

Alpha International Academy, Inc.

Florida Public Charter School Grant Program (2012-2015)

Proposal Checklist/Table of Contents

INCLUDED	ITEM	PAGE #
	Proposal Checklist/Table of Contents (Attachment A)	1
	Charter School Grant Overview (Attachment A1)	2
	DOE 100A Application Form (Attachment B)	3
	DOE 101S Budget Narrative (Attachment C)	4-6
	Project Abstract (1 page)	7
	Project Narrative (20 page limit)	8-27
	Project Budget Detail (Attachment D) (9 page max)	28-30
	Signed Assurances page (Attachment E)	31-32
	Signed ED 80-0013 (Attachment F)	33-34
	GEPA Plan	35
	CSP Project Objectives (Attachment J)	36-41
	Voluntary Agreement for Admin Fees (Attachment K) If applicable. (if not included indicate with N/A)	N/A
	Appendix A: Copy of 501(c)3 determination, or proof of application, or proof of Florida non-profit status	42-44
	Appendix B: Student Performance data for schools managed by management companies or ESP that applicant will contract with	N/A

Florida Public Charter School Grant Program (2012-2015)

Charter School Overview Form

Full name of charter school: Alpha International Academy, Inc.

Contact name/Title: Carol Gardner
Street address: 121 South 24th Avenue

City: Hollywood Zip Code: 33020

Telephone: (305) 775-2181 Fax: (866) 846-7135

Email address: cpgardnercpa@gmail.com Website:

Charter Authorizer: Broward County Public Schools District (Name)
_____ University (Name)

Has the school previously received a grant under the Public Charter School Grant Program?

Yes _____ No X

Grade levels served: K-5

Will proposed school serve in feeder zone of a lowest performing public school: Yes _____ No X

If yes, name of lowest performing school(s): _____

Enrollment Projections: Please complete the following table with reasonable enrollment projections (or actual if school is currently operating). Enter N/A if school is not currently open (for 2011/12) or will not be opening in 2012-13. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

2011-12 Actual	2012-13 Projected	2013-14 Projected	2014-15 Projected
	260	304	348

Is an admission lottery used or will be used? Yes X No _____

Is the school a conversion charter school? Yes _____ No X

Will the school share any of the following with one or more other schools?

- facility _____
- administration (one or more administrators); _____
- 50% or more of governing board members. _____

Yes _____ No X If yes, check which ones apply, and provide the name(s) of
the school(s): _____

Date school applied for 501(c)3 status: February 1, 2012 Approved: Yes _____ No _____ Pending X

Is the school run by a management company? Yes _____ No X


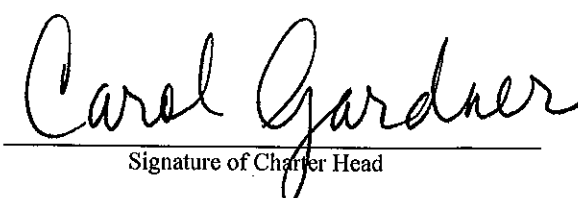
If Yes, what company? _____

Is the school affiliated with a university or community college? Yes _____ No X

If Yes, what university or community college? _____

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Public Charter School Grant Program 2012-15 Program, Planning, & Design	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Broward County School Board Alpha International Academy, Inc. 600 SE Third Avenue Fort Lauderdale, Florida 33301		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 350,000.00 <hr style="width: 200px; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Carol Gardner </td> <td style="width: 50%; vertical-align: top;"> Mailing Address: 18520 NW 67th Avenue, Suite 187 Miami, Florida 33020 </td> </tr> <tr> <td style="vertical-align: top;"> Telephone Number: (305) 775-2181 </td> <td style="vertical-align: top;"> SunCom Number: </td> </tr> <tr> <td style="vertical-align: top;"> Fax Number: (866) 846-7135 </td> <td style="vertical-align: top;"> E-mail Address: cpgardnercpa@gmail.com </td> </tr> </table>		Contact Name: Carol Gardner	Mailing Address: 18520 NW 67 th Avenue, Suite 187 Miami, Florida 33020	Telephone Number: (305) 775-2181	SunCom Number:	Fax Number: (866) 846-7135	E-mail Address: cpgardnercpa@gmail.com
Contact Name: Carol Gardner	Mailing Address: 18520 NW 67 th Avenue, Suite 187 Miami, Florida 33020							
Telephone Number: (305) 775-2181	SunCom Number:							
Fax Number: (866) 846-7135	E-mail Address: cpgardnercpa@gmail.com							
CERTIFICATION <p>We, Robert W. Runcie and Carol Gardner, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> E)  Signature of Agency Head </div> <div style="text-align: center;">  Signature of Charter Head </div> </div>								



