorite thing to do after school.
Write to explain why you enjoy doing this activity after school.

Narrative

Everyone has made or built something.
Think about a time when you had fun making or building something.
Write a story telling about a time when you had fun making or building something

December week 1

Expository

Everyone has a favorite day of the week.
Think about what day of the week is your favorite.
Write to explain why this is your favorite day of the week.

Narrative

Everyone has made a special memory with a friend.
Think about a special time you have had with a friend.
Write to tell about a special time you have had with a friend.

January week 2

Expository

We all know it is important to eat healthy foods.
Think about why you think it is important to eat healthy foods.
Write to explain why you think it is important to eat healthy foods.

Narrative

You pass a door every day. It is always locked.
One day you pass the door and it is not locked. You open the door and walk inside.
Write to tell what happens when you open the door and walk inside.

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.

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 school will utilize the Next Generation Sunshine State Standards as the basis for the Math curriculum. The Next Generation Sunshine State Standards for mathematics are organized by grade level for grades K-8. Standards at each of the K-8 grade levels are termed Big Ideas and Supporting Ideas. The set of standards for each grade level consists of three Big Ideas and varying numbers of Supporting Ideas. Big Ideas are standards that are aligned with the Curriculum Focal Points released by the National Council of Teachers of Mathematics (NCTM). They include standards which should be the primary focus of mathematics instruction for each grade level, K-8. Supporting Ideas are not meant to be subordinate to Big Ideas, but rather they serve to provide connections between topics at different grade levels.

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.

In addition, three curriculum focal points (NTCM) are identified and described for each grade level, K–8, along with connections to guide integration of the focal points at that grade level and across grade levels, to form a comprehensive mathematics curriculum. To build students’ strength in the use of mathematical processes, instruction in these content areas should incorporate—

- the use of mathematics to solve problems;
- an application of logical reasoning to justify procedures and solutions; and
- an involvement in the design and analysis of multiple representations to learn, make connections among, and communicate about the ideas within and outside of mathematics.

The purpose of identifying these grade-level curriculum focal points and connections is to enable students to learn the content in the context of a focused and cohesive curriculum that implements problem solving, reasoning, and critical thinking.

These curriculum focal points should be considered as major instructional goals and desirable learning expectations, not as a list of objectives for students to master. They should be implemented with the intention of building mathematical competency for all students, bolstered by the pedagogical understanding that not every student learns at the same rate or acquires concepts and skills at the same time.

West Broward Academy's Mathematics Curriculum:

Utilizes instructional techniques found in Project MIND (Math Is Not Difficult):

- 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; encourage 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.

And,

- Focuses on important mathematics that students will use in life and in subsequent mathematics study;
- Identifies the “big ideas” in mathematics;
- Consists of separate strands and provides for the connection and interpretation of strands;
- Forms a coherent whole, aiming toward a particular goal in each lesson but fitting together across the year and from one year to another;
- Provides guidance regarding the scope and sequence of mathematics, the degree of attention that should be given to particular topics at particular times and when mastery of a topic is expected.

Similar to the skill of reading, mathematical skills are also essential in today’s complex society. West Broward Academy believes that every student graduating from a Florida public school will have completed at a minimum, Algebra I, Geometry and 2 courses at Algebra II or higher and will be able to utilize mathematics principles to solve problems in real-life contexts. Students will possess the math literacy skills to experience success in post-secondary education and compete for jobs in an increasingly technologically complex global market.

Elementary-Mathematics

The Next Generation Sunshine State Standards are what every student in Florida’s public schools should learn at each grade level. These specific grade level standards address the developmental and learning needs of students. The Harcourt mathematics series will be provided for teachers and students to use a guide in the instruction of math skills. The math program at West Broward Academy is further supported via intense teacher training by Dr. Angie Hsu, developer of the Math Is Not Difficult (Project MIND). Dr. Hsu is recognized by the Florida Department of Education as a Supplemental Education Provider.

K-2 students who meet the district criteria for a PMP must receive intensive instruction. If a student in grades 3-5 scores at level 2 or below on the FCAT-SSS in mathematics, the student will be required to receive remediation through the PMP. Intensive intervention for students retained in third grade will include effective instructional practices, necessary to assist those students in becoming successful and ready for promotion to the next grade level. The Next Generation Sunshine State Standards are available at www.floridastandards.org.

Middle School - Mathematics

West Broward Academy utilizes the Florida adopted Glencoe Math *Applications and Concepts* series to provide the basic teaching tool to achieve the Next Generation Sunshine State Standards), Benchmarks. Glencoe’s *Applications and Concepts* is state adopted and fully correlated to the Next Generation Sunshine State Standards.. *Applications and Concepts* is instrumental in facilitating the implementation of the 8 Step Program to Student Success as adopted by the Florida Department of Education. The series provides for the collection of test data, assistance developing instructional timelines and instructional focus; it further provides frequent student assessment, tutorials, enrichment activities and skill maintenance involving the use and reinforcement of previously taught skills. The goal of this Mathematics program is to have all students, after two years in the program, performing mathematical computations and problem solving maneuvers at or above grade level proficiency. The math program at West

Broward Academy is further supported via intense teacher training by Dr. Angie Hsu, developer of the Math Is Not Difficult (Project MIND). Dr. Hsu is recognized by the Florida Department of Education as Supplemental Education Provider.

If a middle student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.

Course offerings

M/J Intensive Mathematics-The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

M/J Mathematics I-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

M/J Mathematics I, Advanced-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real world and mathematical problems.

M/J Mathematics II-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

M/J Mathematics II, Advanced-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems

M/J Mathematics III-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

M/J Mathematics III, Advanced-The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

M/J Great Explorations in Math (GEM) Pre-Algebra-The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. GEM students go one step further, analyzing non-routine problems. There is emphasis on strengthening and developing skills and concepts needed for success in Algebra 1.

M/J Great Explorations in Math (GEM) 7th Algebra– M/J Great Explorations in Math (GEM) 7th grade Upon successful completion of the required coursework, students will be awarded credit toward high school graduation.

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. GEM students go one step further, analyzing non-routine problems.

M/J Great Explorations in Math (GEM) 8th Geometry - M/J Great Explorations in Math (GEM) 8th grade Upon successful completion of the required coursework, students will be awarded credit toward high school graduation.

Technology provides many opportunities for students in grades K-8 to become more engaged with acquiring solid foundational math skills. The school may utilize various programs to further engage students in the acquisition of these skills. West Broward Academy will utilize but not be limited to the following:

FASTT Math® is an intervention/support software program that uses the FASTT (Fluency and Automaticity through Systematic Teaching with Technology) system to help students become more proficient with their basic math facts.

Destination Math® uses a prescriptive, sequenced approach in instruction to help students with the development of fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills.

Study Island® is a web-based program that provides math tasks and activities based upon the Next Generation Sunshine State Standards. Lessons contain games that motivate students to work through each problem presented so that they can play the next round of the game!

The Next Generation Sunshine State Standards for grades Kindergarten – 5 were included to demonstrate knowledge of the standards. The Next Generation Sunshine state Standards for grades 6-8 can be found on the DOE website www.floridastandards.org. Due to limited space and as a sample, the elementary standards have been included. Middle school standards are available on the state website.

SCIENCE

The K-12 Science Curriculum has been revised to incorporate the Next Generation Sunshine State Science Standards (February 2008). 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). The goal of the new standards is to develop a scientifically literate citizenry. According to Achieve Inc., world-class science instruction empowers students to:

- maximize employment opportunities in a global economy driven by science and technology;
- participate in a democracy in the context of a global society; and
- make informed decisions as a consumer ,e.g., on health care and retirement planning.

Standards for all students embody both excellence and equity. Differentiated instruction and hand-on activities allow students to achieve understanding in different ways, and different students will achieve different degrees of depth and breadth of understanding.

The Science curriculum will require changes in how science education is implemented. World-class science standards reflect the conceptions of coherence, focus, and rigor promoted by the American Diploma Project (ADP) and the Trends in International Math and Science Study (TIMSS) framework.

- Coherence –the sequence of topics and performances consistent with the logical nature of the disciplinary content of the subject matter. (Schmidt, et al., 2005 p. 528)
- Focus - the standards emphasize central concepts, laws, principles and unifying theories, inquiry strategies and cross-cutting ideas, such as systems, that link the natural sciences. (Slattery, 2007)
- Rigor - the standards progress in terms of depth (cognitive complexity) as students move from one grade level to the next. (Schmidt, et al., 2005)

The new coding scheme for grades Kindergarten through eight shows the subject, the grade level, the Body of Knowledge, the Big Idea and the Benchmark. Teachers will now have content specific benchmarks to lead their instruction, no longer being dependent solely upon the text for the content of the course they are teaching. Teachers and Administrators will know exactly what benchmarks are to be taught in each course and at each grade level. End-of-course exams and pre-tests can be built from the benchmarks listed in course descriptions. The Next Generation Sunshine State Standards can be accessed at www.floridastandards.org Due to limited space they have not been included.

Learning science is an active process, something that students do, not something that is done to them. "Hands-on" activities, while essential, are not enough. Students must have "minds-on" experiences as well. The Science curriculum is organized into seven components:

- I. The Nature of Science as Inquiry
- II. Life Science
- III. Earth and Space Science
- IV. Physical Science
- V. Science and Technology Design
- VI. Interaction of Society and the Environment
- VII. Comprehensive Health

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.

Students in grades K-8 will have access to technology utilizing but not limited to the following: **Britannica Online** - *Britannica Online School Edition K-12* gives teachers and students instant access to four complete encyclopedias that ensure consistency with classroom topics and age-appropriate language. This unique database also offers high-quality online learning materials that are developed by teachers and curriculum experts. Designed for all levels of learning, *Britannica Online School Edition K-12* offers students a gateway to the vast resources of Encyclopedia Britannica.

The JASON Mission Center (JMC) – This web site is filled with curriculum, videos, games, tools and community. Like NASA's Mission Control Center, the JMC is the hub for exploration. Students can learn about powerful storms, watch a video about sharks, design a thrilling roller coaster and tell others about it in the message boards. Teachers and students can ask JASON researchers questions on the Jason Mission Center.!

Immersive Games and Digital Labs- Students work with real, cutting-edge scientific research to explore lessons from the curriculum.

Student Tools -Students can explore JASON at their own pace. From the discussion boards to online science fairs to a high-score gaming competition, students will have the world of JASON at their fingertips.

Live Events – Students can interact with JASON scientists and Argonauts. Students ask questions and receive responses *live* on the Web.

Students will participate in field trips to various locations in Florida including but not limited to:

Kennedy Space Center

Crystal Springs Preserve

EPCOT

Everglades National Park

Holiday Park

Key Biscayne National park

The school will utilize Houghton Mifflin Science for the elementary grades and Prentice Hall for the Middle school.

Houghton Mifflin Science offers an accessible, standards-based, spiral curriculum covering life, earth, and physical science topics and leading students in grades K–5 to a deeper understanding of science content and concepts. Leveled readers deliver age-appropriate content that is targeted to a child's specific reading level to build fluency and independence for every learner.

Houghton Mifflin has developed a comprehensive learning program that includes a variety of products to help maximize teaching effectiveness including textbooks, workbooks, teachers' guides and resources, audio-visual aids, and computer software that give students and teachers the tools they need for success.

Elementary - Science

The elementary science curriculum will introduce students to all aspects of natural science, including chemistry, physics, biology, astronomy, meteorology, and geology. Students will gain acquaintance with the properties of the elements. They will study at grade-appropriate levels changes of states of matter, electricity, magnetism, machines and mechanics, and the properties of light and sound. The curriculum will include study of the stars, solar system, planets, and the physical formation and structure of the earth, including the study of minerals and fossils and geological change. Students will gain an understanding of seasons, climate, and weather phenomena.

Middle school students will utilize the Prentice Hall Science series. *Prentice Hall* provides teachers with a broad array of innovative print and technology resources and helps teachers differentiate and accommodate all learners. The range of labs, content area reading, discussion strategies, note-taking tools, and activities provides students with multiple experiences of each Science Standard. They give teachers flexibility and the ability to monitor student progress through ongoing assessment.

The Jason Project will be integral to the Science curriculum. The JASON Project connects students with great explorers and great events to inspire and motivate them to learn science. The award winning curricula is:

- Embed cutting-edge research from NASA, NOAA, the U.S. Department of Energy, the National Geographic Society and other leading organizations.
- Allows leading scientists to work side by side with JASON students.
- Challenges students to apply their knowledge to the real-world scenarios scientists face every day.

JASON's core curricula is aligned to national and state science standards and provide activities, lesson plans, extensions, and interdisciplinary connections.

Students will conduct scientific experiments and learn the basic techniques of forming and testing a hypothesis, conducting measurements, collecting and analyzing data; they will have experience in the proper communication of scientific concepts and learn to distinguish between conception and misconception in science. They will receive instruction and have experience in the proper use of scientific equipment and in safety and responsibility. Their experiments will include measurements that can be analyzed and elementary mathematical concepts will be reinforced through use of the metric system.

Students will study the history of scientific discovery and the biographies of major scientists.

Middle School Science Course offerings:

Comprehensive Science I- The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. This course meets the requirement for sixth graders. Laboratory investigations of selected topics are an integral part of this course.

Comprehensive Science II- The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. This course meets the requirement for seventh graders. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

*Comprehensive Science III -*The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. This course meets the requirement for eighth graders.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

Additional Science Offerings

*6th Grade; 7th Grade; 8th Grade; Advanced/Gifted
Comprehensive Science I, Advanced/Gifted*

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. This course meets the requirement for sixth graders. Laboratory investigations of selected topics are an integral part of the course. In addition, Gifted includes: Incorporates the goals and objectives contained in the "Resource Manual For Gifted Programs" and is only available to students staffed into the gifted program.

Gifted Comprehensive Science II, Gifted/Advanced

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. This course meets the requirement for seventh graders. Completion of credit in this course precludes earning credit in Comprehensive Science II. In addition, Gifted includes: Incorporates the goals and objectives contained in the "Resource Manual For Gifted Programs" and is only available to students staffed into the gifted program.

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.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

SOCIAL STUDIES

Using the Next Generation Sunshine State Standards, to guide instruction, social studies teachers will provide students in grades K-8 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.

From the earliest events of recorded history, through the development of family life, culture and the arts, to the development of governments and countries driven by geographical exploration, the wars of history and the stories they tell, from yesterday to today, these students will have the unique opportunity to pursue their curiosity and respond to the Sunshine State Standards by participating in the discovery of man and his contributions to the whole of humanity.

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 social studies program provides an integrated study of the social sciences and humanities to promote civic competence. Its primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The social studies textbook programs are selected to insure opportunities for all students to learn and become productive citizens. These books are valuable and can serve us well when we realize that people read mostly nonfiction. In social studies we must provide appropriate amounts of exposure and interaction with informational text. In social studies we read nonfiction in the social studies text to:

- ✓ Acquire information
- ✓ Satisfy curiosity
- ✓ Understand the world more fully
- ✓ Understand new concepts
- ✓ Expand vocabulary
- ✓ Make connections to our lives and learning

In addition to the resources provided through the text, there are numerous internet options for students and teachers to access to enhance learning. Three of these samples are:

Geographic.org is an on-line resource provided through the Florida Department of Education will be utilized in the classroom to introduce students to photos of world cities, photos of nature from around the world, and 8 million geographic names worldwide, etc.

Florida History Internet Center provides students, teachers, and interested visitors information about Florida past and present. It contains a complete History of Florida text, guided tours of Florida towns, and an archive of articles and photographs.

HistoryNet.com is terrific site for students and teachers providing multiple resources including videos, historic photos, speeches and information regarding different time in American history.

Elementary Social Studies

Elementary school students will utilize the Harcourt School Publishers textbook series. Special features found in the social studies text alert the reader to important information. Without instruction (think alouds and modeling) students will ignore these features and only attend to the standard text. In social studies we teach students about the features in the text that alert readers to important information; for example: boldface print, italics, titles, color print, bullets, captions, illustrations and photographs, diagrams, maps, tables, charts, glossaries, and table of contents. Social studies textbooks are structured differently than fiction. There are 6 main ways that informational text is structured and they include:

Cause and effect	Compare and contrast
Problem and solution	Description
Question and answer	Sequence

Students must be taught the characteristics of each of these structures and how they help a reader understand the text. When students know what to look for they will more easily grasp meaning from the text. The social studies text is also designed to encourage students' use of reading strategies for unlocking critical content, as well as practicing strategies that should be used in all content areas.

Elementary teachers will utilize thematic units in addition to the text. The units will mirror the topics taught and will follow the grade appropriate continuum:

- Kindergarten – My World
- Grade 1 – School and Family
- Grade 2 – Neighborhoods
- Grade 3 – Communities
- Grade 4 – Florida
- Grade 5 – US History

Middle School

Middle school students and teachers will utilize the Prentice Hall Social Studies series. Prentice Hall provides a standards-based social studies curriculum and program that guides students in becoming active informed citizens. The series provides many on-line activities to enhance instruction.

Grade 6 - *M/J World Cultures*- The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups. The content should include, but not be limited to, the following:

- characteristics of a cultural group
- development of cultural societies
- the complexity of global issues

Grade 7 - *M/J World Geography* - The purpose of this course is to enable students to develop multicultural understanding and use

geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

Grade 8 - M/J United States History - The purpose of this course is to enable students to 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 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.

C. Describe the school's reading curriculum, providing 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.

West Broward Academy will adopt the K-12 Comprehensive Research-Based Reading Plan (CRRP).

West Broward Academy'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, West Broward Academy 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. West Broward Academy 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 West Broward Academy reading curriculum, strategies and instruction shall be the nucleus of instruction encouraging reading and writing across the curriculum. West Broward Academy 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.

West Broward Academy 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 Next Generation 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. West Broward Academy 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

These factors were used in evaluating the selection of materials and text series described herein. All school adopted materials and texts will be aligned with the Sunshine State Standards and the research-based findings found in *Just Read Florida*.

West Broward Academy 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.

Instruction must follow Florida's Formula for Reading Success: 6 + 4 + ii = iii

6 Areas of Reading

- Oral language
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

4 Assessments

- Screening
- Progress monitoring
- Diagnosis
- Outcome measures

ii: Initial Instruction

- Minimum 90-minute reading block
- An effective reading program has to integrate the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- Classroom teachers must use assessment data to plan for and provide "student-tailored" instruction that includes the following:
 - o Explicit instructional strategies
 - o Coordinated instructional sequences
 - o Differentiated instruction
 - o Print-rich instruction
 - o Whole group/small group/whole group
 - o All students, using differentiated instruction

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

- Small group or one-on-one
- Students with reading deficiencies

- Minimum of 20 minutes/day until deficiency is remedied

May be provided by:

- Classroom teacher
- SAI teacher
- ELL teacher
- Reading recovery teacher
- Reading resource teacher

Scientifically based reading strategies supported by Florida's Formula are identified on Instructional Focus Calendars for the Core Program and will be identified on the school's Instructional Focus Calendar.

All elementary students will participate in a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instruction in the Houghton Mifflin Comprehensive Core Reading Program.

West Broward Academy will use the MacMillan/McGraw-Hill Treasures Reading Series for grades K-5. The Core Reading Program, Treasures provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers

West Broward Academy will use Holt – Elements of Literature for grades 6-8. 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 programs that have 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*.

Implementing high quality initial instruction is the school's first goal in creating reading success for all students. The Comprehensive Core Program provides explicit lessons for whole group instruction that includes introduction of skills, modeling, teaching, and review of skills and concepts. Strategies that facilitate learning are embedded within the program. Techniques such as modeling, previewing and predicting, and direct instruction in strategic reading are consistently utilized.

Daily lessons for small group differentiated instruction revolve around using leveled materials to provide numerous practice opportunities for mastery of skills and strategies. The Comprehensive Core Reading Program (CCRP) provides guidance to teachers in delivering differentiated

instruction for diverse learners within the reading block. Activities are organized to meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. Books on various levels provide students with varied instructional needs additional reading opportunities in a variety of genres. The program integrates a scope and sequence within the daily lesson plans that affords teachers guidance in delivering strategy and skill instruction based on student needs. Aligned instructional materials, such as decodable books and leveled books, are used for individual and group practice opportunities. The recommended time frame for the 90-minute block is for 30 minutes of whole group instruction from the CCRP and 60 minutes of small group differentiated instruction from the CCRP and additional resources to meet individual student needs. For small group instruction, students are grouped according to shared instructional needs and abilities and regrouped as their instructional needs change. Group size, allocated instructional time, and instructional content varies among groups. Time should be adjusted so that additional instruction is provided for struggling students.

Integral to the MacMillan/McGraw-Hill Treasures program is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension).

The six elements of reading instruction in the program includes:

- **Oral Language** - Speech is not usually 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, West Broward Academy 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.

Section 1003.4156, Florida Statutes, requires middle 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.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time must be taught

by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

West Broward Academy 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

Successful implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) will meet the requirements of the Middle Grades Reform Act for the Rigorous Reading Requirement. The Rigorous Reading Requirement is a system of planning and implementation for ensuring the success of all middle grade students. As part of the implementation of the Rigorous Reading Requirement, West Broward Academy will use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities will align with the Florida Formula for Success.

- The Progress Monitoring Plan will be implemented in grades three - eight if the student does not achieve level 3 or above on the FCAT. Core curriculum areas such as science and social studies will incorporate instructional practices that promote reading achievement and will be included in the success plan.
- Authentic literature will be integrated into the school-wide reading plan to include classroom libraries and leveled text. Teachers will require students in grades K-8 to read a minimum of five books or their equivalent during each nine-week grading period. This includes in-class independent reading and at-home reading. A minimum of 30 minutes of at-home reading is a daily home-learning assignment
- Utilizing assessment data, students in grades 3-8 will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed. Middle

School students scoring a level 1 or 2 will enroll in the intensive reading class. The Intensive Reading Class may include students with disabilities and regular education students, both of whom may meet the stated criteria. Coursework is aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be completed each day and may be adjusted for time and scheduling.

Regularly scheduled grade level meetings will be a forum for:

Reviewing assessment data to target research-based instructional strategies for struggling readers;

- Sharing best-practices;
- Identifying study group topics; and
- Identifying professional development needs.
- Vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills
- Regular review of assessment data is critical to effective instruction and meeting student's individual needs.
- The school will develop a plan for data review for the following purposes:
 - To determine current status/success of instruction which will lead to modification of instruction;
 - To extract trends or patterns;
 - To identify need for professional development (including coaching and mentoring);
 - To identify topics for action research.
- Suggested forums for data review and instruction may include the following:
 - Regularly scheduled grade level /team/department meetings;
 - Regularly scheduled articulation meetings (across grade levels);
 - Regularly scheduled staff meetings
- Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

The school may utilize but not be limited to the following as part of the reading instruction materials:

Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Ladders to Success – is a program that caters specifically to the needs of Level 1, 2, and even Level 3 students who struggle with on-grade work. The workbooks are designed to help kids

master 10 fundamental, grade-appropriate reading skills which are essential to success both in the curriculum and on the FCAT including

- Comparing and Contrasting
- Understanding Sequence
- Recognizing Cause and Effect
- Using Context Clues
- Identifying Main Ideas and Details
- Drawing Conclusions
- Interpreting Figurative Language
- Distinguishing Between Fact and Opinion
- Determining Author's Purpose

Reading Coach: Florida test preparation strengthens students' reading skills and raises scores! *Coach* supports the reading curriculum with high-interest, scaffolded lessons that cover everything from inferences and predicting to main idea, summarizing, and so much more!