ATTACHMENT C

A) Broward County School Board/ Alpha International Academy
Name of Eligible Recipient/Fiscal Agent

C) TAPS Number

B) _____
DOE Assigned Project Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7500	310	Purchased Services: Professional & Technical Services (Payroll, Financial): Account services: This consist of the following: developing an accounting model for the school to use and Board training from a Certified Public Accountant on all financial issues the school will deal with. Payroll procedures, implement payroll Processing to ensure that the accounting practices and policies are sound.		\$ 5,500.00	3%			
6300	310	Purchased Services: Professional and Technical Services. Consultants will assist with: The development of educational programs, goals And objectives, assessment tools; develop Curriculum, assessment.		\$11,000.00	6%			
7100	310	Training of governing board		\$3,000.00	2%			
7300	510	Informational materilas to educate community about the school, direct mail, brochures and other marketing materials.		\$5,000.00	3%			
7300	110	Hire appropriate personnel for three months before the school opens	1.0	\$9,750.00	5.5%			
5100	643	Computers to implement curriculum, train stuents in use of technology. SMARTBoards		\$50,000.00	28.6%			

[illegible]

5

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

Documentation is on file evidencing the methodology used and the conclusions reached.

Carol Gardner

Carol Gardner

Signature

Board President

Title

January 27, 2012

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes.

Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

Alpha International Academy, Inc.

1. Project Abstract or Summary: Provide a brief summary of the project. (no points)

The mission of Alpha International Academy is to provide a positive nurturing environment along with an exciting, rigorous, academic program specializing in science and math through the teaching of classes in the light of proven and innovative technology driven instructional methods in a stimulating environment where students learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are and what they are expected to become. Thus, allowing them to be confident and prepared to face the challenges in a competitive world.

The School will engage students in a rigorous, innovative, standards-based curriculum aligned with the Next Generation Florida Sunshine State Standards (Common Core), with special emphasis on science through the use of technology. In addition, reading and literacy will always be our priority and reading curricula will be aligned with the School Board of Broward County's Reading Plan.

Finally, we believe that an educated citizen in the 21st century must have the technological skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential in the new millennium.

The primary focus of the School is on the students. The School will assist every student to reach high levels of achievement and competence in all subjects and develop skills essential to their success in school. We will be characterized by individualization and high standards for all students. Diverse teaching methods, an individualized approach to instruction that respects differences among students, personalized "learning contracts" and assessment systems, and imaginative uses of technology will enable us to ensure that each student actually learns and that no one falls irrevocably behind.

The core philosophy of the school is the integration of family and cultural values into the governance and curriculum of the school. We believe that parental involvement in education is the foundation for increased academic achievement of students.

Upon graduating from the School each student will have:

- A clearly demonstrated set of academic skills;
- Experience in community service;
- A clear awareness of their rights and responsibilities as citizens;
- A personal development plan for the years beyond our School.

2. Project Need: Describe the need for the charter school in the community it will serve. The mission of Alpha International Academy is to provide a positive nurturing environment along with an exciting, rigorous, academic program specializing in science and math through the teaching of classes in the light of proven and innovative technology driven instructional methods in a stimulating environment where students learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are and what they are expected to become. Thus, allowing them to be confident and prepared to face the challenges in a competitive world.

Describe how the school's mission and goals address the learning needs of the students it will serve. Alpha International Academy (AIA) believes that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially. AIA believes in a student-centered educational philosophy that emphasizes hands on learning and students actively participating in learning. Students will be able to discover through hands-on, engaging activities that will incorporate different approaches to accommodate each child's learning style, and as a result, raise academic achievement.

Low-performing students and special needs students will benefit from intervention programs seeking to accelerate achievement, such as after-school tutoring that will emphasize daily language arts teaching reading and learning. A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and Board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses.

Finally, we believe that an educated citizen in the 21st century must have the technological skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential in the new millennium.

The proposal clearly describes the need for this charter school, including:

Performance data for surrounding public schools in the area that the school expects to be located: At this time we have a site which is located at 121 South 24th Avenue in Hollywood. Our school is located in a community with four other elementary schools. One school has not been given a school grade, while the others received "C" and "D" rating. Our school will be located close to the "C" and "D" rated schools where there are a large number of students falling below proficiency standards in core subject areas. The students to be served are primarily defined as children of parents/legal guardians who reside within Broward County and are low performing (at-risk) students. Both schools are Title I Schools with 95% of the students being black or Hispanic. The State's average score in math is 78% and 71% in reading. Oakridge ("C" rated) students scored an average of 58% in math and 61% in reading in 2010 (only 55% of

students were at level 3 or above). Colbert students scored an average of 54% in math and 48% in reading in 2010. Sunshine Elementary scored 38% in reading and 44% in math.

Alpha International Academy will serve to expand the capacity of the public school system by adding a school (new student stations) to allow for greater capacity of public school students in Broward County (currently the sixth largest public school system in the United States- over 262,000 students).

Traditional public schools in Broward County have suffered during the years 1990 – 2008 from unprecedented population growth. Schools at or near 150% of their maximum capacity have been the norm, not the exception. Although the population of the county has been declining for myriad reasons since 2008, public schools are still overburdened due to the still great number of student attendance. Alpha International Academy will serve to allow any and all students residing in Broward County to receive a public education without the undue hardships of overcrowding in traditional public schools.

Targeted student population: Any student living in Broward County, students living in Hollywood close to 121 South 24th Avenue, at risk students, and finally, students with an interest in science, math, and technology.

Gaps in educational opportunities that the charter school will address: The gaps that exist are at the “C” and “D” rated schools in our area. We will be addressing the needs of those students who are doing poorly at these schools.

Indicate if this charter school is a replication of an approved High Performing Charter Schools (provide the name/MSID of HPCS): We are not a replication of another charter school.

Other factors that create the need for a high-quality charter school: Other factors that create the need for our school is that the nation is moving toward public schools that support STEMS (Science, Technology, Engineering, and Mathematics Education Coalition) education. We plan on joining the STEM Coalition which works to support STEM programs for teachers and students in the United States.

3. Project Design and Implementation: (1) Founding and Governance; Alpha International Academy on-site administration consists of the principal and administrative support staff that is responsible for the development of curriculum, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure the operations of the school are in accordance with its mission and vision of the school. The administrative staff, as instrumental leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school.

The Governing Board of the school is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school's principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

The Board's responsibilities shall include, but are not limited to:

- Approval of all policies and procedures
- Financial responsibility and accountability
- Evaluation of the school administrator/principal
- Raising funds from the private sector to supplement the school's public funds
- Compliance with laws and terms of the Charter Agreement
- Legal documentation
- Annual budget approval
- Negotiation and approval of all contracts, unless authority delegated
- 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.

The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success. The school will include parents and other members of the community in the planning, program design and implementation of the charter school. Currently we have an accountant, an attorney, and an educator (administration and Special Education) on our board.

Carol A. Gardner, C.P.A.: Ms. Gardner has approximately twenty years of experience in accounting, and management in the areas of community development, affordable housing development and residential property management. She is a Certified Public Accountant in the state of Florida. Ms. Gardner holds a Master's Degree in Community Development from Case Western Reserve University Mandel School of Social Sciences in Cleveland, Ohio. She served as the Senior Auditor for the auditing firm of Watson Rice. She was responsible for: the planning and execution of audits and reviews of nonprofit, for profit and government organizations; Provided general consultation and prepared financial statements for profit, government and nonprofit organizations; Performed financial and compliance audits of governmental entities; Studied and reviewed the internal control system; operating expense control and capital spending fixed asset control.

Deborah Omphroy Mordecai Edwards: Ms. Edwards has been a practicing attorney since 1977. She started her legal career in Georgetown, Guyana with the Caricom Secretariat, Harmonization of Laws Unit, where she worked on the drafting of model company's, patents, trademark and copyright laws for the Caricom Region.

In 1979 she joined the Bank of Jamaica ("BOJ") starting as an Assistant Director in the Legal Department and ending as a Senior Director in the International Department. During her time at BOJ, Debbie was counsel to the Jamaica Export Credit Insurance Corporation and the Jamaica Stock Exchange. Through loan or secondment to other institutions, Debbie was also Corporate Secretary and Director of the Legal Department of the Export-Import Bank of Jamaica; Director of the Privatization and Divestment Unit at the National Investment Bank of Jamaica and Executive Director of the Government of Jamaica's Debt for Equity Conversion Program. Debbie has negotiated and documented loans and trade finance in the hundreds of millions dollars for Jamaica with the World Bank, the Inter-American Development Bank, the U.S. Ex-Im Bank, and with the governments of the United States of America, Japan, Israel, Italy, Norway, Switzerland, France, Germany, Hungary, Colombia, Cuba, Venezuela, Argentina, Panama, Libya and India.