Coach is fully correlated to the Next Generation Sunshine State Standards, and supports the curriculum with age-appropriate lessons and engaging fiction, nonfiction, drama, and poetry selections. Guided and independent test practice with clear, skills-based instruction develops higher-order thinking, reading, and writing skills for the Florida state assessment. Coach provides:

- Fully aligned Florida Practice Tests
- Chapter Reviews with multiple-choice and short-answer questions
- Covers Reader's Purpose (how to take notes, and create outlines and timelines) and Research/Reference Materials
- Highlighted key words and a crossed-referenced glossary
- Guided reading passages with corresponding questions
- Grade 2 covers prerequisite skills for Grade 3 Assessed Benchmark.

FCAT Explorer

FCAT Explorer is an internet-based tool designed to help Florida students pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. Each student is given a unique username and password to access these programs.

River Deep

Destination Reading Course I focuses on emergent literacy and phonemic awareness for grades PreK-1.

Destination Reading Course II focuses on building fluency and comprehension to effectively guide students from second to third grade.

Destination Reading Course III makes reading relevant for upper elementary students by focusing on vocabulary and comprehension strategies.

Destination Reading Course IV for middle school focuses on advanced vocabulary and comprehension.

Elementary Supplemental Intervention Reading Programs (SIRP): 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 (phonological awareness, phonics, fluency, vocabulary, and comprehension).

Supplemental Intervention Reading Programs (SIRP) typically provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension). SIRPs are excellent resources for students who need explicit and intensive instruction in one specific component of reading, and are intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP).

In addition to the abundant resources included in each of the Comprehensive Core Reading Programs (CCRP) used to deliver initial instruction, the following Supplemental Intervention Reading Programs (SIRP) are recommended for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers.

The school may implement but not be limited to the following

Elements of Reading, Vocabulary is an oral vocabulary instruction program, designed for kindergarten through third grade students. Each of the separate, individual components of this modular reading program, Elements of Reading (Vocabulary, Fluency, Comprehension, Phonemic Awareness, and Phonics) has been flexibly designed to use in combination or separately for supplementing specific targeted reading components, based on the need of students.

Great Leaps is used as an intervention for kindergarten through third grade students needing supplemental support with reading fluency. The program consists primarily of student practice lessons, with an instructor manual that includes assessment guidelines.

Soar to Success is a reading intervention program designed for students, who are reading below grade level, in third through eighth grades. Delivered in a small group setting, Soar to Success provides specialized, structured instructional lessons to struggling readers, and is based on extensive research of the effective application of reading comprehension strategies.

Wilson Foundations, designed for students in kindergarten through third grades, is based on the adaptation of the research-based Wilson Reading Systems program. Systematic and explicit phonics and word study instruction is emphasized in the Foundations program, and is presented in a cumulative and scaffolded format incorporating assessment, instruction, and practice opportunities.

Rigby Newcomer (ELL) Kits - Levels I, II, III provide practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics, and beginning literacy skills for students in kindergarten through fifth grades.

Elementary Comprehensive Intervention Reading Programs (CIRP) CIRPs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Comprehensive Intervention Reading Programs (CIRP) typically provide instruction across multiple essential components of reading combined (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, AND comprehension). CIRPs are excellent resources for students who need additional, or more explicit instruction in all essential components of reading, and are intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). A CIRP, however, may not provide as powerful and explicitly intensive instruction in a single targeted reading component (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) as a Supplemental Intervention Reading Program (SIRP) that is designed to primarily focus instruction on one single component of reading.

The following Comprehensive Intervention Reading Programs (CIRP) may be implemented for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers:

Destination Reading, published by Riverdeep, supplements initial reading instruction in all five essential components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is a computer-assisted comprehensive intervention program designed for use in whole group, small group, or individual instruction.

The Wilson Reading System is a highly structured systematic reading and writing program that serves as an intervention and assists struggling readers in third through twelfth grades with learning the structure of words and language by instructing students to decode and encode (spell) fluently.

Middle School Comprehensive Intervention Reading Programs (CIRP): 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). Middle 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 in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

NOTE: Broward County Public Schools had planned to adopt a new middle school program, completed the full review process by committee, and selected a program to recommend for adoption. Because of severe deficits in the district budget, the adoption of a Middle School Comprehensive Based Reading Program has been placed on hold until further notice. If funds should become available to move forward with the adoption this year, the middle school section of this K-12 Reading Plan will be amended.

Students placed in Intensive Reading must be placed with a teacher who is Reading Certified, Reading Endorsed, or working towards certification or endorsement by completing at least two courses or competencies per year.

Most Intensive Disfluent Level 1 students

For our most intensive students, schools use the Wilson Reading System. The Wilson Reading System is a highly structured reading and writing intervention program for 3rd – 12th grade struggling readers. It helps these students learn the structure of words and language by directly instructing them to decode and encode fluently. The program was originally developed for students who have dyslexia, but has been expanded to target the needs of disfluent students who are significantly below grade level in reading.

Disfluent and Level 1 and 2 Students

These intensive reading classrooms use Scholastic Read XL. Read XL includes instruction on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, guided reading, comprehension aligned with benchmark instruction, fluency building, and the reading-writing connection. Integral components of the program are instructional sequences coordinated with the daily lesson plans. READ XL is taught in a 90 minute reading block. Ancillary materials to READ XL include independent practice activities, FCAT practice book offered in leveled practice, three shared novels per grade level, novel study guides, professional development guide, electronic text collection, content-area text collection, and guided practice activities. Broward has written a fluency enhancement student book with permission from Scholastic that gives students fluency practice on selections that were taught in the Read XL program. This book is posted in the district's database of unit plans and lesson plans in Learning Village on BEEP. Read XL is supplemented with Rewards, described in Section 2.3, for students at this level.

Fluent and Level 1 and 2 Students

Students in these reading classrooms may use either Scholastic Read XL or Scholastic READ 180. Read XL includes instruction on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, guided reading, comprehension aligned with benchmark instruction, fluency building, and the reading-writing connection. Integral components of the program are instructional sequences coordinated with the daily lesson plans. READ XL is taught in a 55 – 90 minute reading block, depending on student placement data as identified on the Middle School Placement Chart. Ancillary materials to READ XL include independent practice activities, FCAT practice book offered in leveled practice, three shared novels per grade level, novel study guides, professional development guide, electronic text collection, content-area text collection, and guided practice activities. Broward has written a fluency enhancement student book with permission from Scholastic that gives students fluency practice on selections taught in the Read XL program. These resources are posted in the district's database of unit plans and lesson plans in Learning Village on BEEP

READ 180 is an alternative program for Fluent and Level 1 and 2 Students and is used in a limited number of schools. READ 180 is a research-based program providing instruction and practice in fluency, spelling, grammar, vocabulary and comprehension. READ 180 uses a three-piece instructional delivery design: a teacher directed center, technology center, and student silent reading center. READ 180 provides continuous progress monitoring through the use of the Scholastic Reading Inventory. Schools using READ 180 must schedule these students into a 90-minute reading block.

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, Visions. 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.

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

Middle School Supplemental Intervention Reading Programs (SIRP): 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 district's Division of Curriculum and Instruction created a Struggling Reading Task Force that has reviewed supplementary materials and interventions to create and support the six areas of reading as identified by the research of the National Reading Panel and consistent with Florida's Formula for Reading Success.

The Struggling Reader Chart provides schools with guidance in the delivery of appropriate intensive interventions.

The school may implement but not be limited to the following recommendations by the Struggling Readers Chart:

Oral Language/Phonemic Awareness/Phonics/Decoding

REWARDS: Reading Excellence: Word Attack and Rate Development Strategies is an intense, short-term intervention reading program specifically designed for students in fourth through twelfth grades who have mastered some phonics skills. *REWARDS* provides intermediate and secondary students that read between a 3.0 and 5.0 reading level with flexible strategies for decoding multisyllabic words to build reading accuracy and fluency.

Fluency

Jamestown Reading Fluency is used for medium-risk students who need to increase their oral fluency rate.

Great Leaps Reading by Campbell is a supplementary reading program used in conjunction with students' current curriculum. Its primary emphasis is on fluency, with the assumption that comprehension will improve if the student becomes a more fluent reader.

Vocabulary

Word Wisdom by Zaner-Bloser and the Vocabulary Improvement Program, Brookes Publishing provides targeted support for vocabulary development.

Comprehension

Jamestown Signature Series emphasizes strategies to improve comprehension. The program helps students build background knowledge and vocabulary, and practice writing to prompts. Silent reading fluency drills are also a part of every lesson. The readings consist of fiction and non-fiction texts and increase in length and rigor with each grade level.

Educational Technology

Educational technology is intended for additional support in reading. Educational technology should be available that does not require a teacher-led instructional component. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must 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 core comprehensive reading program McMillan/McGraw-Hill Treasures and Holt – Elements of Literature.

In addition to the programs previously mentioned, the school will utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level, zone of proximal development, but will not limit students to only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development will continue to be trained in the effective elements of independent reading, including the selection of texts. Additionally, classroom teachers will actively utilize leveled classroom libraries to support this endeavor.

Strategies for Students Reading Above and Below Grade Level

Because students come to school with different levels of readiness, the reading program will be structured in a manner that will serve all students well. The West Broward Academy reading program will accommodate those students who are on-grade-level and above and readers-at-risk. The latter requires more instruction, intervention, and curriculum differentiation than the other.

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 by eliminating work on skills already mastered and progressing through the Reading curriculum at an accelerated pace, students will generally continue to expand their reading proficiency, advanced readers must be challenged through instruction at their highest readiness level and appropriate pace. Pre-instruction assessments must be used to accurately determine the students’ instructional and independent levels of reading. 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.

Students will be identified by screening, diagnostic and/or progress monitoring assessments (e.g., FAIR) and placed in an appropriate intervention program. The intervention program will be designed to meet the specific diagnosed needs of each individual student. Students will be scheduled to attend a small group for immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90 minute reading block during the regular school day. Highly qualified teachers and/or formally trained paraprofessionals will administer the intervention program with fidelity. Continual progress monitoring data, using FAIR, OPM and In-Program assessments, will be utilized to adjust the intervention schedules, rosters and strategies as well as monitor fidelity of implementation.

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.

Readers-at-Risk Program Structure

Florida Law requires that a child who is not meeting the school district requirements for proficiency in reading and mathematics shall be covered by a Progress Monitoring Plan (PMP). The PMP must be designed to assist the child in meeting state and district expectations for proficiency. If the child has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance. If the core instruction is both effective and equitable, then Tier 2 (Supplemental) interventions are provided to those students identified as “at-risk.” The primary characteristics of Tier 2 interventions (FCRR) are:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions must be provided in addition to core instruction. Academic Engaged Time (AET) predicts achievement better than any other variable.
3. Interventions focus on particular skill areas that need strengthening.

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use diagnostic assessment to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2. Characteristics of Tier 3 interventions (FCRR) are:

1. Interventions are delivered to very small groups of students or to students individually.
2. Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.
3. Interventions focus more narrowly on defined skill areas.

The goal for these students is:

- Instruction with a structured delivery based on a 90-minute class session. Middle school students will receive reading/language arts instruction with the same instructor. This model assures daily direct instruction in whole group (20 min.), direct instruction and intervention in a small group setting (20 min), experience with modeled and independent reading (20 min), use of research-proven software (20 min), whole group direct instruction, and closure (10 min);
- Use of 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 will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This results in dynamic, visual, and spatial images that promote the formation of vivid mental models that are especially beneficial for students with little knowledge;
- Use of computer-assisted instruction for students to practice reading skills;
- Organization of a parent intervention program to serve as volunteers for Reading Buddies, an after-school program;
- One-on-One tutoring both in class and after school;
- Before and after-school mentoring opportunity;
- Saturday school.

The district is in the process of developing a model of school implementation for Response to Intervention (RTI) that will provide guidance and support on the problem-solving process that will be utilized for Professional Development. The RTI model identifies the model: 3 Fs + 1 S + Data + PD = Effective and Powerful Instruction where the 3Fs are Frequency, Focus, and Format of instruction; 1 S is size of instructional group; plus data and Professional Development = Effective and Powerful Instruction.

On-Grade-Level and Above 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:

- Sustained silent reading requiring a written assignment;
- Independent reading assignments requiring book reports, literary analysis, oral reports, debates, etc.;
- Timed readings to increase speed, accuracy, & comprehension across the content areas;
- Emphasis on reading strategies such as skimming, scanning, predicting and generalizing to assist students in comprehending materials of increasing difficulty and to vary reading strategies inherent in diverse content areas;
- Use of computer assisted instruction to augment classroom programs and provide skilled practice for acceleration. (Examples of computer programs with excellent assessment in each of the five skills identified by research as critical to successful readers are Destination Reading or Accelerated Reader.);
- Teacher directed lessons focusing on skills to be learned and applied by students;
- Promotion of reading in the home and with parents reading to and with their child.

Differentiated Strategies for Gifted Students

Gifted children like to work out answers. They like to discover how things work. They will take on new challenges that others might not simply because they enjoy challenges. Dr. Carol A. Tomlinson, Associate Professor at the University of Virginia says teachers need to envision their classroom as an "escalator" going higher and higher, not as a "stairwell" that takes students to a certain grade-level landing where they stop. Tasks have to be "respectful of kids, hands-on, engaging and thought-provoking."

Top-end teaching leaves top-end results, and bottom-end teaching yields bottom-end learning. West Broward Academy will conduct a gifted education program in the same manner as other special education programs insofar as special programs exist to address special needs of students not typically met by mainstream instruction. Our program will use teachers who are trained in meeting the needs of the special population with an endorsement in gifted education. We will begin in grades 2 & 3 and subsequently expand grade-by-grade until it becomes a school-wide effort. The School will identify students using the Metropolitan Reading Readiness Test, the Williams Scale or other tests to look at areas of critical and creative thinking as well as referrals from classroom teachers. Depending upon the number of students meeting gifted standards, a Gifted Students Resource Room may be created for all West Broward Academy students.

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. 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

Gifted second language learners deserve an optimal learning environment in which to develop talent. Multiple criteria in screening ELL students may include, among other items, (a) ethnographic assessment procedures (the student is observed in multiple contexts over time), (b) dynamic assessment (the student is given the opportunity to transfer newly acquired skills to novel situations), (c) portfolio assessment, (d) the use of test scores (performance based and/or nonverbal) in the native or English language (depending on the child's level of fluency), (e) teacher observation, (f) behavioral checklists, (g) past school performance, (h) parent interview, (i) writing samples and other samples of creativity and/or achievement, and (j) input from the cultural group with which the student identifies in the local school community..

Reading Assessment

Students at all levels of reading proficiency will be evaluated utilizing the following assessment instruments to track the progress of each student.

- Broward County has developed the Benchmark Assessment Test, which is administered twice a year. The Benchmark Assessment Test has proven to be highly predictive of FCAT success and is used with classroom teachers to modify instructional practices, interventions, and the use of differentiated instruction.
- State and District Assessment – FAIR – Florida Assessment in Reading administered in the fall, winter and spring of each year. The Florida Assessments for Instruction in Reading will provide a Broad Screen Diagnostic Inventory that determines a Probability of Success Indicator for the FCAT for grades 3-10 that are utilizing that assessment tool.
- Classroom Walkthrough

- Diagnostic tests to provide information for evaluating the strengths and weaknesses of each participant and to guide the teacher in scheduling appropriate activities;
- Student attainment of grade-level objectives is a function of ongoing in-class assessment and grade level tests that include elements of the Next Generation sunshine State Standards;
- Informal classroom assessment to gauge that strategies that are being used are successful; for example, inventories, reading records, student folders and checklists, journals, interviews;
- Formal assessment devices to measure student progress; for example, unit and chapter tests, essay exams, mid and final exams, and commercially produced instruments;
- Authentic and alternative assessment; for example, portfolios, projects, exhibits, demonstrations, and oral presentations. These measures require a rubric score;
- Criterion referenced tests (FCAT).

Progress monitoring tools include the Florida Assessments for Instruction in Reading (grades K-12), MacMillan Treasure's Oral Reading Fluency Probes (grades 1-5), and the Florida Online Reading Fluency (FORF) probes (grades 6-12). Additional assessment data is provided via the District's Benchmark Assessment Tests (BAT), and District Mini-Benchmark Assessments. Diagnostic data is collected and analyzed to determine areas of weakness, determine appropriate placement, and to provide differentiated instruction. Data is placed on the District's Virtual Counselor or, in the case of the Florida Assessments for Instruction in Reading, is reported directly to the state's PMRN.

Data will be reviewed and analyzed during school leadership team meetings and administrative data conferences with teachers. Additional collaborative consultants will occur at department and/or grade level meetings, during professional development programs, and faculty meetings. School leadership will provide on-going data analysis and meet with small groups of teachers, department heads, grade level chairs, and administrators to disaggregate and discuss the data. Individual teacher conferences are also utilized for this purpose.

Making informed instructional decisions based on data is a dynamic on-going process and may occur as frequently as weekly or biweekly, or after each Progress Monitoring period, depending on need. Minimally, it must occur after the results of each progress monitoring period and when Benchmark Assessment Test data is available. Classroom teachers need to understand and be trained in the process of daily progress monitoring analysis, using informal data, such as student work maintained in folders or portfolios in their classrooms, and classroom based assessments that demonstrate whether students are progressing towards mastery of benchmarks aligned to their Instructional Focus Calendars. Teachers also need training in analyzing formal data, such as individual screenings and targeted diagnostic assessments to plan and differentiate effective instruction.

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 with a disability has complex and unique needs, the strategies and tools of instruction will be constantly modified at West Broward Academy so that each student can succeed at learning.

The West Broward Academy 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:

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

Progress monitoring tools include the Florida Assessments for Instruction in Reading (grades K-12), MacMillan Treasure's Oral Reading Fluency Probes (grades 1-5), and the Florida Online Reading Fluency (FORF) probes (grades 6-12).

Additional assessment data is provided via the District's Benchmark Assessment Tests (BAT), and District Mini-Benchmark Assessments. Diagnostic data is collected and analyzed to determine areas of weakness, determine appropriate placement, and to provide differentiated instruction. Data is placed on the District's Virtual Counselor or, in the case of the Florida Assessments for Instruction in Reading, is reported directly to the state's PMRN.

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:

- After School Program
- Assignment Accommodations
- "Read at Home" Plan
- Reading Area: Phonemic Awareness
- Reading Area: Phonics
- Reading Area: Fluency Development
- Reading Area: Comprehension
- Reading Area: Vocabulary
- Computer Assisted Instruction
- Cooperative Learning
- Intensive Reading Class
- Suspension of Curriculum
- Intensive Math Class
- Targeted Skill/Small Group Instruction
- After School Program
- Counseling at School
- Direct Instruction
- Daily Student Planner
- Daily/Weekly Assignment Sheet
- Reduced Student/Teacher Ratios
- Remedial Course
- ESOL Support
- Retention
- Flexible Skill Groups
- Summer Reading Camp (3rd Grade)
- Modification of Curriculum
- Parent-Guardian
- Weekly Progress Report
- Other
- Counseling at School

If the student, at any grade, 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; and
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 proposed curriculum areas to be included other than the core academic areas.

TECHNOLOGY

Florida's Department of Education has adopted the National Educational Technology Standards for Students for Primary (K-2), Intermediate (3-5) and Middle Grades (6-8). West Broward Academy 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. Our 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 West Broward Academy:

- 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;
- Technology as a specific curricular element will be implemented at the earliest point in K and spiral throughout each succeeding year with increasingly complex tasks and activities. The goal of the technology curriculum is to provide our students with the technology tools and competencies they need to become independent and effective users of technology.

Primary (K - 2) level students will:

- Learn basic computer terms;
- Become familiar with computer hardware;
- Learn proper use and care of computer equipment;
- Learn beginning keyboarding skills and simple file management;
- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use multimedia programs to produce a simple product;
- Be exposed to websites on the Internet with teacher use to support curricular content;
- Be familiar with email through classroom collaborations with other classes or schools;
- Discuss ethical/legal use of online resources;
- Participate in at least one class multimedia project during the year.

Intermediate (3 - 5) level students will:

- Learn intermediate computer terms;
- Demonstrate familiarity with computer hardware;
- Learn proper use and care of equipment;
- Learn to use computer peripherals and other multi-media hardware;
- Learn keyboarding skills and file management;

- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use word processing programs in a real world context to write stories, poems and type reports;
- Create news reports;
- Use multimedia-authoring programs to produce a product;
- Access multimedia and online resources for research;
- Use email to collaborate with other students or classes;
- Demonstrate an understanding of ethical/legal conduct in using online resources;
- Complete at least one multimedia project per year (done in a small group, with a partner, or individually, as appropriate).

Middle School students, grades 6-8, will have the opportunity to enroll in courses such as M/J Keyboarding, Introduction to Technology, etc in accordance with the Course Code Directory.

The goal of the technology curriculum is to provide our 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. 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 prospective 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

FOREIGN LANGUAGES

Each student will be introduced to Spanish during grades (K-8), and encouraged to continue their foreign language studies throughout high school, ultimately becoming a bi-lingual adult.

The Florida State Board of Education adopted Florida State Rule 6A-1.09401 and with it, the Sunshine State Standards, Pre-K to 12 Foreign Languages. The Standards document describes what students should know and be able to do in foreign languages, while the more comprehensive companion document to the Sunshine State Standards, the Florida Curriculum Framework: Pre-K to 12 Foreign Languages, presents a unified vision for all foreign language programs. It includes best foreign language instructional practices, a Pre-K to 12 grade performance-based curriculum (the Sunshine State Standards) and suggestions that address the implementation of effective foreign language programs.

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. High school credit will be offered to Middle School Students who complete the appropriate course work.

The text to be used for foreign language will be determined by the teacher and the administrative staff.

PHYSICAL EDUCATION

The physical education program will follow the Sunshine State Standards including prescribed times for engagement in physical education, the course code guidelines and the National Standards for Physical Education instruction. Governor Charlie Crist signed the Don Davis Physical Education Act requiring Florida elementary schools to provide 30 minutes of continuous exercise daily for their students. The law also requires middle schools offer a daily physical education class to students in the sixth through eighth grades beginning in fall 2009.

Middle school students will take Physical Education class as required for one semester. The program will include many components including team sports, health education, and instruction regarding appropriate dietary habits.

Fitness assessments will be a regular component of these classes. All students will participate in physical education classes, and all students will be encouraged to participate in after school athletic programs to encourage personal fitness, cooperation and long-term quality of life.

THE ARTS

Visual and performing arts will be integrated into all areas of the curriculum. Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage. The School will present shows and displays for parents and community members to celebrate the rich cultural diversity of the community as expressed by the creativity and talent of West Broward Academy students.