Since 1991, Debbie's practice in the United States has included the representation of various municipalities, road tolling authorities, and housing finance agencies who are issuers of mortgage backed securities, or municipal bonds for financing the construction and equipping of airports, health facilities, affordable housing, roadways, transit and transportation. She has worked on competitive and negotiated transactions involving general obligation bonds, special/limited obligation bonds and revenue bonds for new issuances, refundings, rate conversions, remarketing of fixed, variable, floating rate bonds, auction rate bonds, Build America Bonds, US Treasury New Issue Bonds and interest rate swaps.

Monefe M. Young: Ms. Young holds a Bachelor of Arts in Education and a Master's of Science in Management and Administration of Educational Programs. She has been a teacher for over 10 years. She currently is the assistant principal at a Miami-Dade County Public School. Before becoming an assistant principal, Ms. Young was a social studies teacher at Barbara Goleman Senior High School in Miami. She also taught at Highland Oaks Middle School in Miami-Dade. She served as the resource teacher at Harry Sheppard Middle School where she incorporated the first Special Education program into the school. She taught RSP pull-out in Math and English, formed IEP meeting with parents, teachers and students, and wrote IEP goals and tested students using the Mini-Battery Assessment.

The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal. The process for the evaluation of the school's leader: The principal will be evaluated on a yearly basis by the Board of Directors using the Broward County principal's evaluation instrument, which incorporates the Florida principal Competencies. These competencies center around Commitment to Vision and Mission, Proactive Orientation, Managing Interaction, Tactical Adaptability, Concept Formation, Conceptual Flexibility, Organizational Ability and Sensitivity, Delegation, Self-Presentation, Written Communication, Achievement and Developmental Orientation, Management Control and Budget Oversight and Development, Information Search and Analysis, and Interpersonal Sensitivity. Other

data included in this evaluation will be parent communication, FCAT and AYP reports, professionalism and attendance statistics, and parent, student and staff climate surveys.

The principal shall be given an opportunity to respond in writing to any evaluation criteria in which they are rated less than satisfactory. The board president will be responsible for conducting and reporting on the outcomes of the evaluation to the board.

The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider. The school does not plan on entering into a contact with a Charter School Management Company.

The proposal lists all of the other charter schools governed by the same governing board and their grades for the most recently completed school year. Our governing board does not oversee any charter schools.

(2) Curriculum, Instruction, Assessment, and Accountability: The proposal clearly describes the targeted student population and provides clear and strong evidence that the educational model to be implemented will be effective. Alpha International Academy is marketed and open to all students who reside in the Broward County area and specially recruits those students that live near the school for the purpose of keeping the close community feeling of a "neighborhood school". Due to the diverse racial and ethnic mix of Broward County, the school expects to achieve diversity reflective of the community it serves. That means that the majority of our students will come from a low socio-economic background (at-risk students). All students shall be subject to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance relative of the community it serves or within the racial/ethnic range of other public schools in the same school district.

The school will provide a rigorous academic program characterized by individualization and high standards for all students using a research-based educational philosophy. We will be using the same educational model that has been used by The Charter School of Excellence in Broward County. They are an elementary charter school serving mostly at-risk students. They have been an "A" rated school for nine years. This curriculum has been designed to teach solid knowledge in the key areas of language, math, geography, history, government, literature, fine arts, technology, and science, with sequential growth from grade to grade. The core curriculum will focus on reading, writing, math, and language arts, with an emphasis on enrichment through language acquisition, character education, and socialization skills.

The school's curriculum aligns with the school's mission.

The school's educational program aligns with the school mission by implementing a comprehensive, well balanced curriculum and support services that not only align with state and district requirements, but integrates science and math through technology in daily instruction. Our instructional program implements a rigorous and relevant

curriculum that aims to prepare our students to develop a love for learning as well as to become well balanced, responsible citizens, who will live a fulfilling life as ready men and women of society ready to take positions of leadership in the global economy of the 21st century. As stated earlier, the curriculum has been used successfully for almost 10 years.

The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school's target population. The main purpose of Alpha International Academy is to provide opportunities for each student to gain knowledge and understanding of the ever changing needs of the 21st Century Global Community through a technological curriculum that specializes in math and science. In addition, AIA will implement the Blooms Taxonomy Model in all areas of instruction to support students in achieving mastery of the Next Generation Sunshine State Standards. The technology will include programs such as Success Maker and Integrating Math and Science through Technology (IMaST). Both programs have been successful when working with at-risk students.

IMaST students use technology tools as do scientists and mathematicians. Interactive technologies and simulations are used by teachers and students for direct instruction, modeling and demonstration, investigation and experimentation of science and math concepts to make content understandable, to capture student interest and to provide bridges across content areas.

We will engage our students using stimulating critical thinking by using technology. It has the potential to create more in depth understanding of science and math content by students when engaged in learning activities which integrate in-class and on-line technology resources. Technology tools support stimulation of both inquiry-based and critical thinking skills by engaging students in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world outside their classroom.

The plan for evaluating student performance, including how well each student masters the performance standards approved by the State Board of Education.

Assessments will be used to: monitor student progress in reading, mathematics and science. Also Next Generation Sunshine State Standards and the Success Maker curriculum will provide teachers with classroom assessment tools that will provide for appropriate student benchmarks and provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

Grades K through 5: All students who achieved FCAT performance level 1 or 2 on the previous year's administration or have been identified with a reading deficiency will be assessed with FAIR. All subsequent FAIR testing will be conducted with fidelity and following state and district guidelines by the school's Reading Specialist.

All Level 1 students who are labeled High Risk by the FCAT and FAIR, and who are reading below their actual grade level as diagnosed by the FAIR, will be placed in the

Early Success and Success for All reading programs. They were designed as a prevention and early intervention for elementary students at risk for early reading failure. All Level 1 and Level 2 students who are reading at two grades below their actual grade level are placed in an annual Intensive Reading course using Voyager Passport K-5 Reading Intervention®™. These programs are research-based intervention programs which have been proven in Florida and elsewhere to accelerate struggling readers to appropriate grade level. All Level 2 students and those having to re-take the FCAT, are placed in an appropriate supportive model (i.e. Saturday or afterschool tutoring).

(3) Business, Finance, and Accounting 0-10 of 50 points

The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls. An accounting firm will assist Alpha International Academy with the start-up requirements for establishing appropriate accounting procedures and controls. The school will develop a written internal audit procedure and establish controls to ensure that financial resources are properly managed. We are currently seeking bids from three different firms that have been working with charter schools in Florida for the past 10 years.

The school's financial management and internal accounting processes will be set up in accordance with the Department of Education and Broward County Public school District procedures. In the event the State or District changes to a new accounting and reporting system, the school will adopt the new standards. All requested reports will be forwarded to the School Board in a timely manner. Once the Federal grant has expired, our budget will support the operation of the school (see operating budget in application).

The school will submit to the District, Secretary, U.S. DOE, and the Florida DOE an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit shall be conducted by an independent certified public account selected by the Governing Board and will be delivered to the District within 60 days following the end of the district's fiscal year.

The school will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. All monies will be deposited into FDIC insured banks. All cash collected on campus will be managed by an Administrative Assistant who will follow written internal cash flow procedures as determined by the Board (which include review and verification by at least two staff members).

The Board is responsible for the school's finances, and as such will hire a firm with expertise in "Financial and Program Cost Accounting and Reporting for Florida schools" as well as "not-for-profit" accounting procedures. AIA will employ a firm to manage bookkeeping, bank reconciliation, and payroll. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board.

The proposal provides a detailed description of how PCSGP expenditures will be recorded to show the purchase/order, invoice/payment. Alpha International Academy will utilize accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida schools in all transactions pertaining to its operations. The school will prepare monthly financial statements, annual unaudited financial statements (GASB and Non-GASB, as required by Broward County School district), and annual audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The school will contract for accounting, budgeting, payroll and independent audit services with the District, or a commercial firm. Any cash payments received by the school will be deposited on a daily basis, and recorded. Vendors will receive payments by the accounting company once authorization has been established by the principal or board members of the school. The accounting company will provide accurate reports to school district and to the school. We will use the "Red Book."

We have a 40 page financial manual that outlines how to use purchase orders, procedures dealing with invoice and payments, checks and balances to assure all purchases and payments are approved for the grant and that the purchase dates fall within the effective grant approved dates.