Often the Arts will be integrated and used to demonstrate mastery of core subject Benchmarks. Students' use of these art forms will be encouraged as means to discover, enhance and demonstrate mastery of other core subject Benchmarks. The teaching and study of The Arts will be developmentally appropriate for each student. The emphasis will be on increasing awareness and appreciation of art, their individual talents, and interest in the talents others. The Arts' curriculum will also emphasize discovery of the intrinsic value of art and music through *active learning*.

Middle school students will have the opportunity to choose a fine arts component as an elective during the regular school day. The courses that may be offered include music, art, band, chorus etc.

CHARACTER COUNTS

Making Ethical Decisions details the six core ethical values that are the foundation of *Character Counts*. Woven throughout each grade and curriculum will be the Six Pillars. They are:

- Trustworthiness; be honest, don't deceive, cheat or steal;
- Respect; treat others with respect, follow the Golden Rule;
- Responsibility; do what you are supposed to do, persevere;
- Fairness; play by the rules, take turns and share;
- Caring; be kind, be compassionate and show you care, express gratitude; and
- Citizenship; do your share to make your community better, cooperate.

West Broward Academy 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.

INTEGRATION OF CAREER PATHS THROUGHOUT THE CURRICULUM

At the elementary level, the main focus of the career path curriculum is for students to learn that school is their first job. Students will gain valuable character traits and interpersonal skills such as the importance of punctuality, responsibility, problem solving, and cooperation. The career path curriculum will be integrated into all subject areas. For example, in reading, students will discuss life skills and character traits related to the careers of story characters. An opportunity for community members to enlighten our students to the wide array of career options will be available. In that way students will learn to value each community member's contributions while identifying their own strengths and skills. Once again, a diverse pool of volunteers will be recruited to provide immeasurable assistance as they share the various careers they have experienced. A focus on career education will make the core curriculum more valuable as students see real life applications.

The middle school career program will help students understand the connection between what they learn in school, how they behave there and their future careers. West Broward Academy will implement strategies with vocational education by:

- Exploring with students how they can successfully live and work in a culturally diverse world.
- Helping students recognize their interests, aptitudes, and abilities, and understand adult roles.
- Helping students understand the broad scope of work and career possibilities available currently and in the future.
- Helping students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.
- Integrating vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.
- Assisting with students' development of social skills, personal values, and self-esteem.
- Working with families to support their children's career aspirations.

Specific coursework may include MJ Keyboarding, MJ Career Education, MJ General Business, etc. as approved by the Course Code Directory for Broward County Schools.

PARENTAL INVOLVEMENT

Parents play an integral role in the education of their children as partners with West Broward Academy. Each parent will be encouraged to volunteer through school tutoring time, sharing their traditions and cultures, evening projects, chaperoning of evening activities or other opportunities developed by West Broward Academy's staff and the Advisory Council.

West Broward Academy will work with parents to develop a school-parent “compact” outlining the responsibilities for improved student achievement to be shared among parents, West Broward Academy staff, and students. This approach will also incorporate the means by which West Broward Academy and the parents will build and develop a partnership to help the children achieve, delineating West Broward Academy’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 West Broward Academy and its functions. This approach will encourage parents to participate in daily-shared reading, reinforce class work, and participate in enrichment activities.

West Broward Academy 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 West Broward Academy to foster collaborative and productive parent/teacher relationships and encourage parent participation in parent-teacher conferences to address a student’s performance.

Finally, West Broward Academy 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 early childhood readiness. Such programs will help parents more effectively fulfill their role as their child’s first and best teacher. It will provide educational programs to parents and children of preschool age and kindergarten. Outreach services may be made available to help families obtain resources needed for their child’s school success. To accomplish this, West Broward Academy 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, West Broward Academy recognizes the importance of extended family, neighborhoods, and community institutions in child development and enrichment. Through its community involvement efforts, West Broward Academy 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 West Broward Academy, 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. West Broward Academy 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. West Broward Academy area businesses, not-for-profit organizations, public entities and individuals are committed to working with educators and administrators to assist in our children’s educational and career advancement. The community wants to support our 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. West Broward Academy 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.

TITLE 1

Should the school be determined to receive Title I eligibility, the school will follow all guidelines set forth in Title I legislation.

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

West Broward Academy uses a school improvement program that combines successful, standards-based instructional practices with technology-based assessment tools; e.g., Scantron Achievement and Progress Monitoring Series, 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.

West Broward Academy 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 West Broward Academy 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.

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, district interim assessments, Scantron Achievement and Progress Monitoring Series, grading school created tests and District/State mandated assessments, the school can constantly monitor student progress.

The following is a sample schedule and implementation dates will be adjusted to reflect the actual school calendar for that year.

Week 1	Reading Benchmarks/Strands (FCAT Pre-Test)	Diagnostic Testing	FCAT Weekly Assessment	Math Assessment	
Week 2		Diagnostic Testing		Science Assessment	
Week 3		Diagnostic Testing		Reading Assessment	
Week 4		Main Idea & Vocabulary		Writing Assessment Expository	
Week 5		Main Idea & Vocabulary		Math Assessment	
Week 6		Main Idea & Vocabulary Supporting Details		Science Assessment	
Week 7		Main Idea & Vocabulary Supporting Details		Reading Assessment	
Week 8		Main Idea & Vocabulary Compare & Contrast Similarities/Differences		Writing Assessment Narrative/Persuasive	
Week 9		Main Idea & Vocabulary Compare & Contrast Similarities/Differences		Math Assessment	
Week 10		Main Idea & Vocabulary Author's Purpose		Science Assessment	
Week 1	Benchmarks/Strands	Main Idea & Vocabulary Author's Purpose	FCAT Weekly Assessment	Reading Assessment	
Week 2		Main Idea & Vocabulary Cause and Effect		Writing Assessment Expository	
Week 3		Main Idea & Vocabulary Cause and Effect		Math Assessment	
Week 4		Main Idea & Vocabulary Plot Development		Science Assessment	
Week 5		Main Idea & Vocabulary Plot Development		No Assessment Thanksgiving	
Week 6		Main Idea & Vocabulary Plot Development		Reading Assessment	
Week 7		Main Idea & Vocabulary Chronological Order Fact & Opinion		Writing Assessment Narrative/Persuasive	
Week 8		Main Idea & Vocabulary Chronological Order Fact & Opinion, Reference and Research		Math Assessment	
Week 9		Main Idea & Vocabulary Chronological Order Fact & Opinion, Reference and Research		Reading Assessment	

Week 10		X-MAS		X-MAS	
Week 11	Reading Benchmarks/Strands	Main Idea & Vocabulary Supporting Details	FCAT Weekly Assessment	Writing Assessment Narrative/Persuasive or Expository	
Week 12		Main Idea & Vocabulary Compare & Contrast & Cause and Effect		Math Assessment	
Week 13		Main Idea & Vocabulary Author's Purpose		Science Assessment	
Week 14		Main Idea & Vocabulary Cause and Effect		Reading Assessment	
Week 15		Main Idea & Vocabulary Plot Development		FCAT Writing	
Week 16		Main Idea & Vocabulary Chronological Order Fact & Opinion		Open Assessment	
Week 17		Target class weakness		Open Assessment	
Week 18		FCAT Testing		FCAT Begins	
Week 19				FCAT Ends	
Week 20				Life After FCAT: Preparation for the next grade level	

Vertical planning will create a new calendar to focus on next grade level expectations.

West Broward Academy 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-CASI 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 West Broward Academy 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.

West Broward Academy 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.

The following are general goals in addition to the more specific learning goals stated below.

- The school will meet or exceed the performance scores of students attending traditional public schools as evidenced by annual statewide assessments.
- Less than two percent (2%) of the student body will have received a suspension of duration in excess of one day.
- 100% of eligible ESE students will have an Individual Education Plan (IEP) and the accommodations will be provided to teachers within the first 10 days of school.
- 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.

The West Broward Academy curriculum objectives will parallel those stated in the Sunshine State Standards of the State of Florida. In addition to evaluating the charter's success on objectives stated above, West Broward Academy shall submit the information required in the annual school report and the education accountability system governed by §1008.3 and 1008.345, Florida statutes.

West Broward Academy Learning Goals and Objectives:

Grades K - 2:

The mean growth from fall to spring in reading and mathematics will be at least 1 yr as evidenced by the outcomes from the fall and spring administrations of the Stanford 10. West Broward Academy 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 3-8 Reading:

Given instruction using the Next Generation Sunshine State Standards, students 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 3-8 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.

GRADES 4 & 8 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.

GRADES 5 & 8 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:

- 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, West Broward Academy 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 student placement procedures and promotion standards.

West Broward Academy will adopt the Sponsor's Student Progression Plan including the then current criteria and standards for promotion.

Placement guidelines for students transferring from out of state, out of district and out of country provided through the Student Progression Plan will be followed. This includes students with or without standardized assessment information. If the student is transferring from out of district, placement will be dependent upon previous report cards, standardized assessment information, etc. and every effort will be made by the principal to contact the previous school for additional information. If no information regarding previous school placement and progress is provided consideration for appropriate placement will depend upon many criteria including age, grade level appropriateness, parent interview, etc.

When a student meets or exceeds promotional guidelines, the student shall be promoted to the next grade, except when the principal and staff provide documentation to the parent(s) indicating that promotion to the next grade level would not be in the best interest of the student and offer the parent(s) an opportunity for a conference.

Students who do not meet promotional guidelines may be retained.

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

N/A

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.

West Broward Academy 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. West Broward Academy 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. West Broward Academy 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 Kindergarten Readiness Screener (FLKRS)** will be administered to all kindergarten students to determine a baseline achievement level.
- **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 3-8
 - Math – grades 3-8
 - Science – grades 5, 8

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.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading

intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This block of time must be taught by the same teacher. This intervention course should include on a daily basis: whole group explicit instruction; small group differentiated instruction; independent reading practice, utilizing classroom library materials, monitored by the teacher; infusion of Sunshine State Standard (SSS) benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.); and a focus on informational text at a ratio matching FCAT.

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

Assessment of student performance in core academic areas will be achieved in many ways, depending on subject area. The school will utilize a systematic testing program including both internal measures and external measures. Below is a short description of West Broward Academy’s Science plan to use standards-based assessments of student performance in the core academic areas. Instruments that will be used to evaluate the effect of the curriculum (student

assessment) are:

- Academic performance tests which include both pre and post testing measurement will be administered in the areas of Reading and Mathematics;
- Anecdotal records of the student's performance;
- Text/Publisher's supported assessments aligned to SSS;
- Observations;
- Portfolios;
- Teacher designed tests; and writing samples that focus on the development of expository, persuasive and analytic writing skills.

In addition to the statewide assessment program, West Broward Academy will utilize assessment measures that may include the following:

- Ongoing "authentic" assessments, such as portfolios and public exhibitions.
- Baseline data will be established for all students, data that will be grouped by yearly cohorts. The first cohort year data will be compared to that cohort only. As each new school year starts, new baseline data will be established for each cohort. This data will incorporate multiple measurement approaches using portfolio assessment, FCAT, Sunshine State Standards. For students entering the school, West Broward Academy will rely on prior scores from previous schools or establish baseline date state/district approved assessment etc.
- All students will demonstrate "academic mastery" in all of the core academic areas. Portfolios and exhibitions will be assessed according to school wide rubrics, with input from teachers and outside community members across all content areas. "Mastery" for special needs and ELL students will be defined appropriately according to Individualized Education Plans and English proficiency levels. Mastery for ELL students must include standardized test scores since many ELL students participate in and are counted as part of the accountability system for FCAT testing.
- FCAT testing will be administered at the same time as the state's designated administration. It is critical that an evaluation progress start immediately when the student enters the charter school. These students will be tracked as a cohort with student scores being compared to future and past cohorts. In addition, growth will be determined by evaluating each student's own progress. Additionally disaggregated data will be used to measure student achievement in different minority and non-minority groups, and by gender and socio-economic status.

Students are expected, at a minimum, to achieve learner expectations at the end of the developmental levels of kindergarten through 8th grade as outlined in the benchmarks of the Sunshine State Standards.

Listed below are measurement tools to be used by West Broward Academy for assessment purposes. The assessment tools listed below do not limit West Broward Academy 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 Academic Improvement 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).

West Broward Academy will administer and use all assessments prescribed by the State of Florida and Sponsor according to the calendar published by either entity.

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

Assessment of student performance in core academic areas will be achieved in many ways, depending on subject area. The school will utilize a systematic testing program including both internal measures and external measures. Below is a short description of West Broward Academy’s plan to use standards-based assessments of student performance in the core academic areas. Instruments that will be used to evaluate the effect of the curriculum (student assessment) are:

- Academic performance tests which include both pre and post testing measurement will be administered in the areas of Reading and Mathematics;
- Anecdotal records of the student’s performance;
- Text/Publisher’s supported assessments aligned to SSS;

- Observations;
- Portfolios;
- Teacher designed tests; and writing samples that focus on the development of expository, persuasive and analytic writing skills.

In addition to the statewide assessment program, West Broward Academy will utilize assessment measures that may include the following:

- Ongoing “authentic” assessments, such as portfolios and public exhibitions.
- Baseline data will be established for all students, data that will be grouped by yearly cohorts. The first cohort year data will be compared to that cohort only. As each new school year starts, new baseline data will be established for each cohort. This data will incorporate multiple measurement approaches using portfolio assessment, FCAT, Sunshine State Standards. For students entering the school, West Broward Academy will rely on prior scores from previous schools or establish baseline data state/district approved assessment etc.
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- FCAT testing will be administered at the same time as the state’s designated administration. It is critical that an evaluation progress start immediately when the student enters the charter school. These students will be tracked as a cohort with student scores being compared to future and past cohorts. In addition, growth will be determined by evaluating each student’s own progress. Additionally disaggregated data will be used to measure student achievement in different minority and non-minority groups, and by gender and socio-economic status.

Students are expected, at a minimum, to achieve learner expectations at the end of the developmental levels of kindergarten through 8th grade as outlined in the benchmarks of the Sunshine State Standards.

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

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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 utilize the following:

Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) Component in Reading and Mathematics

Grades/Students: All students in 3rd grade – 8th grade.

Date: Administered in late February to March of each year.

FCAT Science

Grade 5 & 8

Administered in the spring of each year.

FCAT Writing

Grade/Student: grades 4 and 8

Date: Administered in Spring of each year.

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) –administered fall, winter and spring 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 raises 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.

The Florida Kindergarten Readiness Screener (FLKRS) – administered in the fall of each year - will be administered to all kindergarten students to determine a baseline achievement level.

Baseline Benchmark Assessments – Reading, Math, Science – administered in the fall of each year.

Reading – grades 3-8

Math – grades 3-8

Science – grades 5, 8

Comprehensive English Language Learning Assessment (CELLA)

Grade/Students: All current ELL students and former selected ELL students

Date: April/May

Description: 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 - administered according to the district published calendar

School created assessments in Reading, Math, Science and Writing

The teacher will provided the following reports:

- a. 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.

- b. Item Response Report – provides a detailed listing of each student’s response to each question, useful for debriefing purposes.

Alternative Assessment for Grade 3 Promotion (AAGTP)

Grade/Students: All retained students in grade 3.

Date: Administered at the conclusion of a summer school program.

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.

District Writing Assessments: assessments that will measure student writing proficiency in grades 5.

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 in grades K-8, 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 – provided as needed and determined by the classroom teacher. 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.

West Broward Academy 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.

West Broward Academy 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, West Broward Academy 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 with 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.

West Broward Academy 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.

West Broward Academy 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 at least two times per year; once in the fall and again at the end of January 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. Conference records will be kept in the student's folder.

Formal assessment results will be sent home with the student or via mail, 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.

Grades: In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the students' work habits and effort and conduct grades. In no case shall the student receive an academic grade which is contingent upon his work habits and effort and conduct.

Kindergarten Grade Scale

Grade	Numerical	Verbal Interpretation	Grade Point
E	90-100%	Outstanding Progress	4
G	80-89%	Above Average Progress	3
S	70-79%	Average Progress	2
M	60-69%	Lowest Acceptable Progress	1
U	0-59%	Failure	0

Grades 1-8 Grade Scale

Grade	Numerical	Verbal Interpretation	Grade Point
A	90-100%	Outstanding Progress	4
B	80-89%	Above Average Progress	3
C	70-79%	Average Progress	2
D	60-69%	Lowest Acceptable Progress	1
E	0-59%	Failure	0
I	0	Incomplete	0

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.

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 West Broward Academy 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.

West Broward Academy 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

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 West Broward Academy, 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.

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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.

West Broward Academy teachers teaching core content to ESE students will hold the appropriate certification in accordance with the ESE 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

West Broward Academy 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.

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 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.

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 Advantage 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;
- a statement of the specially designed instruction to be provided to the student
- a statement of how the student's progress toward goals will be measured and reported to parents
- the projected dates for the beginning of services and anticipated frequency, location and duration of services.
- be reviewed at least every three years or at transition period (elementary to middle, middle to high);
- include parent participation in its development; and, include other participants as outlined by 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.

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, Advantage 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.

Depending upon the number of eligible students, the following delivery models may be available to meet the needs of gifted students.

- Content (K-8) Students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week, and interdisciplinary instruction around selected basic subjects.
- Full Time (K-5/6) Students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas.

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.

Measure of effectiveness of serving gifted and talented students.

Meetings are held at least once every three 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.

D. Describe how the school's effectiveness in serving special education students will be evaluated.

West Broward Academy 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 annually, 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 West Broward Academy's special education program includes, but is not limited to, the following:

- The curriculum is individualized to meet each child'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.

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.

West Broward Academy 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 English Language Learner Student Education Plan (ELLSEP) 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 ESOL 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 director 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 director will be trained or receive training from Broward 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 Schools:

Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition – Pre-K ages 3-5

IDEA Oral language Proficiency Test I (IPT-I) 2nd Edition – Grades K-6

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. 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 3-12 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

- The Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) will be administered.
- Arrange testing of FES students 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

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.

At the elementary level, especially in the early grades, placement decisions for all students are made based on age appropriateness. At the middle school level, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade.

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

West Broward Academy 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. 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 - Elementary

In schools with ESOL sheltered classes, ELLs are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals provide native language support. Students are mainstreamed for electives such as art, music, and physical education (see Chart A).

Sheltered Instruction - Middle

In schools with ESOL sheltered classes, ELLs may receive instruction in *Language Arts through ESOL 1, 2 and 3. M/J Developmental Language Arts through ESOL* is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills. Students must be mainstreamed in classes such as art, music, and physical education.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing 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

All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book.

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.

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.

Assessments include:

Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition ages 3-5

IDEA Oral Language Proficiency Test (IPT-I) 2nd Edition Grades K-2

CELLA

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.
- An ELL SEP 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 avilable, 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 predominat 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 ELL 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. Administrators, faculty, and staff will be informed 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. West Broward Academy 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 ESOL instruction is to assist students in communicating effectively in English, both in and out of school. Such communication is vital if ELL 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. ELL 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 ELL 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 ELL 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. West Broward Academy 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 from a model	1.Begins to convey meaning 2.Writes simple sentences/phrases 3.Uses limited or repetitious vocabulary 4.Spells inventively 5.Uses little or no mechanics, which often	1.Attempts to express ideas coherently 2.Begins to write a paragraph by organizing ideas 3.Writes primarily simple sentences 4.Uses high frequency vocabulary 5.Writes with grammatical/mechanical errors that sometimes diminish communication	1.Expresses ideas coherently most of the time 2.Develops a logical paragraph 3.Writes with a variety of sentence structures with a limited use of transitions 4.Chooses vocabulary that is (often) adequate to purpose 5.Writes with grammatical/mechanical	1.Conveys meaning clearly 2.Presents multi-paragraph organization logically, though some parts may not be fully developed 3Shows some evidence of effective transitions 4.Uses varied and vivid vocabulary appropriate for audience and

diminishes
meaning

anical errors that
seldom diminish
communication

purpose
5. Writes with
some
grammatical/mech
anical errors
without affecting
meaning

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 ELL 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.

West Broward Academy will follow the Sponsor's calendar for the opening and ending day of instruction. West Broward Academy will begin the day at 7:00 a.m. for students requiring morning supervision prior to the start of school. Breakfast will be provided to students arriving prior to 7:30 a.m. Classes will begin at 8:30 a.m. and dismiss at 3:30 p.m. providing for a total school day of 7.0 hours. West Broward Academy will meet a minimum of 180 school days and provide a minimum of 900 instructional hours to students in grades K-8.

The Consultant working with the Founders of West Broward Academy also oversees the Summerville Advantage Academy and we have included a sample schedule of that school as an example of the scheduling that will take place at West Broward Academy.