Here is an example: the principal needs to purchase computers for the classrooms: 1. He/She request three bids from different companies for the computers. 2. The best bid is selected. 3. A purchase order based on the approved number of computers in the grant is submitted. 4. The secretary sends the PO to the accounting firm to make sure that the order is correct (dates, specs of the computers, and numbers). 5. Order is sent to the company. 6. Computers are inspected once received and assigned an inventory number. 7. Once verified and logged into the system, the secretary fills out a request for payment that is approved by the principal and sent to the accounting firm. 8. The firm verifies that the purchase took place within the grant effective dates and sends payment for the computers. All transactions are recorded both at the school and with the accounting firm using the Red Book's object and function codes.

(4) School Leadership and Management: The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through hired administrators or a management company or both. Alpha International Academy's on-site administration consists of the principal and administrative support staff (reading specialist and lead teacher) that is responsible for the development of curriculum, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure the operations of the school are in accordance with the mission and vision of the school. The administrative staff, as instrumental leaders, will make all school-based decisions, establishing and implementing procedures for the day to day operations of the school.

The secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school.

The Governing Board of the school is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school's principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

The proposal must include the qualifications of the Administrator/principal. In addition to demonstrating all of Florida's principal Competencies, the principal's duties are as follows:

- Serve as the Instructional Leader of the school.
- Administer, control, and supervise the instructional program of the school.
- Facilitate frequent communication with the parents of the school community.
- Encourage teachers and pupils to perform to the best of their ability.
- Coordinate and adapt school curricular programs and policies.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff.
- Keep accurate account of all money paid to the school and record.
- Report directly to the Governing Board.
- Compile and prepare all student achievement outcomes.
- Develop and implement school vision and mission.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Supervise and coordinate the budgetary process.
- Develop, implement, and evaluate the school improvement plan.
- Oversee the school Advisory Council.
- Maintain a positive and productive relationship with the PTA.
- Develop and supervise New Teacher programs.
- Supervise all students and staff.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Coordinate and supervise the testing and assessment program.
- Supervise school activities and special events and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events.
- Implement and enforce attendance and tardy policies and procedures.
- Enforce the discipline plan and assist teachers with all concerns and issues.

Minimum Qualifications for school principal will include:

- Master's Degree or equivalent experience:
- Business background and/or evidence of diverse fiscal responsibility; and

- Experience or familiarity with local, state and national education policies and procedures.

If the applicant has contracted, or will contract, with a Charter Management Organization (CMO) or Educational Management Organization (EMO) N/A

If the proposal is for a replication. N/A

The proposal describes a comprehensive and detailed professional development plan for the school Administrator/principal. Administrators will participate in sponsor's approved professional development plans for school leaders. The school will support the professional development needs of the leadership team by subsidizing college classes. The school will use the William Cecil Golden School Leadership Development Program that the Florida DOE offers for training of our leadership team. Topics covered are: Classroom Walk-Through Model; Focus FCIM training program; training for effective business practice; principal Leadership Standards Inventory; and Individual Leadership Development Plan. The board will assure that the Florida principal Leadership Standards are being met by the school principal.

The proposal includes a detailed description of how the school leader will evaluate teacher performance. The principal will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence. The school will adopt the Broward County system for official evaluations of principals, teachers, and staff.

The Classroom Walk Through (CWT) program will be used frequently to provide feedback on objective-setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, the school will incorporate the Florida Department of Education's newly initiated Merit Award Program, based on student performance and teacher evaluation, as it relates to learning gains, on the FCAT and/or end-of-course exams.

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

The proposal describes a comprehensive and detailed professional development plan for instructional staff. A leadership team (principal, reading specialist/coach, ESE and ESOL specialists, and lead teacher) will be established at the school. This team will work together to determine the professional development needs of the teachers for the school year. They will identify needs and resources by considering the

faculty skills and expertise as documented in formal and informal faculty observation forms, previous years' experiences, transcript, and training records. The team will determine the ratio of veteran and beginning teachers who serve as mentors.

Also, the team will review student data formal and informal progress monitoring and diagnostics assessments quarterly. Information from these analyses will provide more detailed information on the students' progress based on assessment result. Therefore, the leadership team will facilitate discussions during school-wide faculty meetings to elicit from teachers their perception of the kind of support and resource needed to help students improve their task mastery.

The administrator charged with Professional Development (PD) will include a reflection and share practices in all PD sessions. Throughout the year, the reading specialist will facilitate ongoing support for the teachers to implement reciprocal teaching successfully through team meetings, classroom walkthroughs observations individual meetings, and modeling in the classroom.