West Broward Academy (Using Summerville as a Template)
SAMPLE Special Area Schedule

Time	Grade	Mon	Tue	Wed	Thurs	Fri
8:00 – 8:30		Morning Duty	Morning Duty	Morning Duty	Morning Duty	Morning Duty
8:30-9:20		PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
9:30-10:20	4/5					
10:30-11:20	2					
11:25-11:55		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:50	K					
1:00-1:50	1					
2:00-2:50	3					
3:00 – 3:30		Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty

Lunch Schedule

Time	Grade
10:30-11:00	Kindergarten
11:00-11:05	Clean-up
11:05-11:35	1 st Grade
11:35-11:40	Clean-up
11:40-12:10	2 nd /3 rd Grades
12:10-12:15	Clean-up
12:15-12:45	4 th /5 th Grades

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	K01	K02	K05	K03	K04
PE 2	K02	K03	K01	K04	K05
Music	K03	K04	K02	K05	K01
Media	K04	K05	K03	K01	K02
Spanish	K05	K01	K04	K02	K03

First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	101	102	105	103	104
PE 2	102	103	101	104	105
Music	103	104	102	105	101
Media	104	105	103	101	102
Spanish	105	101	104	102	103

Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	201	202	Planning	203	204
PE 2	202	203	201	204	Planning
Music	203	204	202	Planning	201
Media	204	Planning	203	201	202
Spanish	Planning	201	204	202	203

Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	301	302	303	304	Planning
PE 2	302	Planning	304	301	303
Music	Planning	303	301	302	304
Media	303	304	302	Planning	301
Spanish	304	301	Planning	303	302

Fourth/Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
PE 1	401	402	403	501	502
PE 2	402	403	501	502	401
Music	403	501	502	401	402
Media	501	502	401	402	403
Spanish	502	401	402	403	501

Kindergarten

K01

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	Class	Class	Class	Class	Class
10:00-10:30	Class	Class/Recess	Class	Class/Recess	Recess
10:30-11:00	L	U	N	C	H
11:05-12:35	Class	Class	Class	Class	Class
12:35-1:05	PE 1	Spanish	PE 2	Media	Music
1:05-3:30	Class	Class	Class	Class	Class

First Grade

101

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class
9:30-10:00	Class	Class/Recess	Class	Class/Recess	Recess

10:00-11:05	Class	Class	Class	Class	Class
11:05-11:35	L	U	N	C	H
11:35-1:00	Class	Class	Class	Class	Class
1:00-1:30	PE 1	Spanish	PE 2	Media	Music
1:05-3:30	Class	Class	Class	Class	Class

Second Grade

201

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	Class	Class	Class	Class	Class
10:30-11:20	PE 1	Spanish	PE 2	Media	Music
11:20-11:40	Class	Class	Class	Class	Class
11:40-12:10	L	U	N	C	H
12:15-2:00	Class	Class	Class	Class	Class
2:00-2:30	Class	Class/Recess	Class	Class/Recess	Recess
2:30-3:30	Class	Class	Class	Class	Class

Third Grade

301

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:45	Class	Class	Class	Class	Class
10:45	Switch	Switch	Switch	Switch	Switch
10:45-11:10	Class	Recess	Class/Recess	Class	Class/Recess
11:10-11:40	Class	Class	Class	Class	Class
11:40-12:10	L	U	N	C	H
12:15-2:00	Class	Class	Class	Class	Class
2:00-2:50	PE 1	Spanish	Music	PE 2	Media
2:50 – 3:30	Class	Class	Class	Class	Class

Fourth Grade

401

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class
9:30-10:20	PE 1	Spanish	Media	Music	PE 2
10:25-11:40	Class	Class	Class	Class	Class
11:40	Switch	Switch	Switch	Switch	Switch
11:40-12:10	Class	Class/Recess	Recess	Class/Recess	Class
12:15-12:45	L	U	N	C	H
12:50-3:30	Class	Class	Class	Class	Class

Fifth Grade

501

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Class	Class	Class	Class	Class
9:30-10:20	Media	Music	PE 2	PE 1	Spanish
10:25-11:40	Class	Class	Class	Class	Class
11:40	Switch	Switch	Switch	Switch	Switch
11:40-12:15	Class	Class	Class	Class	Class
12:15-12:45	L	U	N	C	H
12:50-1:20	Recess	Class/Recess	Class	Class	Class/Recess
1:20-3:30	Class	Class	Class	Class	Class

Sample Middle School Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Plan	Reading	Reading	Reading	Reading	Reading	Reading
Math	Math	Plan	Math	Math	Math	Math
Plan	Comp Science	Comp Science	Comp Science	Comp Science	Comp Science	Comp Science
Social Studies	Social Studies	Social Studies	Social Studies	Plan	Social Studies	Social Studies
Language Arts	Plan	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
PE	PE	PE	PE	PE	Plan	PE
Foreign Language	Foreign Language	Foreign Language	Foreign Language	Plan	Foreign Language	Foreign Language
Music	Music	Music	Plan	Music	Music	Music
Art 8	Art 6	Art 7	Art 6	Art 7	Art 8	plan
Comp 1 & 2	Business Comp	Plan	Career Research	Comp 1 & 2	Career Research	Keyboarding
Crit Think	Crit Think	Career Res	Crit think	Career Res	Plan	Crit Think
Business	Business Lead	Graphic Design	Career Res	Business	Business	Plan
Reading/LA 6	Reading/LA 6	Reading/LA 7	Reading/LA 7	Reading/LA 8	Reading/LA 8	Plan

B. Describe the school's philosophy regarding student behavior.

The Founders of West Broward Academy believe that all children 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. West Broward Academy 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

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

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.

Teacher Name: _____

Print

Signature

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

West Broward Academy will follow the Sponsor's Student Code of Conduct including the Sponsor's policies for suspension and expulsion. West Broward Academy 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. West Broward Academy 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 require a student to reenter the lottery 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.

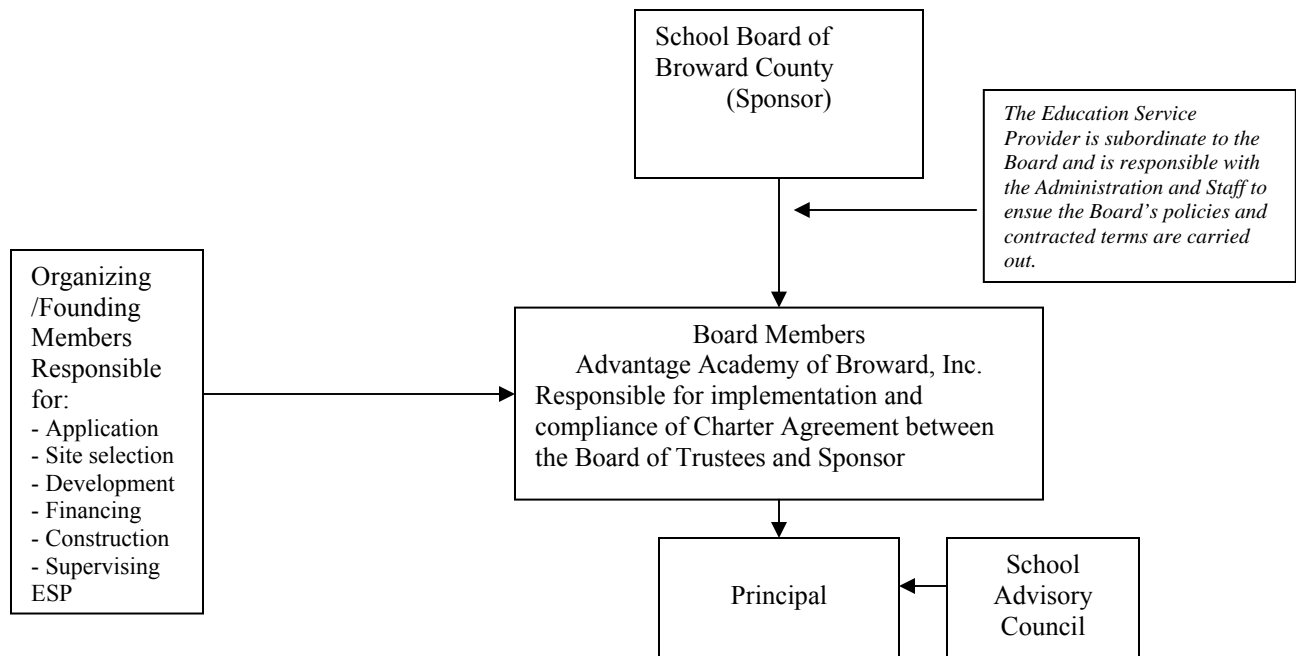
The Board of Trustees shall operate, regulate, control and be fully responsible for the governance of the school. The Board's responsibilities shall include, but not be limited to:

- 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 West Broward Academy

The Board of Directors of Advantage Academy of Broward, Inc. d/b/a West Broward Academy 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 West Broward Academy 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 West Broward Academy. 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 Grasch. Mr. Grasch is a Construction Finance Specialist with JP Morgan Chase Bank, NA. Mr. Grasch is active in the community and performs volunteer service for the South Florida Alzheimer Association. Mr. Grasch brings his banking and knowledge of finance to the service of the Board of Trustees. Mr. Grasch 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 Bassema Iskandarani. Ms. Iskandarani is Vice President and Banking Center Manager for Wachovia, NA. Ms. Iskandarani is a former architect and small business expert. She brings her extensive financial experiences in service to the Board of Trustees. As Treasurer, Ms. Iskandarani'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 West Broward Academy. 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.

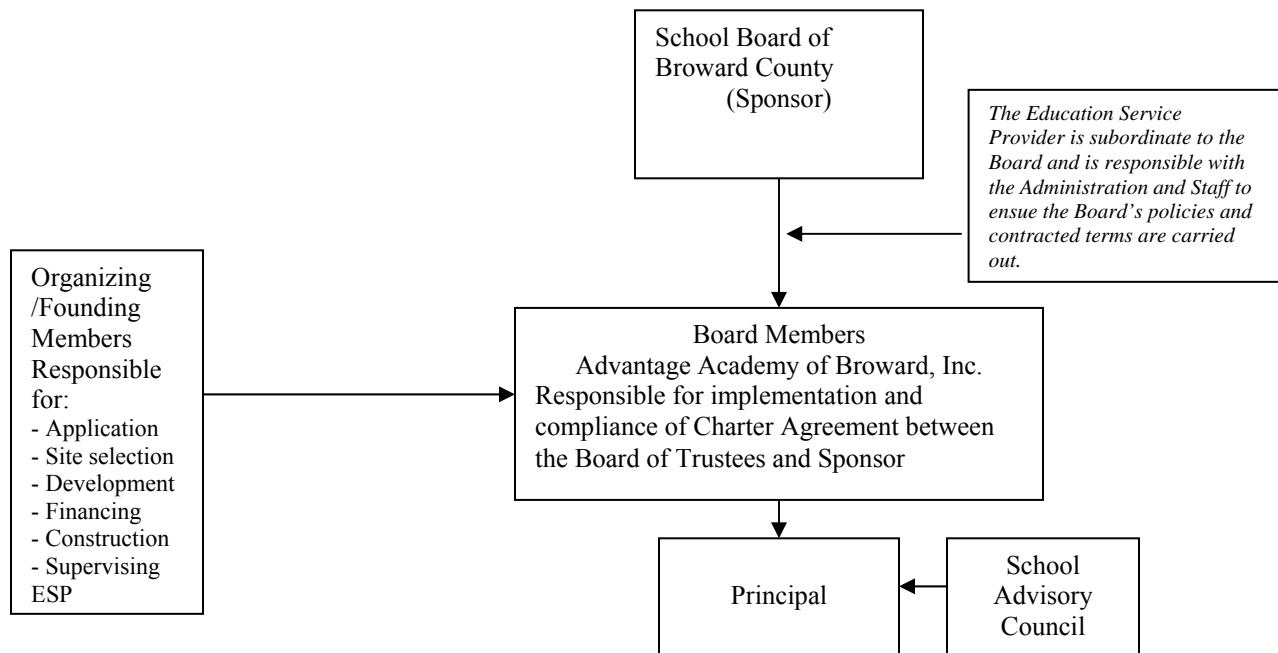
10. Management

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 West Broward Academy 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 West Broward Academy 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 West Broward Academy embraces and can articulate the Mission and Vision as described in this application.

Although the final staffing plan at West Broward Academy 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.

West Broward Academy 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:

Model K-8, August 2010	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Students at Full Enrollment	664	790	870	910	910
Administrative Staff					
Principal	1	1	1	1	1
Asst. Principal	0	1	1	1	1
Dean	1	0	0	1	1
Administrative Asst.	1	1	1	1	1
Receptionist	1	1	1	1	1
Receptionist	1	1	1	1	1
Registrar	1	1	1	1	1
Guidance Counselor	1	1	1	1	1
Non-Instructional Staff					
Food Service	3	3	3	3	3
Maintenance/Day Porter	1	1	1	1	1
Para-professionals	3	4	4	4	4
Security	1	1	1	1	1
Copy Clerk	1	1	1	1	1
Instructional Staff					
Homeroom Teachers	33	39	43	45	45
Modern Language	1	1	2	2	2
Reading Specialist	1	1	1	1	1
Math Specialist	0	0	1	1	1
General Music	1	1	1	1	1
Art	1	1	1	1	1
Phys. Ed.	2	2	2	2	2
Media Specialist	1	1	1	1	1
Computer Teacher		1	1	1	1

ESE Specialist	1	1	1	1	1
ESOL	0	1	1	1	1
Total Staff	57	66	72	75	75

West Broward Academy 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.

West Broward Academy 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 West Broward Academy 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 West Broward Academy.

Model K-8, August 2010	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Students at Full Enrollment	664	790	870	910	910
Administrative Staff					
Principal	1	1	1	1	1
Asst. Principal	0	1	1	1	1
Dean	1	0	0	1	1
Administrative Asst.	1	1	1	1	1
Receptionist	1	1	1	1	1
Receptionist	1	1	1	1	1
Registrar	1	1	1	1	1
Guidance Counselor	1	1	1	1	1
Non-Instructional Staff					
Food Service	3	3	3	3	3
Maintenance/Day Porter	1	1	1	1	1
Para-professionals	3	4	4	4	4
Security	1	1	1	1	1
Copy Clerk	1	1	1	1	1
Instructional Staff					
Homeroom Teachers	33	39	43	45	45
Modern Language	1	1	2	2	2
Reading Specialist	1	1	1	1	1
Math Specialist	0	0	1	1	1
General Music	1	1	1	1	1

Art	1	1	1	1	1
Phys. Ed.	2	2	2	2	2
Media Specialist	1	1	1	1	1
Computer Teacher		1	1	1	1
ESE Specialist	1	1	1	1	1
ESOL	0	1	1	1	1
Total Staff	57	66	72	75	75

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.

West Broward Academy 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 West Broward Academy 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. West Broward Academy 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. West Broward Academy 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. West Broward Academy 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, West Broward Academy will reserve the right to terminate employees if circumstances warrant, subject to State and Federal law. West Broward Academy will notify the Sponsor in the event of any changes in employees after the start of the school year. The offer letter used by West Broward Academy 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

West Broward Academy'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 West Broward Academy. 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.

Because West Broward Academy's focus is on Math, Science and Technology, additional training will take place to expose staff to preferred strategies for instructional delivery including training from national experts in the teaching of mathematics, science and reading. 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, The Jason Project, 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.

West Broward Academy 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 West Broward Academy 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, Pemaeytv 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.

West Broward Academy 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.

West Broward Academy Broward shall seek to recruit only those certified teachers with a clear commitment and dedication to propelling high student achievement. West Broward Academy 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.

West Broward Academy 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. West Broward Academy 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. West Broward Academy 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, West Broward Academy will reserve the right to terminate employees if circumstances warrant, subject to compliance with State and Federal law. West Broward Academy will include in its employment agreements, thorough, consistent and even-handed termination provisions. West Broward Academy will notify the Sponsor in the event of any changes in employees after the start of the school year. The offer letter used by West Broward Academy 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, West Broward Academy 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.

West Broward Academy advises all applicants that they shall be employees of the West Broward Academy 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

West Broward Academy 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 West Broward Academy and support will be demonstrated annually in the budget development process. Particular training emphasis will be placed upon the special focus of West Broward Academy including presentations on Project MIND, The Jason Project and use of the Apple iPod learning system.

Code of Professional Practices

West Broward Academy will adopt the Florida Department of Education's Code of Professional Practices.

Drug-free Workplace

West Broward Academy 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 West Broward Academy is at-will or as agreed. Employment agreements will specify salary, position, title, and duties. Procedures for the discipline and dismissal of West Broward Academy 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, West Broward Academy 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 West Broward Academy'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 West Broward Academy 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 West Broward Academy employees will be hired on probation for the first 90 days of their employment, the employee or West Broward Academy 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. West Broward Academy 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 West Broward Academy. 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 West Broward Academy 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 West Broward Academy 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.

West Broward Academy 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 West Broward Academy and the procedure for making application. West Broward Academy 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. West Broward Academy 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. West Broward Academy 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. West Broward Academy 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 West Broward Academy will resonate with their personal views regarding the learning environment they desire for their child.

West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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. West Broward Academy 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 child 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 West Broward Academy 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 West Broward Academy 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

**West Broward Academy Student Contract
2011-2012**

Whereas, I have made a personal decision to enroll as a student at West Broward Academy in order to experience a unique educational opportunity; and

Whereas, I recognize that West Broward Academy is a public charter school of choice, not entitlement;

Therefore, as a student at West Broward Academy, 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 West Broward Academy 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 West Broward Academy 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.

West Broward Academy anticipates developing a three acre site in Miramar, Florida 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 include approximately 36,500 square feet of space (Phase 1 – Year 1) covering two 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. Specifically, Phase 1 completion is expected to include at least 33 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.

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.

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 fall of 2010 and to commence construction by December 2010 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 2011.

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 2011 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 West Broward Academy 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, West Broward Academy 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 West Broward Academy 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.

West Broward Academy will contract with a private provider (Preferred Meal Systems, Inc.) to prepare school breakfast and lunch meals. West Broward Academy'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.

West Broward Academy anticipates entering an agreement with the Charter School at Waterstone to become a "School Site" under that school's NSLP Sponsorship. As such, West Broward Academy 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 West Broward Academy.

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), West Broward Academy 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.

West Broward Academy 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.

West Broward Academy'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.

West Broward Academy's start-up budget is attached. West Broward Academy'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), West Broward Academy 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.

West Broward Academy 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 West Broward Academy 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 thrifty-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.

West Broward Academy 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 West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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.

West Broward Academy 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. West Broward Academy 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

West Broward Academy 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

West Broward Academy 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 | 12/10 to 2/11 Estimated time |
| ▪ Submit PCSP Grant | 11/10 |
| ▪ Monitor start-up budget | continuous upon receipt of grant funds |
| ▪ Initiate Student Marketing/Enrollment | 11/10 |
| ▪ Develop vendor RFPs including food service, transportation, insurance, copiers, etc. | 1/11 |
| ▪ Develop segregated banking account(s) | 1/11 |
| ▪ Establish financial services and Professional | 1/11 |
| ▪ Employment Organization contracts | 1/11 |
| ▪ Transfer Governance to Permanent Board | 3/11 |
| ▪ Initiate staff recruiting | 3/11 |
| ▪ Determine FF&E requirements and order | 4/11 |
| ▪ Complete textbook/instructional materials order | 4/11 |
| ▪ Conduct public orientation meetings | Jan., Feb., Mar., Apr. |
| ▪ Finalize charter | 2/11-5/11 ³ |
| ▪ Finalize Facility Solution | 5/11 ⁴ |
| ▪ Conduct student lottery (if necessary) | 5/11 |
| ▪ Hire Principal | 5/11 |
| ▪ Perform background checks on persons prior to making them full time employees | 5/11 |
| ▪ Complete staff handbooks | 6/11 |
| ▪ Complete technology order | 6/11 |
| ▪ Staff training re. District's ISIS | 6/11 |
| ▪ Establish District technology link | 7/11 |
| ▪ Complete parent/student handbooks | 7/11 |
| ▪ Complete staff hiring | 8/11 |
| ▪ Provide evidence of Certificate of Occupancy | 8/11 |
| ▪ 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 | 8/11 ⁵ |
| ▪ Staff Background checks | 8/11 |
| ▪ Teacher in-service | 8/11 |
| ▪ Install FF& E | 8/11 |
| ▪ Student Orientation | 8/11 |
| ▪ School Opens | 8/11 ⁶ |

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 West Broward Academy

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 2011-2012.

Attachments

Attachment 1 – West Broward Academy, 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 – West Broward Academy, 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 10 - Elementary Next Generation Sunshine State Standards - as a sample of awareness of documents available to the school.

Attachment 2

Board Member Resumes

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-Presnt 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)

Bussema Iskandhrani

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.

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.

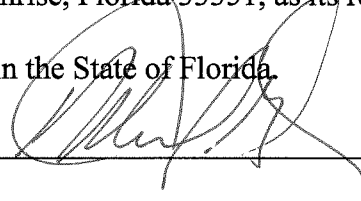


Michael G. Strader

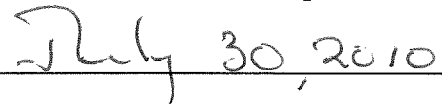
CERTIFICATE DESIGNATING REGISTERED OFFICE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

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

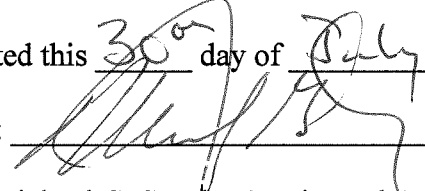


Date

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**

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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

West Broward Academy – Budget Documents

**WEST BROWARD ACADEMY
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	-	664	790	870	910	910
FUND BALANCE, BEGINNING	<u>-</u>	<u>48,483</u>	<u>195,800</u>	<u>343,340</u>	<u>560,615</u>	<u>1,229,473</u>
REVENUES						
FEFP	-	4,075,201	4,896,992	5,446,819	5,754,220	5,811,762
State Fiscal Stabilization	-	(217,071)	(260,845)	(290,132)	(306,506)	(309,571)
Start Up Funding	100,000	-	-	-	-	-
Capital Outlay	-	-	-	-	455,000	455,000
Food Service Revenue	-	67,935	80,826	89,011	93,104	93,104
Transportation	-	34,650	52,495	70,693	71,400	72,114
TOTAL REVENUES	<u>100,000</u>	<u>3,960,715</u>	<u>4,769,469</u>	<u>5,316,391</u>	<u>6,067,218</u>	<u>6,122,409</u>
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	1,254,000	1,496,820	1,666,843	1,761,815	1,779,433
Specialty Teachers	-	183,000	223,210	267,266	309,090	312,181
Paraprofessionals	-	90,336	103,876	104,915	105,964	107,024
Total Instruction Salaries	<u>-</u>	<u>1,527,336</u>	<u>1,823,906</u>	<u>2,039,025</u>	<u>2,176,869</u>	<u>2,198,638</u>
Retirement	-	22,910	27,359	30,585	32,653	32,980
Payroll Taxes	-	125,157	149,357	166,758	177,871	179,536
Health Insurance	-	65,472	78,150	86,521	91,985	92,905
Workers Compensation	-	15,273	18,239	20,390	21,769	21,986
Total Instruction Benefits	<u>-</u>	<u>228,813</u>	<u>273,104</u>	<u>304,255</u>	<u>324,278</u>	<u>327,407</u>
Contracted Services	-	23,240	27,927	31,062	32,815	33,143
Travel	-	1,000	1,000	1,000	1,000	1,000
Supplies	-	32,335	38,809	43,176	45,617	46,073
Textbooks	-	43,116	86,838	79,610	72,556	21,306
AV Materials	-	14,850	17,726	19,739	20,864	21,072
Furniture and Equipment	-	43,094	85,597	79,560	72,465	21,189
Software	-	19,000	5,454	4,845	4,121	2,758
Substitutes	-	26,400	31,512	35,091	37,091	37,462
Total Instruction Other	<u>-</u>	<u>203,034</u>	<u>294,863</u>	<u>294,083</u>	<u>286,529</u>	<u>184,003</u>
Total Instruction	<u>-</u>	<u>1,959,183</u>	<u>2,391,874</u>	<u>2,637,363</u>	<u>2,787,676</u>	<u>2,710,048</u>

**WEST BROWARD ACADEMY
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>
PUPIL PERSONNEL SERVICES						
Guidance Counselor	-	37,000	37,370	37,744	38,121	38,502
Support	-	30,000	30,300	30,603	30,909	31,218
Total Pupil Personnel Salaries	-	67,000	67,670	68,347	69,030	69,720
Retirement	-	1,005	1,015	1,025	1,035	1,046
Payroll Taxes	-	5,504	5,555	5,607	5,659	5,712
Health Insurance	-	2,976	3,006	3,036	3,066	3,097
Workers Compensation	-	670	677	683	690	697
Total Pupil Personnel Benefits	-	10,155	10,252	10,351	10,451	10,551
Supplies	-	6,640	7,979	8,875	9,376	9,469
Total Pupil Personnel Other	-	6,640	7,979	8,875	9,376	9,469
Total Pupil Personnel Services	-	83,795	85,901	87,573	88,857	89,741
INSTRUCTIONAL MEDIA SERVICES						
Media Specialist	-	38,000	38,380	38,764	39,151	39,543
Computer Teacher	-	-	38,380	38,764	39,151	39,543
Total Instructional Media Salaries	-	38,000	76,760	77,528	78,303	79,086
Retirement	-	570	1,151	1,163	1,175	1,186
Payroll Taxes	-	3,096	6,250	6,309	6,368	6,428
Health Insurance	-	1,488	3,006	3,036	3,066	3,097
Workers Compensation	-	380	768	775	783	791
Total Instructional Media Benefits	-	5,534	11,175	11,283	11,392	11,502
Library Books and Online Services	-	10,000	1,010	1,020	1,030	1,041
Total Instructional Media Other	-	10,000	1,010	1,020	1,030	1,041
Total Instructional Media Services	-	53,534	88,945	89,831	90,725	91,629
STAFF TRAINING						
Contracted Services	-	1,650	1,970	2,193	2,318	2,341

**WEST BROWARD ACADEMY
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	-	151,420	182,512	203,304	214,915	217,064
Contracted Svcs - Dev, Ap Fee	4,500	-	-	-	-	-
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	-	25,000	25,000	25,000	25,000	25,000
Licenses & Fees	-	2,500	2,525	2,550	2,576	2,602
District Fee	-	72,630	73,357	74,090	74,831	75,580
Contingency	-	40,026	8,211	5,491	3,067	568
Total Board	4,500	314,576	314,739	333,707	343,798	344,362
SCHOOL ADMINISTRATION						
Principal	18,750	75,000	75,750	76,508	77,273	78,045
Asst Principal	-	-	-	55,595	56,151	56,713
Dean	-	45,000	45,450	-	46,364	46,827
Admin Support	-	84,000	84,840	85,688	86,545	87,411
Total Administration Salaries	18,750	204,000	206,040	217,791	266,333	268,996
Retirement	281	3,060	3,091	3,267	3,995	4,035
Payroll Taxes	1,941	16,551	16,707	17,606	21,508	21,712
Health Insurance	372	7,440	7,514	7,590	9,199	9,291
Workers Compensation	188	2,040	2,060	2,178	2,663	2,690
Total Administration Benefits	2,781	29,091	29,372	30,640	37,365	37,728
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	-	14,550	808	816	2,962	-
Software	-	1,250	126	128	386	156
Total Administration Other	25,000	49,000	31,921	32,240	34,958	32,082
Total School Administration	46,531	282,091	267,334	280,672	338,656	338,806
FACILITIES ACQUISITION						
Rents	-	471,108	785,533	873,731	923,042	932,272
FFE	-	63,875	6,451	6,516	6,581	6,647
Total Facilities Acquisition	-	534,983	791,984	880,247	929,623	938,919
FISCAL						
Contracted Services - Finance	-	104,101	125,477	139,771	147,754	149,232
Contracted Services - HR	485	49,647	58,415	64,344	69,226	69,919
Total Fiscal Other	485	153,748	183,892	204,115	216,981	219,150
Total Fiscal	485	153,748	183,892	204,115	216,981	219,150

**WEST BROWARD ACADEMY
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>
FOOD SERVICE						
Food Service Workers	-	41,724	42,141	42,563	42,988	43,418
Total Food Service Salaries	-	41,724	42,141	42,563	42,988	43,418
Retirement	-	626	632	638	645	651
Payroll Taxes	-	3,759	3,791	3,823	3,856	3,888
Health Insurance	-	4,464	4,509	4,554	4,599	4,645
Workers Compensation	-	417	421	426	430	434
Total Food Service Benefits	-	9,266	9,353	9,441	9,530	9,619
Contracted Services	-	68,760	80,901	89,055	93,654	94,591
TRANSPORTATION						
Contracted Services	-	72,000	109,080	146,894	148,363	149,847
PLANT OPERATIONS						
Custodial	-	21,840	22,058	22,279	22,502	22,727
Security	-	18,816	19,004	19,194	19,386	19,580
Total Plant Operations Salaries	-	40,656	41,063	41,473	41,888	42,307
Retirement	-	610	616	622	628	635
Payroll Taxes	-	3,488	3,519	3,551	3,582	3,614
Health Insurance	-	2,976	3,006	3,036	3,066	3,097
Workers Compensation	-	407	411	415	419	423
Total Plant Operations Benefits	-	7,481	7,552	7,623	7,696	7,769
Contracted Services	-	60,506	70,351	76,979	80,741	81,548
Insurance	-	30,000	30,000	37,500	37,500	37,500
Telephone	-	5,940	5,999	6,059	6,120	6,181
Utilities	-	58,359	69,983	77,916	82,271	83,094
Supplies	-	13,147	15,798	17,572	18,564	18,750
Equipment	-	10,000	1,010	1,020	1,030	1,041
Total Plant Operations Other	-	177,952	193,142	217,047	226,226	228,113
Total Plant Operations	-	226,089	241,756	266,144	275,810	278,189
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	51,517	3,813,399	4,621,929	5,099,117	5,398,360	5,340,103
EXCESS REVENUES OVER EXPENDITURES	48,483	147,317	147,540	217,275	668,858	782,305
FUND BALANCE, ENDING	48,483	195,800	343,340	560,615	1,229,473	2,011,778

**WEST BROWARD ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect a 1% increase per year.
State Fiscal Stabilization	Funding expected to expire in FY11.
Start Up Funding	Note payable, terms include: FY12 - 13: Interest only payments @ 6%; Thereafter, 60 month amortization.
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: 33 @ \$38,000; FY13: 39 @ \$38,380; FY14: 43 @ \$38,764; FY15: 45 @ \$39,151; FY16: 45 @ \$39,543.
Specialty Teachers	Per Staffing Schedule: FY12: 5; FY13: 6; FY14: 7; FY15 - FY16: 8
Paraprofessionals	FY12: 3 Teacher Assts @ \$12,512 (\$8.50 @ 8 hrs @ 184 days) + 1 Copy Clerk @ \$17,664 (\$12 @ 8 @ 184) + 1 General Music Paraprofessional @ \$17,568 (\$12 @ 8 @ 183) + 1 Art Paraprofessional @ \$17,568 (\$12 @ 8 @ 183); FY13: 4 @ \$12,637 + 1 @ \$17,841 + 2 @ \$17,744; FY14: 4 @ \$12,763 + 1 @ \$18,019 + 2 @ \$17,921; FY15: 4 @ \$12,891 + 1 @ \$18,199 + 2 @ \$18,100; FY16: 4 @ \$13,020 + 1 @ \$18,381 + 2 @ \$18,281.
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: 46.48 @ \$500; FY13: 55.30 @ \$505; FY14: 60.90 @ \$510; FY15: 63.70 @ \$515; FY16: 63.70 @ \$520 (Difference due to rounding)
Travel	Estimated amount
Supplies	\$0 / student + \$175 / homeroom teacher: FY12: 664 @ \$40 + 33 @ \$175; FY13: 790 @ \$40 + 39 @ \$175; FY14: 870 @ \$41 + 43 @ \$179; FY15: 910 @ \$41 + 45 @ \$180; FY16: 910 @ \$42 + 45 @ \$182 (Difference due to rounding)
Textbooks	\$225 / new student and \$22.50 per returning student, with initial order financed for 4 years: FY12: 664 @ \$225, payments of \$43,116; FY13: 126 @ \$227 + 664 @ \$23 + \$43,116; FY14: 80 @ \$230 + 790 @ \$23 + \$43,116; FY15: 40 @ \$232 + 870 @ \$23 + \$43,116; FY16: 0 @ \$234 + 910 @ \$23 (Difference due to rounding)
AV Materials	\$450 / homeroom teacher: FY12: 33 @ \$450; FY13: 39 @ \$455; FY14: 43 @ \$459; FY15: 45 @ \$464; FY16: 45 @ \$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: 33 @ \$4525, payments of \$43,094; FY13: 6 @ \$4570 + 33 @ \$457 + \$43,094; FY14: 4 @ \$4616 + 39 @ \$462 + \$43,094; FY15: 2 @ \$4662 + 43 @ \$466 + \$43,094; FY16: 0 @ \$4709 + 45 @ \$471 (Difference due to rounding)
Software	\$500 / new teacher and \$50 per returning teacher: FY12: 38 @ \$500; FY13: 7 @ \$505 + 38 @ \$51; FY14: 5 @ \$510 + 45 @ \$51; FY15: 3 @ \$515 + 50 @ \$52; FY16: 0 @ \$520 + 53 @ \$52 (Difference due to rounding)
Substitutes	\$100 / 8 days / homeroom teacher: FY12: 33 @ \$800; FY13: 39 @ \$808; FY14: 43 @ \$816; FY15: 45 @ \$824; FY16: 45 @ \$832
PUPIL PERSONNEL SERVICES	
Guidance Counselor	Guidance Counselor @ Teacher Salary
Support	Registrar @ \$31,000
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: 664 @ \$10; FY13: 790 @ \$10; FY14: 870 @ \$10; FY15: 910 @ \$10; FY16: 910 @ \$10 (Difference due to rounding)

**WEST BROWARD ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

INSTRUCTIONAL MEDIA SERVICES	
Media Specialist	Media Specialist @ Teacher Salary
Computer Teacher	Computer Teacher @ Teacher Salary
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	\$248 per month per employee / 50% participation
Workers Compensation	1% of gross salaries
Library Books	Estimated amount

STAFF TRAINING

Contracted Services \$50 / homeroom teache

BOARD	
Legal Fees	Estimated amount
Contracted Services - Oversight	4% of net FEFP
Contracted Svcs - Dev, Ap Fee	Estimated amount
Contracted Services - Audit	Estimated amount
Travel	Estimated amount
Insurance	Estimated amount
Licenses & Fees	Estimated amount
District Fee	5% of FEFP on 250 students
Contingency	1% of net FEFP

SCHOOL ADMINISTRATION

Principal	Principal @ \$75,000
Asst Principal	Asst Principal added in FY14
Dean	Dean replaced by Asst Prin in FY14; added in FY15
Admin Support	1 Adm Asst, 2 Receptionists. FY12: \$32,000 + \$27,500 + \$24,500; FY13: \$32,320 + \$27,775 + \$24,745; FY14: \$32,643 + \$28,043 + \$24,992; FY15: \$32,970 + \$28,333 + \$25,242; FY16: \$33,299 + \$28,617 + \$25,495
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 + 13 @ \$800; FY13: 0 @ \$2096 + 1 @ \$808; FY14: 0 @ \$2117 + 1 @ \$816; FY15: 1 @ \$2138 + 1 @ \$824; FY16: 0 @ \$2159 + 0 @ \$832 (Difference due to rounding)
Software	\$250 / new admin employee and \$25 per returning admin employee: FY12: 5 @ \$250; FY13: 0 @ \$253 + @ \$25; FY14: 0 @ \$255 + 5 @ \$26; FY15: 1 @ \$257 + 5 @ \$26; FY16: 0 @ \$260 + 6 @ \$26 (Difference due to rounding)

FACILITIES ACQUISITION

Rents	Estimated amount
FFE	Estimated amount

**WEST BROWARD ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2012 - 16**

FISCAL	
Contracted Services - Finance	2.75% of net FEFP
Contracted Services - HR	2.25% of Salary and Benefit
FOOD SERVICE	
Food Service Workers	3 Lunchroom Aides @ \$13,908 (\$9.50 @ 8 hours @ 183 days); FY12: 3 @ \$13,908; FY13: 3 @ \$14,047 FY14: 3 @ \$14,188; FY15: 3 @ \$14,329; FY16: 3 @ \$14,473 (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 (664 @ \$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)
PLANT OPERATIONS	
Custodial	1 Day Porter @ \$21,840
Security	1 Security @ \$18,816
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	\$.055 / 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	\$.075 / square foot / month for electric, etc + \$750 / year for trash
Supplies	\$.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. Beginning FY14, amortize over 5 years @ 6%.

**WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
STARTUP**

	<u>Apr</u>	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	<u>-</u>	<u>9,328</u>	<u>18,656</u>
REVENUES			
Start Up Funding	<u>25,000</u>	<u>25,000</u>	<u>50,000</u>
TOTAL REVENUES	<u>25,000</u>	<u>25,000</u>	<u>50,000</u>
EXPENDITURES			
BOARD			
Contracted Svcs - Dev, Ap Fee	<u>-</u>	<u>-</u>	<u>4,500</u>
Total Board	<u>-</u>	<u>-</u>	<u>4,500</u>
SCHOOL ADMINISTRATION			
Principal	<u>6,250</u>	<u>6,250</u>	<u>6,250</u>
Total Administration Salaries	<u>6,250</u>	<u>6,250</u>	<u>6,250</u>
Retirement	<u>94</u>	<u>94</u>	<u>94</u>
Payroll Taxes	<u>647</u>	<u>647</u>	<u>647</u>
Health Insurance	<u>124</u>	<u>124</u>	<u>124</u>
Workers Compensation	<u>63</u>	<u>63</u>	<u>63</u>
Total Administration Benefits	<u>927</u>	<u>927</u>	<u>927</u>
Advertising	<u>8,333</u>	<u>8,333</u>	<u>8,333</u>
Total Administration Other	<u>8,333</u>	<u>8,333</u>	<u>8,333</u>
Total School Administration	<u>15,510</u>	<u>15,510</u>	<u>15,510</u>
FISCAL			
Contracted Services - HR	<u>162</u>	<u>162</u>	<u>162</u>
Total Fiscal Other	<u>162</u>	<u>162</u>	<u>162</u>
Total Fiscal	<u>162</u>	<u>162</u>	<u>162</u>
TOTAL EXPENDITURES	<u>15,672</u>	<u>15,672</u>	<u>20,172</u>
EXCESS REVENUES OVER EXP	<u>9,328</u>	<u>9,328</u>	<u>29,828</u>
CASH, ENDING	<u>9,328</u>	<u>18,656</u>	<u>48,483</u>

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2012

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	48,483	146,447	228,423	222,629	216,045	216,459	216,060	246,775	277,550	308,324	339,099	374,457	425,074	276,825
REVENUES														
FEPP	339,600	339,600	339,600	339,600	339,600	339,600	339,600	339,600	339,600	339,600	339,600	339,600	-	-
State Fiscal Stabilization	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	(18,089)	-	-
Food Service Revenue	-	3,397	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	3,397	-
Transportation	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	-	-
TOTAL REVENUES	324,398	327,795	331,192	331,192	331,192	331,192	331,192	331,192	331,192	331,192	331,192	327,795	-	-
EXPENDITURES														
INSTRUCTION														
Classroom Teachers	-	52,250	104,500	104,500	104,500	104,500	104,500	104,500	104,500	104,500	104,500	104,500	104,500	52,250
Enrichment Teachers	-	7,625	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	7,625
Paraprofessionals	-	4,517	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	4,517	-
Total Instruction Salaries	-	64,392	128,784	128,784	128,784	128,784	128,784	128,784	128,784	128,784	128,784	128,784	119,750	59,875
Retirement	-	966	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,932	1,864	1,796	898
Payroll Taxes	-	6,665	13,329	12,952	9,852	9,852	9,852	9,852	9,852	9,852	9,852	9,506	9,161	4,580
Health Insurance	-	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	-
Workers Compensation	-	644	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,243	1,198	599
Total Instruction Benefits	-	13,730	22,005	21,628	18,528	18,528	18,528	18,528	18,528	18,528	18,528	18,069	17,611	6,077
Contracted Services	-	1,162	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	1,162	-	-
Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	-
Supplies	10,768	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	-	-
Textbooks	14,357	5,752	5,752	5,752	5,752	5,752	-	-	-	-	-	-	-	-
AV Materials	4,945	900	900	900	900	900	900	900	900	900	900	900	-	-
Furniture and Equipment	14,350	5,749	5,749	5,749	5,749	5,749	-	-	-	-	-	-	-	-
Software	6,327	2,535	2,535	2,535	2,535	2,535	-	-	-	-	-	-	-	-
Substitutes	-	1,320	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	1,320	-	-
Total Instruction Other	50,831	19,461	21,943	21,943	21,943	21,943	7,908	7,908	7,908	7,908	7,908	5,426	-	-
Total Instruction	50,831	97,584	172,732	172,355	169,255	169,255	155,220	155,220	155,220	155,220	155,220	147,762	137,361	65,952
PUPIL PERSONNEL SERVICES														
Guidance Counselor	-	1,542	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	1,542
Support	-	1,500	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	1,500	-	-
Total Pupil Personnel Salaries	-	3,042	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	4,583	3,083	1,542
Retirement	-	46	91	91	91	91	91	91	91	91	91	69	46	23
Payroll Taxes	-	315	630	597	465	465	465	465	465	465	465	351	236	118
Health Insurance	-	248	248	248	248	248	248	248	248	248	248	248	248	-
Workers Compensation	-	30	61	61	61	61	61	61	61	61	61	46	31	15
Total Pupil Personnel Benefits	-	639	1,030	997	865	865	865	865	865	865	865	713	561	156
Supplies	2,211	403	403	403	403	403	403	403	403	403	403	403	-	-
Total Pupil Personnel Other	2,211	403	403	403	403	403	403	403	403	403	403	403	-	-
Total Pupil Personnel Services	2,211	4,083	7,516	7,483	7,351	7,351	7,351	7,351	7,351	7,351	7,351	5,699	3,644	1,698
INSTRUCTIONAL MEDIA SERVICES														
Media Specialist	-	1,583	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	1,583
Total Instructional Media Salaries	-	1,583	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	1,583
Retirement	-	24	48	48	48	48	48	48	48	48	48	48	48	24
Payroll Taxes	-	164	328	303	242	242	242	242	242	242	242	242	242	121
Health Insurance	-	124	124	124	124	124	124	124	124	124	124	124	124	-
Workers Compensation	-	16	32	32	32	32	32	32	32	32	32	32	32	16
Total Instructional Media Benefits	-	327	531	506	445	445	445	445	445	445	445	445	445	161
Library Books	3,330	1,334	1,334	1,334	1,334	1,334	-	-	-	-	-	-	-	-
Total Instructional Media Other	3,330	1,334	1,334	1,334	1,334	1,334	-	-	-	-	-	-	-	-
Total Instructional Media Services	3,330	3,245	5,032	5,007	4,946	4,946	3,612	3,612	3,612	3,612	3,612	3,612	3,612	1,744
STAFF TRAINING														
Contracted Services	825	-	-	-	-	825	-	-	-	-	-	-	-	-
BOARD														
Legal Fees	2,375	2,375	2,375	2,375	-	-	-	-	-	-	-	-	-	-
Contracted Services - Oversight	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000
Travel	292	292	292	292	292	292	292	292	292	292	292	292	-	-
Insurance	6,250	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	-	-
Licenses & Fees	1,250	-	-	1,250	-	-	-	-	-	-	-	-	-	-
District Fee	6,053	6,053	6,053	6,053	6,053	6,053	6,053	6,053	6,053	6,053	6,053	6,053	-	-
Contingency	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	-	-
Total Board	32,173	26,756	26,756	28,006	24,381	24,381	24,381	24,381	24,381	24,381	24,381	22,298	22,298	10,000
SCHOOL ADMINISTRATION														
Principal	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	-
Dean	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	-
Admin Support	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	-
Total Administration Salaries	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	-	-

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2012

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Retirement	255	255	255	255	255	255	255	255	255	255	255	255	-	-
Payroll Taxes	1,760	1,760	1,328	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	-	-
Health Insurance	620	620	620	620	620	620	620	620	620	620	620	620	-	-
Workers Compensation	170	170	170	170	170	170	170	170	170	170	170	170	-	-
Total Administration Benefits	2,805	2,805	2,373	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	-	-
Travel	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	-	-
Postage	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	4,845	1,941	1,941	1,941	1,941	1,941	-	-	-	-	-	-	-	-
Software	416	167	167	167	167	167	-	-	-	-	-	-	-	-
Total Administration Other	14,653	5,139	5,139	5,139	5,139	5,139	1,442	1,442	1,442	1,442	1,442	1,442	-	-
Total School Administration	34,458	24,944	24,512	24,485	24,485	24,485	20,787	20,787	20,787	20,787	20,787	20,787	-	-
FACILITIES ACQUISITION														
Rents	39,259	39,259	39,259	39,259	39,259	39,259	39,259	39,259	39,259	39,259	39,259	39,259	-	-
FFE	21,270	8,521	8,521	8,521	8,521	8,521	-	-	-	-	-	-	-	-
Total Facilities Acquisition	60,529	47,780	47,780	47,780	47,780	47,780	39,259	39,259	39,259	39,259	39,259	39,259	-	-
FISCAL														
Contracted Services - Finance	8,675	8,675	8,675	8,675	8,675	8,675	8,675	8,675	8,675	8,675	8,675	8,675	-	-
Contracted Services - HR	528	2,367	4,207	4,207	4,207	4,207	4,207	4,207	4,207	4,207	4,207	3,997	3,260	1,630
Total Fiscal Other	9,203	11,042	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,673	3,260	1,630
Total Fiscal	9,203	11,042	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,882	12,673	3,260	1,630
FOOD SERVICE														
Food Service Workers	-	2,086	4,172	4,172	4,172	4,172	4,172	4,172	4,172	4,172	4,172	2,086	-	-
Total Food Service Salaries	-	2,086	4,172	4,172	4,172	4,172	4,172	4,172	4,172	4,172	4,172	2,086	-	-
Retirement	-	31	63	63	63	63	63	63	63	63	63	31	-	-
Payroll Taxes	-	216	432	432	432	432	379	319	319	319	319	160	-	-
Health Insurance	-	372	372	372	372	372	372	372	372	372	372	372	372	-
Workers Compensation	-	21	42	42	42	42	42	42	42	42	42	21	-	-
Total Food Service Benefits	-	640	908	908	908	908	856	795	795	795	795	584	372	-
Contracted Services	-	3,438	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	3,438	-	-
Total Food Service Other	-	3,438	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	3,438	-	-
Total Food Service	-	6,164	11,957	11,957	11,957	11,957	11,904	11,844	11,844	11,844	11,844	6,108	372	-
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	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	-	-
Security	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	-	-
Total Plant Operations Salaries	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	-	-
Retirement	51	51	51	51	51	51	51	51	51	51	51	51	-	-
Payroll Taxes	351	351	351	351	271	259	259	259	259	259	259	259	-	-
Health Insurance	248	248	248	248	248	248	248	248	248	248	248	248	-	-
Workers Compensation	34	34	34	34	34	34	34	34	34	34	34	34	-	-
Total Plant Operations Benefits	683	683	683	683	604	592	592	592	592	592	592	592	-	-
Contracted Services	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	-	-
Insurance	7,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	-	-	-
Telephone	495	495	495	495	495	495	495	495	495	495	495	495	-	-
Utilities	4,863	4,863	4,863	4,863	4,863	4,863	4,863	4,863	4,863	4,863	4,863	4,863	-	-
Supplies	6,574	1,315	1,315	1,315	1,315	1,315	-	-	-	-	-	-	-	-
Equipment	3,330	1,334	1,334	1,334	1,334	1,334	-	-	-	-	-	-	-	-
Total Plant Operations Other	27,804	15,549	15,549	15,549	15,549	15,549	12,900	12,900	12,900	12,900	10,400	10,400	-	-
Total Plant Operations	31,875	19,620	19,620	19,620	19,541	19,529	16,880	16,880	16,880	16,880	14,380	14,380	-	-
PLANT MAINTENANCE														
Contracted Services	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	-	-
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	226,435	245,819	336,986	337,775	330,778	331,591	300,477	300,417	300,417	300,417	295,834	277,179	148,249	81,025
EXCESS REVENUES OVER EXP	97,964	81,976	(5,795)	(6,583)	414	(399)	30,715	30,775	30,775	30,775	35,358	50,617	(148,249)	(81,025)
CASH, ENDING	146,447	228,423	222,629	216,045	216,459	216,060	246,775	277,550	308,324	339,099	374,457	425,074	276,825	195,800

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2013

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	195,800	332,034	431,777	424,769	417,197	417,172	416,170	444,129	472,142	500,155	528,169	560,765	613,894	437,795
REVENUES														
FEFP	408,083	408,083	408,083	408,083	408,083	408,083	408,083	408,083	408,083	408,083	408,083	408,083	-	-
State Fiscal Stabilization	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	(21,737)	-	-
Food Service Revenue	-	4,041	8,083	8,083	8,083	8,083	8,083	8,083	8,083	8,083	8,083	8,083	4,041	-
Transportation	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	-
TOTAL REVENUES	390,720	394,762	398,803	398,803	398,803	398,803	398,803	398,803	398,803	398,803	398,803	394,762	-	-
EXPENDITURES														
INSTRUCTION														
Classroom Teachers	-	62,368	124,735	124,735	124,735	124,735	124,735	124,735	124,735	124,735	124,735	124,735	124,735	62,368
Enrichment Teachers	-	9,300	18,601	18,601	18,601	18,601	18,601	18,601	18,601	18,601	18,601	18,601	18,601	9,300
Paraprofessionals	-	5,194	10,388	10,388	10,388	10,388	10,388	10,388	10,388	10,388	10,388	10,388	5,194	-
Total Instruction Salaries	-	76,862	153,723	153,723	153,723	153,723	153,723	153,723	153,723	153,723	153,723	148,530	143,336	71,668
Retirement	-	1,153	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,228	2,150	1,075
Payroll Taxes	-	7,955	15,910	15,362	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,363	10,965	5,483
Health Insurance	-	6,512	6,512	6,512	6,512	6,512	6,512	6,512	6,512	6,512	6,512	6,512	6,512	-
Workers Compensation	-	769	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,485	1,433	717
Total Instruction Benefits	-	16,389	26,266	25,718	22,115	22,115	22,115	22,115	22,115	22,115	22,115	21,588	21,061	7,274
Contracted Services	-	1,396	2,793	2,793	2,793	2,793	2,793	2,793	2,793	2,793	2,793	1,396	-	-
Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	-
Supplies	12,923	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	2,353	-	-
Textbooks	28,917	11,584	11,584	11,584	11,584	11,584	-	-	-	-	-	-	-	-
AV Materials	5,903	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	-	-
Furniture and Equipment	28,504	11,419	11,419	11,419	11,419	11,419	-	-	-	-	-	-	-	-
Software	1,816	728	728	728	728	728	-	-	-	-	-	-	-	-
Substitutes	-	1,576	3,151	3,151	3,151	3,151	3,151	3,151	3,151	3,151	3,151	1,576	-	-
Total Instruction Other	78,147	30,214	33,186	33,186	33,186	33,186	9,455	9,455	9,455	9,455	9,455	6,483	-	-
Total Instruction	78,147	123,465	213,175	212,627	209,025	209,025	185,294	185,294	185,294	185,294	185,294	176,601	164,397	78,942
PUPIL PERSONNEL SERVICES														
Guidance Counselor	-	1,557	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	1,557
Support	-	1,515	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	1,515	-	-
Total Pupil Personnel Salaries	-	3,072	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144	4,629	3,114	1,557
Retirement	-	46	92	92	92	92	92	92	92	92	92	69	47	23
Payroll Taxes	-	318	636	599	470	470	470	470	470	470	470	354	238	119
Health Insurance	-	250	250	250	250	250	250	250	250	250	250	250	250	-
Workers Compensation	-	31	61	61	61	61	61	61	61	61	61	46	31	16
Total Pupil Personnel Benefits	-	645	1,040	1,003	874	874	874	874	874	874	874	720	567	158
Supplies	2,657	484	484	484	484	484	484	484	484	484	484	484	-	-
Total Pupil Personnel Other	2,657	484	484	484	484	484	484	484	484	484	484	484	-	-
Total Pupil Personnel Services	2,657	4,201	7,668	7,631	7,502	7,502	7,502	7,502	7,502	7,502	7,502	5,833	3,681	1,715
INSTRUCTIONAL MEDIA SERVICES														
Media Specialist	-	1,599	3,198	3,198	3,198	3,198	3,198	3,198	3,198	3,198	3,198	3,198	3,198	1,599
Computer Teacher	-	1,919	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	1,919	-	-
Total Instructional Media Salaries	-	3,518	7,036	7,036	7,036	7,036	7,036	7,036	7,036	7,036	7,036	5,117	3,198	1,599
Retirement	-	53	106	106	106	106	106	106	106	106	106	77	48	24
Payroll Taxes	-	364	728	631	538	538	538	538	538	538	538	391	245	122
Health Insurance	-	250	250	250	250	250	250	250	250	250	250	250	250	-
Workers Compensation	-	35	70	70	70	70	70	70	70	70	70	51	32	16
Total Instructional Media Benefits	-	703	1,155	1,058	965	965	965	965	965	965	965	770	575	162
Library Books	336	135	135	135	135	135	-	-	-	-	-	-	-	-
Total Instructional Media Other	336	135	135	135	135	135	-	-	-	-	-	-	-	-
Total Instructional Media Services	336	4,355	8,326	8,229	8,136	8,136	8,001	8,001	8,001	8,001	8,001	5,887	3,773	1,761
STAFF TRAINING														
Contracted Services	985	-	-	-	-	985	-	-	-	-	-	-	-	-
BOARD														
Legal Fees	2,375	2,375	2,375	2,375	-	-	-	-	-	-	-	-	-	-
Contracted Services - Oversight	15,209	15,209	15,209	15,209	15,209	15,209	15,209	15,209	15,209	15,209	15,209	15,209	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	10,100
Travel	295	295	295	295	295	295	295	295	295	295	295	295	-	-
Insurance	6,250	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	-	-	-
Licenses & Fees	1,263	-	1,263	-	-	-	-	-	-	-	-	-	-	-
District Fee	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	-	-
Contingency	684	684	684	684	684	684	684	684	684	684	684	684	-	-
Total Board	32,189	26,760	26,760	28,022	24,385	24,385	24,385	24,385	24,385	24,385	22,301	22,301	-	10,100
SCHOOL ADMINISTRATION														
Principal	6,313	6,313	6,313	6,313	6,313	6,313	6,313	6,313	6,313	6,313	6,313	6,313	-	-
Dean	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	-	-
Admin Suppor	7,070	7,070	7,070	7,070	7,070	7,070	7,070	7,070	7,070	7,070	7,070	7,070	-	-
Total Administration Salaries	17,170	17,170	17,170	17,170	17,170	17,170	17,170	17,170	17,170	17,170	17,170	17,170	-	-

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2013

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Retirement	258	258	258	258	258	258	258	258	258	258	258	258	-	-
Payroll Taxes	1,777	1,777	1,331	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	-	-
Health Insurance	626	626	626	626	626	626	626	626	626	626	626	626	-	-
Workers Compensation	172	172	172	172	172	172	172	172	172	172	172	172	-	-
Total Administration Benefits	2,833	2,833	2,387	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	-	-
Travel	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	269	108	108	108	108	108	-	-	-	-	-	-	-	-
Software	42	17	17	17	17	17	-	-	-	-	-	-	-	-
Total Administration Other	8,524	2,932	2,932	2,932	2,932	2,932	1,456	1,456	1,456	1,456	1,456	1,456	-	-
Total School Administration	28,527	22,935	22,489	22,471	22,471	22,471	20,995	20,995	20,995	20,995	20,995	20,995	-	-
FACILITIES ACQUISITION														
Rents	65,461	65,461	65,461	65,461	65,461	65,461	65,461	65,461	65,461	65,461	65,461	65,461	-	-
FFE	2,148	861	861	861	861	861	-	-	-	-	-	-	-	-
Total Facilities Acquisition	67,609	66,322	66,322	66,322	66,322	66,322	65,461	65,461	65,461	65,461	65,461	65,461	-	-
FISCAL														
Contracted Services - Finance	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	-	-
Contracted Services - HR	533	2,747	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,683	3,872	1,936
Total Fiscal Other	10,989	13,203	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,139	3,872	1,936
Total Fiscal	10,989	13,203	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,139	3,872	1,936
FOOD SERVICE														
Food Service Workers	-	2,107	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	2,107	-	-
Total Food Service Salaries	-	2,107	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	2,107	-	-
Retirement	-	32	63	63	63	63	63	63	63	63	63	32	-	-
Payroll Taxes	-	218	436	436	436	436	377	322	322	322	322	161	-	-
Health Insurance	-	376	376	376	376	376	376	376	376	376	376	376	376	-
Workers Compensation	-	42	42	42	42	42	42	42	42	42	42	21	-	-
Total Food Service Benefits	-	646	917	917	917	917	858	803	803	803	803	590	376	-
Contracted Services	-	4,045	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	4,045	-	-
Total Food Service Other	-	4,045	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	4,045	-	-
Total Food Service	-	6,799	13,221	13,221	13,221	13,221	13,163	13,108	13,108	13,108	13,108	6,742	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	1,838	1,838	1,838	1,838	1,838	1,838	1,838	1,838	1,838	1,838	1,838	1,838	-	-
Security	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	-	-
Total Plant Operations Salaries	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	-	-
Retirement	51	51	51	51	51	51	51	51	51	51	51	51	-	-
Payroll Taxes	354	354	354	354	270	262	262	262	262	262	262	262	-	-
Health Insurance	250	250	250	250	250	250	250	250	250	250	250	250	-	-
Workers Compensation	34	34	34	34	34	34	34	34	34	34	34	34	-	-
Total Plant Operations Benefits	690	690	690	690	606	598	598	598	598	598	598	598	-	-
Contracted Services	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	-	-
Insurance	7,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	-	-	-
Telephone	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Utilities	5,832	5,832	5,832	5,832	5,832	5,832	5,832	5,832	5,832	5,832	5,832	5,832	-	-
Supplies	7,899	1,580	1,580	1,580	1,580	1,580	-	-	-	-	-	-	-	-
Equipment	336	135	135	135	135	135	-	-	-	-	-	-	-	-
Total Plant Operations Other	27,930	16,409	16,409	16,409	16,409	16,409	14,694	14,694	14,694	14,694	12,194	12,194	-	-
Total Plant Operations	32,042	20,521	20,521	20,521	20,437	20,429	18,714	18,714	18,714	18,714	16,214	16,214	-	-
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	254,486	295,019	405,811	406,374	398,828	399,804	370,844	370,790	370,790	370,790	366,206	341,633	176,099	94,455
EXCESS REVENUES OVER EXP	136,234	99,743	(7,009)	(7,571)	(25)	(1,002)	27,958	28,013	28,013	28,013	32,597	53,129	(176,099)	(94,455)
CASH, ENDING	332,034	431,777	424,769	417,197	417,172	416,170	444,129	472,142	500,155	528,169	560,765	613,894	437,795	343,340

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2014

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Retirement	272	272	272	272	272	272	272	272	272	272	272	272	-	-
Payroll Taxes	1,878	1,843	1,388	1,388	1,388	1,388	1,388	1,388	1,388	1,388	1,388	1,388	-	-
Health Insurance	632	632	632	632	632	632	632	632	632	632	632	632	-	-
Workers Compensation	181	181	181	181	181	181	181	181	181	181	181	181	-	-
Total Administration Benefits	2,965	2,930	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	-	-
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	42	17	17	17	17	17	-	-	-	-	-	-	-	-
Total Administration Other	8,609	2,961	2,961	2,961	2,961	2,961	1,471	1,471	1,471	1,471	1,471	1,471	-	-
Total School Administration	29,723	24,040	23,585	23,585	23,585	23,585	22,095	22,095	22,095	22,095	22,095	22,095	-	-
FACILITIES ACQUISITION														
Rents	72,811	72,811	72,811	72,811	72,811	72,811	72,811	72,811	72,811	72,811	72,811	72,811	-	-
FFE	2,170	869	869	869	869	869	-	-	-	-	-	-	-	-
Total Facilities Acquisition	74,981	73,680	73,680	73,680	73,680	73,680	72,811	72,811	72,811	72,811	72,811	72,811	-	-
FISCAL														
Contracted Services - Finance	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	-	-
Contracted Services - HR	559	3,007	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,456	5,175	4,335	2,168
Total Fiscal Other	12,207	14,655	17,103	17,103	17,103	17,103	17,103	17,103	17,103	17,103	17,103	16,823	4,335	2,168
Total Fiscal	12,207	14,655	17,103	17,103	17,103	17,103	17,103	17,103	17,103	17,103	17,103	16,823	4,335	2,168
FOOD SERVICE														
Food Service Workers	-	2,128	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	-	-
Total Food Service Salaries	-	2,128	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	2,128	-
Retirement	-	32	64	64	64	64	64	64	64	64	64	64	32	-
Payroll Taxes	-	220	441	441	441	441	375	326	326	326	326	326	163	-
Health Insurance	-	379	379	379	379	379	379	379	379	379	379	379	379	-
Workers Compensation	-	21	43	43	43	43	43	43	43	43	43	43	21	-
Total Food Service Benefits	-	652	926	926	926	926	861	811	811	811	811	811	595	379
Contracted Services	-	4,453	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	4,453	-
Total Food Service Other	-	4,453	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	8,905	4,453	-
Total Food Service	-	7,234	14,088	14,088	14,088	14,088	14,023	13,973	13,973	13,973	13,973	13,973	7,176	379
TRANSPORTATION														
Contracted Services	-	7,345	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	14,689	7,345	-
PLANT OPERATIONS														
Custodial	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	-	-
Security	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	-
Total Plant Operations Salaries	3,456	3,456	3,456	3,456	3,456	3,456	3,456	3,456	3,456	3,456	3,456	3,456	-	-
Retirement	52	52	52	52	52	52	52	52	52	52	52	52	-	-
Payroll Taxes	358	358	358	358	269	264	264	264	264	264	264	264	-	-
Health Insurance	253	253	253	253	253	253	253	253	253	253	253	253	-	-
Workers Compensation	35	35	35	35	35	35	35	35	35	35	35	35	-	-
Total Plant Operations Benefits	697	697	697	697	609	604	604	604	604	604	604	604	-	-
Contracted Services	6,415	6,415	6,415	6,415	6,415	6,415	6,415	6,415	6,415	6,415	6,415	6,415	-	-
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	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	6,493	-	-
Supplies	8,786	1,757	1,757	1,757	1,757	-	-	-	-	-	-	-	-	-
Equipment	340	136	136	136	136	136	-	-	-	-	-	-	-	-
Total Plant Operations Other	31,914	18,431	18,431	18,431	18,431	18,431	16,538	16,538	16,538	16,538	13,413	13,413	-	-
Total Plant Operations	36,067	22,584	22,584	22,584	22,496	22,491	20,598	20,598	20,598	20,598	17,473	17,473	-	-
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	269,235	322,162	446,036	446,355	438,578	439,670	412,240	412,190	412,190	412,190	406,981	379,653	196,989	104,648
EXCESS REVENUES OVER EXP	166,380	117,904	(1,520)	(1,838)	5,938	4,846	32,276	32,326	32,326	32,326	37,535	60,412	(196,989)	(104,648)
CASH, ENDING	509,720	627,624	626,104	624,265	630,203	635,049	667,325	699,652	731,978	764,304	801,839	862,251	665,263	560,615

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2015

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Admin Support	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	7,212	-	-
Total Administration Salaries	22,194	22,194	22,194	22,194	22,194	22,194	22,194	22,194	22,194	22,194	22,194	22,194	-	-
Retirement	333	333	333	333	333	333	333	333	333	333	333	333	-	-
Payroll Taxes	2,297	2,233	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	-	-
Health Insurance	767	767	767	767	767	767	767	767	767	767	767	767	-	-
Workers Compensation	222	222	222	222	222	222	222	222	222	222	222	222	-	-
Total Administration Benefits	3,619	3,554	3,019	3,019	3,019	3,019	3,019	3,019	3,019	3,019	3,019	3,019	-	-
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	-	-	-	-	-	-	-	-
Equipment	986	395	395	395	395	395	-	-	-	-	-	-	-	-
Software	129	52	52	52	52	52	-	-	-	-	-	-	-	-
Total Administration Other	9,493	3,311	3,311	3,311	3,311	3,311	1,485	1,485	1,485	1,485	1,485	1,485	-	-
Total School Administration	35,306	29,059	28,524	28,524	28,524	28,524	26,699	26,699	26,699	26,699	26,699	26,699	-	-
FACILITIES ACQUISITION														
Rents	76,920	76,920	76,920	76,920	76,920	76,920	76,920	76,920	76,920	76,920	76,920	76,920	-	-
FFE	2,191	878	878	878	878	878	-	-	-	-	-	-	-	-
Total Facilities Acquisition	79,112	77,798	77,798	77,798	77,798	77,798	76,920	76,920	76,920	76,920	76,920	76,920	-	-
FISCAL														
Contracted Services - Finance	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	-	-
Contracted Services - HR	665	3,264	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,580	4,632	2,316
Total Fiscal Other	12,977	15,577	18,176	18,176	18,176	18,176	18,176	18,176	18,176	18,176	18,176	17,893	4,632	2,316
Total Fiscal	12,977	15,577	18,176	18,176	18,176	18,176	18,176	18,176	18,176	18,176	18,176	17,893	4,632	2,316
FOOD SERVICE														
Food Service Workers	-	2,149	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	2,149	-	-
Total Food Service Salaries	-	2,149	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	4,299	2,149	-	-
Retirement	-	32	64	64	64	64	64	64	64	64	64	32	-	-
Payroll Taxes	-	222	445	445	445	445	374	329	329	329	329	164	-	-
Health Insurance	-	383	383	383	383	383	383	383	383	383	383	383	383	-
Workers Compensation	-	21	43	43	43	43	43	43	43	43	43	21	-	-
Total Food Service Benefits	-	659	936	936	936	936	864	820	820	820	820	601	383	-
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	-	7,492	14,600	14,600	14,600	14,600	14,529	14,484	14,484	14,484	14,484	7,434	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	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	-
Security	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	-	-
Total Plant Operations Salaries	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	-	-
Retirement	52	52	52	52	52	52	52	52	52	52	52	52	-	-
Payroll Taxes	361	361	361	361	268	267	267	267	267	267	267	267	-	-
Health Insurance	256	256	256	256	256	256	256	256	256	256	256	256	-	-
Workers Compensation	35	35	35	35	35	35	35	35	35	35	35	35	-	-
Total Plant Operations Benefits	704	704	704	704	611	610	610	610	610	610	610	610	-	-
Contracted Services	6,728	6,728	6,728	6,728	6,728	6,728	6,728	6,728	6,728	6,728	6,728	6,728	-	-
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	6,856	6,856	6,856	6,856	6,856	6,856	6,856	6,856	6,856	6,856	6,856	6,856	-	-
Supplies	9,262	1,856	1,856	1,856	1,856	1,856	-	-	-	-	-	-	-	-
Equipment	343	137	137	137	137	137	-	-	-	-	-	-	-	-
Total Plant Operations Other	33,094	19,213	19,213	19,213	19,213	19,213	17,219	17,219	17,219	17,219	14,094	14,094	-	-
Total Plant Operations	37,289	23,408	23,408	23,408	23,315	23,314	21,320	21,320	21,320	21,320	18,195	18,195	-	-
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	225,452	348,439	479,467	479,579	471,690	472,848	439,646	439,602	439,602	439,602	434,393	406,452	210,377	111,211
EXCESS REVENUES OVER EXP	272,390	154,059	27,686	27,574	35,463	34,305	67,507	67,552	67,552	67,552	72,760	96,046	(210,377)	(111,211)
CASH, ENDING	833,005	987,064	1,014,750	1,042,324	1,077,787	1,112,092	1,179,599	1,247,151	1,314,703	1,382,254	1,455,014	1,551,061	1,340,684	1,229,473

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2016

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	1,229,473	1,487,452	1,666,270	1,717,393	1,768,527	1,827,483	1,885,267	1,954,790	2,024,352	2,093,914	2,163,476	2,238,246	2,336,582	2,124,102
REVENUES														
FEFP	484,314	484,314	484,314	484,314	484,314	484,314	484,314	484,314	484,314	484,314	484,314	484,314	-	-
State Fiscal Stabilization	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	(25,798)	-	-
Capital Outlay	37,917	37,917	37,917	37,917	37,917	37,917	37,917	37,917	37,917	37,917	37,917	37,917	-	-
Food Service Revenue	4,655	4,655	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	4,655	-	-
Transportation	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	-	-
TOTAL REVENUES	502,442	507,097	511,752	511,752	511,752	511,752	511,752	511,752	511,752	511,752	511,752	507,097	-	-
EXPENDITURES														
INSTRUCTION														
Classroom Teachers	-	74,143	148,286	148,286	148,286	148,286	148,286	148,286	148,286	148,286	148,286	148,286	148,286	74,143
Enrichment Teachers	-	13,008	26,015	26,015	26,015	26,015	26,015	26,015	26,015	26,015	26,015	26,015	26,015	13,008
Paraprofessionals	-	5,351	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	5,351	-
Total Instruction Salaries	-	92,502	185,004	185,004	185,004	185,004	185,004	185,004	185,004	185,004	185,004	179,652	174,301	87,151
Retirement	-	1,388	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,695	2,615	1,307
Payroll Taxes	-	9,574	19,148	18,000	14,153	14,153	14,153	14,153	14,153	14,153	14,153	13,743	13,334	6,667
Health Insurance	-	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	-
Workers Compensation	-	925	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,797	1,743	872
Total Instruction Benefits	-	19,629	31,515	30,367	26,520	26,520	26,520	26,520	26,520	26,520	26,520	25,977	25,434	8,846
Contracted Services	-	1,657	3,314	3,314	3,314	3,314	3,314	3,314	3,314	3,314	3,314	1,657	-	-
Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	-
Supplies	15,342	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	-
Textbooks	7,095	2,842	2,842	2,842	2,842	2,842	-	-	-	-	-	-	-	-
AV Materials	7,017	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	-	-
Furniture and Equipment	7,056	2,827	2,827	2,827	2,827	2,827	-	-	-	-	-	-	-	-
Software	918	368	368	368	368	368	-	-	-	-	-	-	-	-
Substitutes	-	1,873	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	1,873	-	-
Total Instruction Other	37,512	13,722	17,252	17,252	17,252	17,252	11,215	11,215	11,215	11,215	11,215	7,685	-	-
Total Instruction	37,512	125,852	233,771	232,623	228,776	228,776	222,739	222,739	222,739	222,739	222,739	213,314	199,735	95,996
PUPIL PERSONNEL SERVICES														
Guidance Counselor	-	1,604	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	1,604
Support	-	1,561	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	1,561	-	-
Total Pupil Personnel Salaries	-	3,165	6,330	6,330	6,330	6,330	6,330	6,330	6,330	6,330	6,330	4,769	3,209	1,604
Retirement	-	47	95	95	95	95	95	95	95	95	95	72	48	24
Payroll Taxes	-	328	655	606	484	484	484	484	484	484	484	365	245	123
Health Insurance	-	258	258	258	258	258	258	258	258	258	258	258	258	-
Workers Compensation	-	32	63	63	63	63	63	63	63	63	63	48	32	16
Total Pupil Personnel Benefits	-	665	1,072	1,022	901	901	901	901	901	901	901	742	584	163
Supplies	3,153	574	574	574	574	574	574	574	574	574	574	574	-	-
Total Pupil Personnel Other	3,153	574	574	574	574	574	574	574	574	574	574	574	-	-
Total Pupil Personnel Services	3,153	4,404	7,976	7,927	7,805	7,805	7,805	7,805	7,805	7,805	7,805	6,086	3,792	1,767
INSTRUCTIONAL MEDIA SERVICES														
Media Specialist	-	1,648	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	1,648
Computer Teacher	-	1,977	3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	1,977	-	-
Total Instructional Media Salaries	-	3,625	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	5,272	3,295	1,648
Retirement	-	54	109	109	109	109	109	109	109	109	109	79	49	25
Payroll Taxes	-	375	750	639	555	555	555	555	555	555	555	403	252	126
Health Insurance	-	258	258	258	258	258	258	258	258	258	258	258	258	-
Workers Compensation	-	36	72	72	72	72	72	72	72	72	72	53	33	16
Total Instructional Media Benefits	-	724	1,190	1,078	994	994	994	994	994	994	994	793	593	167
Library Books	347	139	139	139	139	139	-	-	-	-	-	-	-	-
Total Instructional Media Other	347	139	139	139	139	139	-	-	-	-	-	-	-	-
Total Instructional Media Services	347	4,487	8,578	8,467	8,382	8,382	8,243	8,243	8,243	8,243	8,243	6,066	3,888	1,815
STAFF TRAINING														
Contracted Services	1,171	-	-	-	-	1,171	-	-	-	-	-	-	-	-
BOARD														
Legal Fees	2,375	2,375	2,375	2,375	-	-	-	-	-	-	-	-	-	-
Contracted Services - Oversight	18,089	18,089	18,089	18,089	18,089	18,089	18,089	18,089	18,089	18,089	18,089	18,089	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	10,406
Travel	304	304	304	304	304	304	304	304	304	304	304	304	-	-
Insurance	6,250	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	-	-	-
Licenses & Fees	1,301	-	-	1,301	-	-	-	-	-	-	-	-	-	-
District Fee	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	-	-
Contingency	47	47	47	47	47	47	47	47	47	47	47	47	-	-
Total Board	34,664	29,196	29,196	30,497	26,821	26,821	26,821	26,821	26,821	26,821	24,738	24,738	-	10,406

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2016

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
SCHOOL ADMINISTRATION														
Principal	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	6,504	-	-
Asst Principal	4,726	4,726	4,726	4,726	4,726	4,726	4,726	4,726	4,726	4,726	4,726	4,726	-	-
Dean	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	-	-
Admin Support	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	7,284	-	-
Total Administration Salaries	22,416	22,416	22,416	22,416	22,416	22,416	22,416	22,416	22,416	22,416	22,416	22,416	-	-
Retirement	336	336	336	336	336	336	336	336	336	336	336	336	-	-
Payroll Taxes	2,320	2,244	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	-	-
Health Insurance	774	774	774	774	774	774	774	774	774	774	774	774	-	-
Workers Compensation	224	224	224	224	224	224	224	224	224	224	224	224	-	-
Total Administration Benefits	3,655	3,578	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	-	-
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	34,585	28,908	28,379	28,379	28,379	28,379	26,966	26,966	26,966	26,966	26,966	26,966	-	-
FACILITIES ACQUISITION														
Rents	77,689	77,689	77,689	77,689	77,689	77,689	77,689	77,689	77,689	77,689	77,689	77,689	-	-
FFE	2,213	887	887	887	887	887	-	-	-	-	-	-	-	-
Total Facilities Acquisition	79,903	78,576	78,576	78,576	78,576	78,576	77,689	77,689	77,689	77,689	77,689	77,689	-	-
FISCAL														
Contracted Services - Finance	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	-	-
Contracted Services - HR	671	3,297	5,922	5,922	5,922	5,922	5,922	5,922	5,922	5,922	5,922	5,922	4,678	2,339
Total Fiscal Other	13,107	15,733	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,072	4,678	2,339
Total Fiscal	13,107	15,733	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,358	18,072	4,678	2,339
FOOD SERVICE														
Food Service Workers	-	2,171	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	2,171	-
Total Food Service Salaries	-	2,171	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	2,171	-
Retirement	-	33	65	65	65	65	65	65	65	65	65	65	33	-
Payroll Taxes	-	225	449	449	449	449	372	332	332	332	332	332	166	-
Health Insurance	-	387	387	387	387	387	387	387	387	387	387	387	387	-
Workers Compensation	-	22	43	43	43	43	43	43	43	43	43	43	22	-
Total Food Service Benefits	-	666	945	945	945	945	867	828	828	828	828	828	607	387
Contracted Services	-	4,730	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	4,730	-
Total Food Service Other	-	4,730	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	9,459	4,730	-
Total Food Service	-	7,567	14,746	14,746	14,746	14,746	14,668	14,629	14,629	14,629	14,629	14,629	7,508	387
TRANSPORTATION														
Contracted Services	-	7,492	14,985	14,985	14,985	14,985	14,985	14,985	14,985	14,985	14,985	14,985	7,492	-
PLANT OPERATIONS														
Custodial	1,894	1,894	1,894	1,894	1,894	1,894	1,894	1,894	1,894	1,894	1,894	1,894	-	-
Security	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	-	-
Total Plant Operations Salaries	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	-	-
Retirement	53	53	53	53	53	53	53	53	53	53	53	53	-	-
Payroll Taxes	365	365	365	362	270	270	270	270	270	270	270	270	-	-
Health Insurance	258	258	258	258	258	258	258	258	258	258	258	258	-	-
Workers Compensation	35	35	35	35	35	35	35	35	35	35	35	35	-	-
Total Plant Operations Benefits	711	711	711	708	616	616	616	616	616	616	616	616	-	-
Contracted Services	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	-	-
Insurance	9,375	3,125	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	6,924	6,924	6,924	6,924	6,924	6,924	6,924	6,924	6,924	6,924	6,924	6,924	-	-
Supplies	9,375	1,875	1,875	1,875	1,875	1,875	-	-	-	-	-	-	-	-
Equipment	347	139	139	139	139	139	-	-	-	-	-	-	-	-
Total Plant Operations Other	33,332	19,374	19,374	19,374	19,374	19,374	17,360	17,360	17,360	17,360	14,235	14,235	-	-
Total Plant Operations	37,568	23,611	23,611	23,608	23,516	23,516	21,502	21,502	21,502	21,502	18,377	18,377	-	-
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	244,463	328,280	460,629	460,619	452,797	453,968	442,230	442,191	442,191	442,191	436,982	408,761	212,480	112,324
EXCESS REVENUES OVER EXP	257,979	178,818	51,124	51,134	58,955	57,785	69,522	69,562	69,562	69,562	74,770	98,336	(212,480)	(112,324)

WEST BROWARD ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2016

	<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>
CASH, ENDING	<u>1,487,452</u>	<u>1,666,270</u>	<u>1,717,393</u>	<u>1,768,527</u>	<u>1,827,483</u>	<u>1,885,267</u>	<u>1,954,790</u>	<u>2,024,352</u>	<u>2,093,914</u>	<u>2,163,476</u>	<u>2,238,246</u>	<u>2,336,582</u>	<u>2,124,102</u>	<u>2,011,778</u>

**WEST BROWARD ACADEMY
STAFFING PLAN**

Name	Position	Start-Up			FY12		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,000	-	-	38,000	33	1,254,000
Instructional			-	-		33	1,254,000
TBA	Modern Language	38,000	-	-	38,000	1	38,000
TBA	Reading Specialist	39,000	-	-	39,000	1	39,000
TBA	Math Specialist	41,000	-	-	41,000	-	-
TBA	Phys. Ed.	34,000	-	-	34,000	2	68,000
TBA	ESE Specialist	38,000	-	-	38,000	1	38,000
TBA	ESOL	38,000	-	-	38,000	-	-
Specialty			-	-		5	183,000
TBA	Copy Clerk	17,664	-	-	17,664	1	17,664
TBA	General Music	17,568	-	-	17,568	1	17,568
TBA	Art	17,568	-	-	17,568	1	17,568
TBA	Teacher Assistant	12,512	-	-	12,512	3	37,536
Teacher Assistant			-	-		6	90,336
TBA	Guidance	37,000	-	-	37,000	1	37,000
TBA	Registrar	30,000	-	-	30,000	1	30,000
Pupil Personnel			-	-		2	67,000
TBA	Media Specialist	38,000	-	-	38,000	1	38,000
TBA	Computer Teacher	38,000	-	-	38,000	-	-
Media			-	-		1	38,000
TBA	Principal	75,000	3	18,750	75,000	1	75,000
TBA	Asst Principal	54,500	-	-	54,500	-	-
TBA	Dean	45,000	-	-	45,000	1	45,000
Administrators			3	18,750		2	120,000
TBA	Adm Asst	32,000	-	-	32,000	1	32,000
TBA	Receptionist	27,500	-	-	27,500	1	27,500
TBA	Receptionist	24,500	-	-	24,500	1	24,500
Admin Support			-	-		3	84,000
TBA	Food Svc Worker	13,908	-	-	13,908	3	41,724
Food Service			-	-		3	41,724
TBA	Maint / Day Porter	21,840	-	-	21,840	1	21,840
Custodial			-	-		1	21,840
TBA	Security	18,816	-	-	18,816	1	18,816
Security			-	-		1	18,816
Total			3	18,750		57	1,918,716

**WEST BROWARD ACADEMY
STAFFING PLAN**

Name	Position	FY13			FY14		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,380	39	1,496,820	38,764	43	1,666,843
Instructional			39	1,496,820		43	1,666,843
TBA	Modern Language	38,380	1	38,380	38,764	1	38,764
TBA	Reading Specialist	39,390	1	39,390	39,784	1	39,784
TBA	Math Specialist	41,410	-	-	41,824	1	41,824
TBA	Phys. Ed.	34,340	2	68,680	34,683	2	69,367
TBA	ESE Specialist	38,380	1	38,380	38,764	1	38,764
TBA	ESOL	38,380	1	38,380	38,764	1	38,764
Specialty			6	223,210		7	267,266
TBA	Copy Clerk	17,841	1	17,841	18,019	1	18,019
TBA	General Music	17,744	1	17,744	17,921	1	17,921
TBA	Art	17,744	1	17,744	17,921	1	17,921
TBA	Teacher Assistant	12,637	4	50,548	12,763	4	51,054
Teacher Assistant			7	103,876		7	104,915
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	Media Specialist	38,380	1	38,380	38,764	1	38,764
TBA	Computer Teacher	38,380	1	38,380	38,764	1	38,764
Media			2	76,760		2	77,528
TBA	Principal	75,750	1	75,750	76,508	1	76,508
TBA	Asst Principal	55,045	-	-	55,595	1	55,595
TBA	Dean	45,450	1	45,450	45,905	-	-
Administrators			2	121,200		2	132,103
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	24,745	1	24,745	24,992	1	24,992
Admin Support			3	84,840		3	85,688
TBA	Food Svc Worker	14,047	3	42,141	14,188	3	42,563
Food Service			3	42,141		3	42,563
TBA	Maint / Day Porter	22,058	1	22,058	22,279	1	22,279
Custodial			1	22,058		1	22,279
TBA	Security	19,004	1	19,004	19,194	1	19,194
Security			1	19,004		1	19,194
Total			66	2,257,580		71	2,486,726

**WEST BROWARD ACADEMY
STAFFING PLAN**

Name	Position	FY15			FY16		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,151	45	1,761,815	39,543	45	1,779,433
Instructional			45	1,761,815		45	1,779,433
TBA	Modern Language	39,151	2	78,303	39,543	2	79,086
TBA	Reading Specialist	40,182	1	40,182	40,584	1	40,584
TBA	Math Specialist	42,242	1	42,242	42,665	1	42,665
TBA	Phys. Ed.	35,030	2	70,060	35,381	2	70,761
TBA	ESE Specialist	39,151	1	39,151	39,543	1	39,543
TBA	ESOL	39,151	1	39,151	39,543	1	39,543
Specialty			8	309,090		8	312,181
TBA	Copy Clerk	18,199	1	18,199	18,381	1	18,381
TBA	General Music	18,100	1	18,100	18,281	1	18,281
TBA	Art	18,100	1	18,100	18,281	1	18,281
TBA	Teacher Assistant	12,891	4	51,565	13,020	4	52,080
Teacher Assistant			7	105,964		7	107,024
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	Media Specialist	39,151	1	39,151	39,543	1	39,543
TBA	Computer Teacher	39,151	1	39,151	39,543	1	39,543
Media			2	78,303		2	79,086
TBA	Principal	77,273	1	77,273	78,045	1	78,045
TBA	Asst Principal	56,151	1	56,151	56,713	1	56,713
TBA	Dean	46,364	1	46,364	46,827	1	46,827
Administrators			3	179,788		3	181,585
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	25,242	1	25,242	25,495	1	25,495
Admin Support			3	86,545		3	87,411
TBA	Food Svc Worker	14,329	3	42,988	14,473	3	43,418
Food Service			3	42,988		3	43,418
TBA	Maint / Day Porter	22,502	1	22,502	22,727	1	22,727
Custodial			1	22,502		1	22,727
TBA	Security	19,386	1	19,386	19,580	1	19,580
Security			1	19,386		1	19,580
Total			75	2,675,411	75	2,702,166	

**WEST BROWARD ACADEMY
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Teachers
FY12			
K	90	18	5
1	72	18	4
2	54	18	3
3	54	18	3
4	44	22	2
5	20	22	1
6	132	22	6
7	110	22	5
8	88	22	4
	664		33

FY13			
K	90	18	5
1	90	18	5
2	72	18	4
3	54	18	3
4	66	22	3
5	44	22	2
6	132	22	6
7	132	22	6
8	110	22	5
	790		39

FY14			
K	90	18	5
1	90	18	5
2	90	18	5
3	72	18	4
4	66	22	3
5	66	22	3
6	132	22	6
7	132	22	6
8	132	22	6
	870		43

FY15			
K	90	18	5
1	90	18	5
2	90	18	5
3	90	18	5
4	88	22	4
5	66	22	3
6	132	22	6
7	132	22	6
8	132	22	6
	910		45

FY16			
K	90	18	5
1	90	18	5
2	90	18	5
3	90	18	5
4	88	22	4
5	66	22	3
6	132	22	6
7	132	22	6
8	132	22	6
	910		45

Revenue Estimate Worksheet for West Broward Academy

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	237.60	1.089	258.7464	\$ 962,388
111 Basic K-3 with ESE Services	18.90	1.089	20.5821	\$ 76,554
102 Basic 4-8	346.72	1.000	346.7200	\$ 1,289,600
112 Basic 4-8 with ESE Services	27.58	1.000	27.5800	\$ 102,582
103 Basic 9-12		1.031	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.031	0.0000	\$ -
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)	13.50	1.147	15.4845	\$ 57,593
ESOL (Grade Level 4-8)	19.70	1.147	22.5959	\$ 84,044
ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.035	0.0000	\$ -
Totals	664.00		691.7089	\$ 2,572,761

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.*

Total FTE with ESE Services 46.48

Grade Level	Matrix Level	Guarantee Per Student	
PK-3	251	\$ 1,058	\$ 19,996
PK-3	252	\$ 3,418	\$ -
PK-3	253	\$ 6,974	\$ -
4-8	251	\$ 1,187	\$ 32,737
4-8	252	\$ 3,546	\$ -
4-8	253	\$ 7,102	\$ -
9-12	251	\$ 845	\$ -
9-12	252	\$ 3,204	\$ -
9-12	253	\$ 6,760	\$ -
Total from ESE Guarantee			\$ 52,734

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

\$ 52,983,431

Per Student
257,324.44 \$ 205.90 \$ 136,718

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 \$ 2,762,213

5. Class size Reduction Funds:

<u>Weighted FTE aggregated from input in Section 1</u>	<u>DCD</u>	<u>Allocation factors*</u>	
PK - 3	294.8130 X 1.0264	1325.66	= 401,139
4-8	396.8959 X 1.0264	904.24	= 368,364
9-12	0.0000 X 1.0264	906.42	= 0
Total	691.7089 *	Total Class Size Reduction Funds \$ 769,503	

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>691.7089</u>	by district's WFTE:	<u>279,570.50</u>		
to obtain school's WFTE share.					0.2474%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>664.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.2580%
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.0000%
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	<u>6,094,964</u>	x	0.2474%
Applicable to all Charter Schools:					\$ <u>15,079</u>
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	0.2474%
					\$ <u>248,415</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		(b)	<u>3,327,205</u>	x	0.2580%
					\$ <u>8,584</u>
.250 mills (UFTE share)		(b)	<u>0</u>	x	0.2580%
					\$ <u>-</u>
10. State Fiscal Stabilization Fund Entitlement (WFTE share)		(a)	<u>87,740,706</u>	x	0.2474%
					\$ <u>217,071</u>
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	0.2474%
					\$ <u>-</u>
12. Discretionary Lottery (WFTE share)		(a)	<u>744,849</u>	x	0.2474%
					\$ <u>1,843</u>
13. Instructional Materials Allocation (UFTE share)		(b)	<u>20,346,217</u>	x	0.2580%
					\$ <u>52,493</u>
Science Laboratory Materials (high school only)		(c)	<u>321,435</u>	x	0.0000%
					\$ <u>-</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
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 \$ 4,075,201
- (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.

2010-11 Allocation Conference Calculation
 Charter School Worksheet DATA

District	F1002 District Cost Differential	F1002 UnWeighted FTE	F1002 Weighted FTE Funded	F1002 Declining Enrollment Supplement	F1002 Sparsity Supplement	F1002 Lab School Discretionary Contribution	F1002 Discretionary Tax Compression 0.25 mills	F1002 Discretionary Tax Compression 0.748 mills	F1002 Safe Schools Allocation	F1002 Supplemental Academic Instruction	F1002 Minimum Guarantee Adjustment	F1002 ESE Guaranteed Allocation Dollars
1 Alachua	0.9743	27,034.24	29,111.81	64,794	0	0	379,561	1,135,438	927,283	7,671,344	0	11,292,548
2 Baker	0.9795	4,984.22	5,246.46	0	496,558	0	460,044	1,376,442	126,779	1,909,704	0	1,071,848
3 Bay	0.9467	24,941.86	27,534.90	212,250	0	0	0	0	674,243	7,490,732	0	8,244,975
4 Bradford	0.9750	3,020.22	3,223.35	112,248	755,824	0	180,639	540,468	128,850	1,043,506	0	1,393,251
5 Brevard	0.9938	71,056.90	76,774.51	504,919	0	0	1,568,936	4,695,440	1,717,176	19,159,324	0	27,622,475
6 Broward	1.0264	257,324.44	279,570.50	0	0	0	0	3,327,205	6,094,964	52,983,431	0	87,798,591
7 Calhoun	0.9138	2,188.90	2,368.23	0	1,213,610	0	201,401	602,582	88,371	488,381	0	795,380
8 Charlotte	0.9755	16,270.36	17,445.34	274,117	0	0	0	0	427,241	3,726,765	0	6,396,997
9 Citrus	0.9525	15,748.52	16,843.52	19,923	1,364,386	0	0	0	371,504	3,504,516	0	7,037,930
10 Clay	0.9959	35,982.96	38,538.32	0	0	0	2,320,901	6,944,351	634,653	9,827,276	0	12,266,121
11 Collier	1.0557	42,548.56	46,251.56	0	0	0	0	0	749,427	8,412,646	0	19,801,839
12 Columbia	0.9507	10,117.85	10,694.67	0	969,656	0	669,599	2,003,435	276,230	3,872,855	0	3,967,272
13 Miami-Dade	1.0107	347,893.72	374,691.57	0	0	0	0	0	10,024,920	117,656,882	0	132,328,374
14 De Soto	0.9804	5,069.30	5,344.32	0	481,516	0	301,218	901,220	178,835	1,641,083	0	2,120,206
15 Dixie	0.9318	2,107.20	2,273.37	0	769,558	0	153,004	457,789	116,211	466,866	0	628,897
16 Duval	1.0149	123,079.55	132,580.30	786,530	0	0	2,849,292	8,525,720	3,684,532	29,179,989	0	45,935,934
17 Escambia	0.9492	39,961.46	43,045.66	264,160	0	0	1,970,500	5,895,514	1,164,352	9,446,381	0	14,333,705
18 Flagler	0.9552	13,269.00	14,098.05	0	1,040,693	0	0	0	300,556	2,696,566	0	4,784,068
19 Franklin	0.9031	1,222.36	1,306.77	1,110	0	0	0	0	91,377	302,580	0	485,953
20 Gadsden	0.9353	5,782.71	6,164.77	82,714	1,524,388	0	407,218	1,218,359	176,224	1,324,128	0	1,869,063
21 Gilchrist	0.9487	2,588.69	2,830.60	14,217	1,333,897	0	181,571	543,211	100,580	582,781	0	1,028,676
22 Glades	0.9899	1,436.07	1,509.59	15,663	670,621	0	0	150,299	89,203	313,152	0	558,037
23 Gulf	0.9193	1,902.98	2,048.17	62,100	525,406	0	0	0	92,817	407,466	0	320,637
24 Hamilton	0.9320	1,636.68	1,799.47	56,879	736,489	0	45,549	136,286	98,329	394,578	0	629,138
25 Hardee	0.9668	5,113.88	5,399.47	0	474,208	0	288,269	862,405	150,349	1,152,271	0	1,889,159
26 Hendry	1.0038	6,673.31	7,045.93	202,880	1,449,894	0	0	1,278,806	198,822	1,585,125	0	2,454,722
27 Hernando	0.9770	22,928.19	24,373.20	0	0	0	0	2,149,976	541,827	5,249,661	0	8,997,020
28 Highlands	0.9602	12,139.79	13,010.86	0	1,967,329	0	233,934	699,859	321,289	2,551,943	0	4,213,140
29 Hillsborough	1.0143	192,046.82	206,922.43	0	0	0	0	25,069,792	4,104,921	39,199,729	0	75,833,895
30 Holmes	0.9120	3,291.53	3,443.44	0	1,762,648	0	332,905	996,017	106,704	721,398	0	1,082,013
31 Indian River	0.9948	17,655.66	18,910.33	0	0	0	0	0	431,068	3,572,787	0	5,677,236
32 Jackson	0.9158	7,035.69	7,647.29	24,484	2,353,940	0	549,558	1,644,311	179,114	1,443,394	0	2,443,110
33 Jefferson	0.9304	1,171.44	1,224.68	0	607,752	0	11,269	33,714	90,776	307,138	0	571,143
34 Lafayette	0.9215	1,131.89	1,185.02	0	597,838	0	96,097	287,523	79,214	211,494	0	295,400
35 Lake	0.9809	40,988.79	43,552.42	0	0	0	0	1,832,609	849,844	9,468,692	0	12,744,532
36 Lee	1.0178	80,755.00	86,984.25	0	0	0	0	0	1,737,996	17,137,554	0	36,968,732
37 Leon	0.9522	32,926.16	35,797.64	0	0	0	684,535	2,048,666	974,181	9,062,280	0	16,904,704
38 Levy	0.9475	5,786.83	6,174.04	29,422	2,244,395	0	293,103	876,878	187,710	1,314,513	0	2,173,128
39 Liberty	0.9129	1,456.19	1,565.12	0	689,507	0	131,552	393,594	76,691	304,952	0	575,194
40 Madison	0.9065	2,679.63	2,783.86	37,751	749,302	0	191,647	573,414	120,957	750,351	0	1,312,228
41 Manatee	1.0023	42,743.58	46,019.66	0	0	0	0	1,208,028	8,769,576	0	18,638,153	
42 Marion	0.9579	41,776.86	44,481.74	0	0	0	0	3,578,188	919,732	13,022,833	0	15,835,844
43 Martin	0.9962	17,611.24	19,390.48	435	0	0	0	0	415,821	3,680,347	0	6,787,141
44 Monroe	1.0115	8,019.58	8,566.09	0	0	0	0	0	353,468	1,749,087	0	3,011,165
45 Nassau	0.9927	11,322.01	11,977.30	0	1,460,467	0	0	0	261,862	2,540,441	0	2,942,105
46 Okaloosa	0.9623	28,522.10	30,854.70	218,760	0	0	0	0	578,177	8,371,473	0	11,335,065
47 Okeechobee	0.9739	6,885.61	7,267.81	33,213	540,058	0	456,723	1,366,518	201,402	1,703,332	0	2,851,764
48 Orange	1.0089	172,942.61	190,138.33	0	0	0	0	3,215,003	4,654,357	37,869,178	0	50,403,386
49 Osceola	0.9902	52,020.58	56,377.26	0	0	0	1,926,842	5,764,400	1,066,159	11,409,834	0	14,685,314
50 Palm Beach	1.0406	173,969.98	187,641.75	0	0	0	0	0	4,471,868	33,651,291	0	65,435,583
51 Pasco	0.9926	66,969.52	72,615.40	0	0	0	0	10,109,049	1,481,065	18,194,845	0	28,350,723
52 Pinellas	1.0025	102,696.07	110,863.67	1,531,908	0	0	0	0	3,361,173	21,642,886	0	44,944,195
53 Polk	0.9818	93,321.70	99,472.87	0	0	0	5,425,724	16,234,243	2,029,453	22,697,569	0	35,263,821
54 Putnam	0.9656	10,998.90	11,641.66	46,587	2,084,563	0	502,320	1,502,890	366,309	2,829,271	0	3,490,141
55 St. Johns	0.9875	30,284.02	32,587.51	0	0	0	0	0	592,663	5,984,541	0	9,313,076
56 St. Lucie	0.9920	39,064.10	41,232.51	0	0	0	1,407,870	4,212,282	831,495	9,087,592	0	15,755,444
57 Santa Rosa	0.9357	25,078.00	26,531.89	1,609	0	0	0	3,750,916	373,569	7,715,725	0	8,637,157
58 Sarasota	1.0091	41,562.82	45,058.58	0	0	0	0	0	1,165,922	8,410,385	0	21,610,947
59 Seminole	0.9995	63,711.72	68,171.24	469,559	0	0	1,488,943	4,454,086	1,229,471	15,793,281	0	19,198,709
60 Sumter	0.9635	7,370.79	7,776.04	0	361,669	0	0	0	190,714	1,525,901	0	2,747,462
61 Suwannee	0.9315	5,909.98	6,185.20	52,418	1,490,764	0	394,255	1,179,573	164,249	1,263,449	0	515,799
62 Taylor	0.9109	2,799.95	2,960.77	66,075	759,051	0	42,531	127,258	125,246	675,844	0	991,327
63 Union	0.9663	2,243.74	2,366.98	30,464	758,863	0	245,151	733,501	90,930	515,942	0	647,262
64 Volusia	0.9610	61,417.97	66,273.62	605,263	0	0	1,357,337	4,061,570	1,617,608	16,734,376	0	23,941,486
65 Wakulla	0.9328	5,177.57	5,508.72	7,053	466,580	0	346,017	1,035,203	148,467	1,009,525	0	1,647,221
66 Walton	0.9404	7,141.13	7,475.03	0	0	0	0	0	200,214	1,256,868	0	1,979,624
67 Washington	0.9175	3,474.20	3,677.60	0	1,444,548	0	208,417	623,584	105,047	881,612	0	800,077
68 Washington Special	0.9175	419.36	430.17	4,240	0	0	0	0	3,291	141,526	0	1,124,501
69 FAMU Lab School	0.9522	550.00	571.05	0	304,648	250,179	11,435	34,221	69,579	287,721	0	3,078
70 FAU Lab School	1.0406	664.56	689.18	0	0	493,808	0	0	70,479	205,793	0	84,751
71 FAU St. Lucie	0.9920	1,455.56	1,566.31	1,332	0	573,505	52,458	156,953	76,686	421,801	0	124,128
72 FSU Lab - Broward	1.0264	649.00	715.58	8,027	0	337,889	2,804	8,392	70,356	143,538	0	162,797
73 FSU Lab - Leon	0.9522	1,701.00	1,777.69	0	708,881	773,734	35,364	105,836	78,613	290,606	0	292,564
74 UF Lab School	0.9743	1,137.60	1,182.47	0	594,871	548,141	15,972	47,779	74,191	301,331	0	171,989
75 Virtual School	1.0000	22,516.45	24,818.47	0	0	11,981,904	32,424	96,821	0	0	2,443,485	0
Total		2,645,079.41	2,852,181.12	5,843,104	35,754,378	14,959,160	28,454,889	139,599,589	67,133,784	639,315,534	2,443,485	980,571,070

West Broward Acad K-8 Chtr2010-11
 Detail 2010-11 First FEFP
 7/30/2010 3:04 PM

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

ADDITIONAL FUNDING FROM ESE GUARANTEED ALLOCATION FOR PROGRAM 111, 112, AND 113 STUDENTS

Districts	2000-01 District Cost Differential	Program 111- Grades K-3			Program 112- Grades 4-8			Program 113- Grades 9-12		
		ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3
		-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
1 Alachua	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
2 Baker	0.9334	947	3,058	6,241	1,062	3,173	6,356	756	2,867	6,050
3 Bay	0.9592	973	3,143	6,414	1,091	3,261	6,532	777	2,946	6,217
4 Bradford	0.9295	943	3,046	6,215	1,058	3,160	6,329	753	2,855	6,025
5 Brevard	0.9818	996	3,217	6,565	1,117	3,338	6,686	795	3,016	6,364
6 Broward	1.0430	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
7 Calhoun	0.9131	927	2,992	6,105	1,039	3,104	6,218	739	2,805	5,918
8 Charlotte	0.9695	984	3,177	6,483	1,103	3,296	6,602	785	2,978	6,284
9 Citrus	0.9345	948	3,062	6,249	1,063	3,177	6,364	757	2,870	6,057
10 Clay	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
11 Collier	1.0089	1,024	3,306	6,746	1,148	3,430	6,870	817	3,099	6,539
12 Columbia	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
13 Miami-Dade	1.0543	1,070	3,455	7,050	1,200	3,584	7,179	854	3,238	6,833
14 DeSoto	0.9369	951	3,070	6,265	1,066	3,185	6,380	759	2,878	6,073
15 Dixie	0.9355	949	3,065	6,255	1,064	3,180	6,370	758	2,874	6,063
16 Duval	0.9794	994	3,209	6,549	1,114	3,330	6,669	793	3,008	6,348
17 Escambia	0.9516	966	3,118	6,363	1,083	3,235	6,480	771	2,923	6,168
18 Flagler	0.9607	975	3,148	6,424	1,093	3,266	6,542	778	2,951	6,227
19 Franklin	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
20 Gadsden	0.9401	954	3,080	6,286	1,070	3,196	6,402	761	2,888	6,093
21 Gilchrist	0.9363	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
22 Glades	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
23 Gulf	0.9384	952	3,075	6,275	1,068	3,190	6,390	760	2,882	6,082
24 Hamilton	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
25 Hardee	0.9322	946	3,054	6,233	1,061	3,169	6,348	755	2,863	6,042
26 Hendry	0.9536	968	3,125	6,376	1,085	3,242	6,494	772	2,929	6,181
27 Hernando	0.9467	961	3,102	6,330	1,077	3,218	6,447	767	2,908	6,136
28 Highlands	0.9504	964	3,114	6,355	1,081	3,231	6,472	770	2,919	6,160
29 Hillsborough	1.0015	1,016	3,282	6,697	1,139	3,405	6,820	811	3,076	6,491
30 Holmes	0.9327	946	3,056	6,237	1,061	3,171	6,351	755	2,865	6,045
31 Indian River	0.9849	999	3,227	6,586	1,121	3,348	6,707	798	3,025	6,384
32 Jackson	0.9203	934	3,015	6,154	1,047	3,129	6,267	745	2,827	5,965
33 Jefferson	0.9549	969	3,129	6,385	1,086	3,246	6,502	773	2,933	6,189
34 Lafayette	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
35 Lake	0.9595	974	3,144	6,416	1,092	3,262	6,534	777	2,947	6,219
36 Lee	0.9774	992	3,203	6,535	1,112	3,323	6,656	791	3,002	6,335
37 Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
38 Levy	0.9319	946	3,054	6,231	1,060	3,168	6,346	755	2,862	6,040
39 Liberty	0.9284	942	3,042	6,208	1,056	3,156	6,322	752	2,852	6,017
40 Madison	0.9364	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
41 Manatee	0.9967	1,011	3,266	6,664	1,134	3,388	6,787	807	3,062	6,460
42 Marion	0.9483	962	3,107	6,341	1,079	3,224	6,457	768	2,913	6,146
43 Martin	0.9935	1,008	3,255	6,643	1,130	3,378	6,765	805	3,052	6,439
44 Monroe	1.0818	1,098	3,545	7,233	1,231	3,678	7,367	876	3,323	7,012
45 Nassau	0.9498	964	3,112	6,351	1,081	3,229	6,468	769	2,917	6,156
46 Okaloosa	0.9627	977	3,154	6,437	1,095	3,273	6,556	780	2,957	6,240
47 Okeechobee	0.9590	973	3,142	6,412	1,091	3,260	6,530	777	2,946	6,216
48 Orange	1.0003	1,015	3,278	6,689	1,138	3,401	6,812	810	3,073	6,483
49 Osceola	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
50 Palm Beach	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
51 Pasco	0.9598	974	3,145	6,418	1,092	3,263	6,536	777	2,948	6,221
52 Pinellas	1.0240	1,039	3,355	6,847	1,165	3,481	6,973	829	3,145	6,637
53 Polk	0.9641	978	3,159	6,446	1,097	3,278	6,565	781	2,961	6,249
54 Putnam	0.9397	954	3,079	6,283	1,069	3,195	6,399	761	2,886	6,091
55 St. Johns	0.9792	994	3,208	6,547	1,114	3,329	6,668	793	3,008	6,347
56 St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
57 Santa Rosa	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
58 Sarasota	1.0126	1,028	3,318	6,771	1,152	3,442	6,895	820	3,110	6,563
59 Seminole	0.9943	1,009	3,258	6,648	1,131	3,380	6,771	805	3,054	6,445
60 Sumter	0.9219	936	3,021	6,164	1,049	3,134	6,278	747	2,832	5,975
61 Suwannee	0.9293	943	3,045	6,214	1,057	3,159	6,328	753	2,854	6,023
62 Taylor	0.9499	964	3,112	6,352	1,081	3,229	6,468	769	2,918	6,157
63 Union	0.9314	945	3,052	6,228	1,060	3,166	6,342	754	2,861	6,037
64 Volusia	0.9647	979	3,161	6,451	1,098	3,280	6,569	781	2,963	6,253
65 Wakulla	0.9430	957	3,090	6,305	1,073	3,206	6,421	764	2,897	6,112
66 Walton	0.9372	951	3,071	6,267	1,066	3,186	6,382	759	2,879	6,074
67 Washington	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
68 Washington Special	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
69 FAMU Lab School	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
70 FAU Lab School	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
71 FAU St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
72 FSU Lab-Broward	1.043	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
73 FSU Lab-Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
74 UF Lab School	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
75 FI Virtual School	1	1,015	3,277	6,687	1,138	3,400	6,810	810	3,072	6,482

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

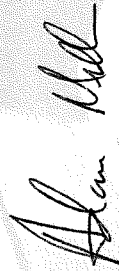
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Mike Strader

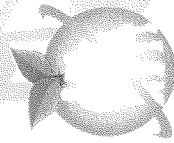
for completion of:

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

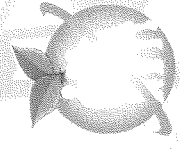
for completion of:

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

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- 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 sales, candy sales, 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

Attachment 10

Elementary Next Generation Sunshine State Standards as a sample of awareness of documents available to the school.

Kindergarten Mathematics Next Generation Sunshine State Standards

Big Idea 1: Represent, Compare and order whole numbers and join and separate sets.	
BENCHMARK CODE	BENCHMARK
MA.K.A.1.1	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.A.1.2	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.A.1.3	Solve word problems involving simple joining and separating situations. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea 2: Describe shapes and space.	
BENCHMARK CODE	BENCHMARK
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.G.2.2	Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.G.2.3	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.G.2.4	Interpret the physical world with geometric shapes and describe it with corresponding vocabulary. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.K.G.2.5	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea 3: Order Objects by measurable attributes.	
BENCHMARK CODE	BENCHMARK
MA.K.G.3.1	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
Big Idea 4: Algebra	

BENCHMARK CODE	BENCHMARK
MA.K.A.4.1	Identify and duplicate simple number and non-numeric repeating and growing patterns. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
Big Idea 5: Geometry and Measurement	
BENCHMARK CODE	BENCHMARK
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate

1st Grade Mathematics
Next Generation Sunshine State Standards

Big Idea1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.	
BENCHMARK CODE	BENCHMARK
MA.1.A.1.1	Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend." <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
MA.1.A.1.2	Identify, describe, and apply addition and subtraction as inverse operations. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
MA.1.A.1.3	Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
MA.1.A.1.4	Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> High
Big Idea2: Develop an understanding of whole number relationships, including grouping by tens and ones.	
BENCHMARK CODE	BENCHMARK
MA.1.A.2.1	Compare and order whole numbers at least to 100. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
MA.1.A.2.2	Represent two digit numbers in terms of tens and ones. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Low
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
Big Idea3: Compose and decompose two-dimensional and three-dimensional geometric shapes.	
BENCHMARK CODE	BENCHMARK
MA.1.G.3.1	Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides, and number of vertices. <u>Cognitive Complexity/Depth of Knowledge Rating:</u> Moderate
MA.1.G.3.2	Compose and decompose plane and solid figures, including making

	predictions about them, to build an understanding of part-whole relationships and properties of shapes. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
	Big Idea 4: Algebra
BENCHMARK CODE	BENCHMARK
MA.1.A.4.1	Extend repeating and growing patterns, fill in missing terms, and justify reasoning. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
	Big Idea 5: Geometry and Measurement
BENCHMARK CODE	BENCHMARK
MA.1.G.5.1	Measure by using iterations of a unit and count the unit measures by grouping units. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.1.G.5.2	Compare and order objects according to descriptors of length, weight and capacity. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Big Idea 5: Geometry and Measurement
BENCHMARK CODE	BENCHMARK
MA.1.A.6.1	Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>

**2nd Grade Mathematics
Next Generation Sunshine State Standards**

	Big Idea1: Develop an understanding of base-ten numerations system and place-value concepts.
BENCHMARK CODE	BENCHMARK
MA.2.A.1.1	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.A.1.2	Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
MA.2.A.1.3	Compare and order multi-digit numbers through the thousands. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Big Idea2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.
BENCHMARK CODE	BENCHMARK
MA.2.A.2.1	Recall basic addition and related subtraction facts. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>

MA.2.A.2.2	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.A.2.3	Estimate solutions to multi-digit addition and subtraction problems, through three digits. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.A.2.4	Solve addition and subtraction problems that involve measurement and geometry. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea3: Develop an understanding of linear measurement and facility in measuring lengths.	
BENCHMARK CODE	BENCHMARK
MA.2.G.3.1	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.G.3.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.G.3.3	Apply the Transitive Property when comparing lengths of objects. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.G.3.4	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea 4: Algebra	
BENCHMARK CODE	BENCHMARK
MA.2.A.4.1	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.A.4.2	Classify numbers as odd or even and explain why. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.A.4.3	Generalize numeric and non-numeric patterns using words and tables. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.2.A.4.4	Describe and apply equality to solve problems, such as in balancing situations. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.2.A.4.5	Recognize and state rules for functions that use addition and subtraction. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea 5: Geometry and Measurement	
BENCHMARK CODE	BENCHMARK
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.G.5.2	Identify time to the nearest hour and half hour. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
MA.2.G.5.3	Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of

	the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L). <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
	Big Idea 5: Geometry and Measurement
BENCHMARK CODE	BENCHMARK
MA.2.A.6.1	Solve problems that involve repeated addition. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>

**3rd Grade Mathematics
Next Generation Sunshine State Standards**

	Big Idea1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.
BENCHMARK CODE	BENCHMARK
MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Big Idea2: Develop an understanding of fractions and fraction equivalence.
BENCHMARK CODE	BENCHMARK
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set and linear models. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Big Idea3: Describe and analyze properties of two-dimensional shapes.
BENCHMARK CODE	BENCHMARK
MA.3.G.3.1	Describe, analyze, compare and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>

MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.3.G.3.3	Build, draw and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
Big Idea 4: Algebra	
BENCHMARK CODE	BENCHMARK
MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables and graphs. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Supporting Idea 5: Geometry and Measurement	
BENCHMARK CODE	BENCHMARK
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.3.G.5.2	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
Supporting Idea6: Number and Operations	
BENCHMARK CODE	BENCHMARK
MA.3.A.6.1	Represent, compute, estimate and solve problems using numbers through hundred thousands. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.3.A.6.2	Solve non-routine problems by making a table, chart ,or list and searching for patterns. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Supporting Idea7: Data Analysis	Supporting Idea7: Data Analysis
BENCHMARK CODE	BENCHMARK
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>

4th Grade Mathematics

Next Generation Sunshine State Standards

Big Idea1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.	
BENCHMARK CODE	BENCHMARK
MA.4.A.1.1	Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related

	division facts with ease. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.1.2	Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
	Big Idea2: Develop an understanding of decimals, including the connection between fractions and decimals.
BENCHMARK CODE	BENCHMARK
MA.4.A.2.1	Use decimals through the thousandths place to name numbers between whole numbers. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
MA.4.A.2.2	Describe decimals as an extension of the base-ten number system. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.4.A.2.3	Relate equivalent fractions and decimals with and without models, including locations on a number line. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.2.4	Compare and order decimals, and estimate fraction and decimal amounts in real-world problems. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Big Idea3: Develop an understanding of area and determine the area of two-dimensional shapes.
BENCHMARK CODE	BENCHMARK
MA.4.G.3.1	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.G.3.2	Justify the formula for the area of the rectangle "area = base x height". <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.G.3.3	Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
	Supporting Idea4: Algebra
BENCHMARK CODE	BENCHMARK
MA.4.A.4.1	Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.4.A.4.2	Describe mathematics relationships using expressions, equations, and visual representations. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.4.A.4.3	Recognize and write algebraic expressions for functions with two operations. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
	Supporting Idea5: Geometry and Measurement
BENCHMARK CODE	BENCHMARK
MA.4.G.5.1	Classify angles of two-dimensional shapes using benchmark angles (i.e. 45°, 90°, 180°, and 360°) <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>

MA.4.G.5.2	Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.G.5.3	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
Supporting Idea6: Number and Operations	
BENCHMARK CODE	BENCHMARK
MA.4.A.6.1	Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.6.2	Use models to represent division as: <ul style="list-style-type: none"> • the inverse of multiplication • as partitioning • as successive subtraction <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.6.3	Generate equivalent fractions and simplify fractions. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.6.4	Determine factors and multiples for specified whole numbers. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>

**5th Grade Mathematics
Next Generation Sunshine State Standards**

Big Idea1: Develop an understanding of and fluency with division of whole numbers.	
BENCHMARK CODE	BENCHMARK
MA.5.A.1.1	Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.1.2	Estimate quotients or calculate them mentally depending on the context and numbers involved. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.1.3	Interpret solutions to division situations including those with remainders depending on the context of the problem. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.5.A.1.4	Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Big Idea2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.	
BENCHMARK	BENCHMARK

CODE	
MA.5.A.2.1	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.2.2	Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.2.3	Make reasonable estimates of fraction and decimal sums and differences, and use techniques for rounding. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.2.4	Determine the prime factorization of numbers. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
Big Idea3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.	
BENCHMARK CODE	BENCHMARK
MA.5.G.3.1	Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.5.G.3.2	Describe, define and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Supporting Idea4: Algebra	
BENCHMARK CODE	BENCHMARK
MA.5.A.4.1	Use the properties of equality to solve numerical and real world situations. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.A.4.2	Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Supporting Idea5: Geometry and Measurement	
BENCHMARK CODE	BENCHMARK
MA.5.G.5.1	Identify and plot ordered pairs on the first quadrant of the coordinate plane. <u>Cognitive Complexity/Depth of Knowledge Rating: Low</u>
MA.5.G.5.2	Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u>
MA.5.G.5.3	Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
MA.5.G.5.4	Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>
Supporting Idea6: Number and Operations	
BENCHMARK CODE	BENCHMARK
MA.5.A.6.1	Identify and relate prime and composite numbers, factors and multiples within the context of fractions. <u>Cognitive Complexity/Depth of Knowledge Rating: High</u>

	<i>Rating: Moderate</i>
MA.5.A.6.2	Use the order of operations to simplify expressions which include exponents and parentheses. <u><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></u>
MA.5.A.6.3	Describe real-world situations using positive and negative numbers. <u><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></u>
MA.5.A.6.4	Compare, order, and graph integers, including integers shown on a number line. <u><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></u>
MA.5.A.6.5	Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check, and revise”. <u><i>Cognitive Complexity/Depth of Knowledge Rating: High</i></u>
Supporting Idea7: Data Analysis	
BENCHMARK CODE	BENCHMARK
MA.5.S.7.1	Construct and analyze line graphs and double bar graphs. <u><i>Cognitive Complexity/Depth of Knowledge Rating: High</i></u>
MA.5.S.7.2	Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams. <u><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></u>

*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.