The administration will also provide ongoing support by granting release time for teachers to observe each other implementing reciprocal teaching and provide feedback on the lessons. Because improving comprehension will be a school-wide goal, there is a predetermined amount of time is used during each faculty meeting to share reflections and successes, review data monitoring students' progress in comprehension, and plan the next steps of the effort.

The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.

The Staffing Plan will be implemented each year of the charter term. We will make sure our administrative and teaching staff are certified and experienced with working with at-risk students.

Certified and/or Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter schools. The Staffing Plan will be implemented each year of the charter term. Salaries will be comparable to those outlined in the teacher salary schedule implemented by the school district.

Certified and/or Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter schools. The plan will be adjusted in accordance with the actual student enrollment figures. Recruitment and staffing for each year of the charter term will be determined according to the projected student enrollment in accordance with the Class Size Reduction Act and will be adapted accordingly to meet the future needs of the school.

(5) Special Populations: The proposal includes a comprehensive plan for identifying students with special needs. The school will work together with the

Broward County School Boards Division of Exceptional Student Education (ESE) and follows its guidelines for ESE students to provide them with programs in accordance with federal, state and local policies, specifically the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code. This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, and selection
- School (Student) Support Team (SST) Process
- Free appropriate public education (FAPE)
- Individual Education Plans (IEP) to include an IEP meeting with the student's family, the LEA and appropriate charter school staff
- Educational Plans (EP) for students in the Gifted Program

Identifying Exceptional Education (SPED) Students

The School will follow the School District's Special Programs and Procedures for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. In summary the school will identify students as follows:

Step 1: The teacher confers with staff for informal assistance with the problem - data is gathered on instructional performance and behavioral/social functioning; the teacher advises parents about the concerns and plan ways they can collaborate in addressing the issues; interventions are identified and implemented.

Step 2: Teacher makes request for assistance from the School Support Team - the principal or support leader selects a school-based case manager; the case manager conducts a structured teacher interview which will focus on the students learning and behavioral characteristics to clarify problems and collaboratively identify additional interventions for the teacher and, if appropriate, other school personnel.

Step 3: Teacher and case manager seek assistance from the team - present problem clarification data, interventions and results, and pertinent information obtained from records review and data gathering activities and determines if there is a need.

Step 4: Parent Conference is held to discuss student needs.

Step 5: Additional interventions are identified and implemented.

Step 6: Need for a psycho-educational evaluation is determined and evaluation is conducted the parent signs consent for comprehensive evaluation; all referral procedures are completed; report is written and sent to the school.

Step 7: Evaluation results are discussed with parents - SPED eligibility is determined; the school convenes an Eligibility and Instructional Program (EIP) committee to determine the most appropriate educational setting to provide for the students identified.

Step 8: Appropriate educational support is determined; IEP is developed if student is SPED eligible.

The school will identify an ELL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year.

The proposal includes a description of how the specific educational needs of students with disabilities will be met. The goals for determining the school's

effectiveness in serving special education students at the school is consistent with goals set for all students of the school or as specified in a student's IEP and learning gains towards mastery of the Florida Next Generation Sunshine State Standards. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the student's IEP/EP.

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

The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.

An initial evaluation (subsequent to obtaining informed parental consent) by a Multidisciplinary Team (M-Team), composed of those personnel required by law, will occur. Students will be guaranteed a free and appropriate public education through the aforementioned identification and evaluation as well as through placement and implementation of an appropriate IEP. The written IEP for each student will include measurable annual learning goals and behavioral goals that may include the development of a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP). Supplementary and Related Services will also be identified.

The Charter school will follow the legal specifics of Special Education/IDEA legislation in its delivery of services, including:

- an equal opportunity for all students may not be denied on the basis of disability;
- a written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services;
- a free and appropriate public education program – this program to be determined on an individual case-by-case basis through the IEP process depending on each student's unique needs;
- a least restrictive environment or "natural environment" in consideration of the following factors as determined by the IEP team;
- due process requirements which include notification of parent (s) of the intent to evaluate for special education and consent to this process by the parent (s); and

The proposal describes how the lottery will ensure that ESE students have equal access to participate in the lottery. Admission and enrollment preferences, including the lottery system, will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance. Policies regarding the lottery and waiting list procedures: School determines enrollment period and makes public announcement of enrollment deadlines. Evidence of school's public announcements will be verified during the Annual Report Review. Therefore, these data should be collected and maintained at the school. Best Practices: Written announcement is posted in local papers, community fliers, bulletins, websites, etc.

School receives completed applications for enrollment by posted deadline.

1. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.
2. The lottery is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. Best Practices: The public lottery will occur soon after the closure of the enrollment period. The lottery drawing will take place at a publicly announced parent teacher meeting, school board of trustees meeting, or a community meeting.
3. The waiting list ranks applications that were submitted during the enrollment period. These applicants should be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list.
4. During the enrollment period, a school was neither under-subscribed nor over-subscribed, (the school had an exact number of applicants for the number of available spaces on the enrollment deadline date). An application is submitted the day after the enrollment period deadline. That applicant becomes number one (organized by grade level) on a waiting list.

Reminders: The school will include special needs students in its regular lottery. The School will grant enrollment preference to siblings of current students during the enrollment period. If a parent submits applications for siblings within the enrollment period, if one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels.

4. Evaluation: Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards. The school will use the objectives found in the CSP Project Objectives to evaluate the project. As we achieve the objectives listed in the CSP Project Objectives (board prepared to fulfill its duties, board complete required training, board adopt conflict of interest policy and adopt policies to ensure we meet federal definition of a charter school, plan for ongoing evaluation of school performance, adopt strong internal financial controls, attend annual Charter School conference, develop a professional development plan for school principal, and have policies to ensure compliance with IDEA), we will add additional objectives each year to assure that we are developing a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards. The school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school. The school will annually provide such information as may be required to determine if the school is making satisfactory progress to the school board and all government agencies.

The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project.

The School's educational goals have been written in accordance with the standards of other successful charter schools which have yielded consistent academic success. However, the school will commit to the following goals until such time as the state of Florida or Broward School Board sets a standard for charter schools to adopt. The following objectives will be implemented in year one and revised as necessary to ensure the school's continuous improvement:

Given school-wide emphasis and instruction for mastery of the Next Generation Sunshine State Standards and the focus on math and science using a technology:

- all students tested will achieve a minimum of 5 percent learning gains from the previous academic year in reading, mathematics, science and writing as evidenced by the performance data on the current year's administration of the FCAT.
- at least 80 percent of students in all grades will score a level 3 or above as documented by the scores on the Reading component the FCAT.
- at least 80 percent of students in grades three through five will score a level 3 or above as documented by scores on the Mathematics component of the FCAT.
- at least 90 percent of fifth grade students will score a 4.0 or above on the Writing Component of the 2012 Florida Comprehensive Assessment Test.
- at least 50 percent of students will score a level 3 or above as documented by the scores on the Science component of the 2012 FCAT.
- at least 50 percent of the lowest quartile of students in grades 3 through 5 will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score I.
- students in all courses (including those with benchmarks tested by the FCAT) of a minimum of one year's progress as indicated by the Next Generation NGSSS.

How student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.

District approved quarterly assessments will be administered in grades two through five. The data collected will be disaggregated and analyzed. This data will be used to monitor progress and compare the accuracy of the prior year's FCAT and SAT10 results. These results will categorize the student as either: low, moderate, or high achieving students. Based on their classification, students will receive either in-school tutorial for low achievers, after-school tutorial both low and moderate achievers, or Saturday tutorials for all three achievers.

For each student that does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in, and complete, an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading

course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student's scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Standardized tests results will be compared from the previous school year to the current school year. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates.

Will the school receive a school grade through Florida's A+ Grading System?

The school will be in complete compliance with the Florida Department of Education A+ program. The overall performance of our students on the Florida Comprehensive Assessment Test (FCAT), the state's standardized test will determine what letter grade the school will receive. Our school will get a grade based on:

- Overall performance of their students on the Florida Comprehensive Assessment Test (FCAT), the state's standardized test
- The percentage of eligible students who take the test
- Whether or not students have made annual learning gains in reading and math, with particular attention to the reading and math scores of the lowest 25% of students.

5. Dissemination Plan

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school. The board consists of parents and community members. We have been working with a local church in an effort to lease their facility. We have met with numerous members of the community over the past year and have established that there is an interest in having a charter school in the community.

The Board will institute a recruitment and nomination process using the established guidelines listed below:

Establish a board development committee, develop a profile of the current Board of Directors, determine strategies to build board diversity, develop an initial list of prospective board members, contact top recruiting prospects, schedule and conduct orientation sessions with prospective board members, select new members to the board.

Members who wish to serve on the Governing Board will submit a written request Alpha International Academy Board outlining their desire and previous experiences. All Board members will receive orientation training and will maintain training requirements

established by Florida Statutes. The Board will also create a Board member manual to be used as a reference tool for orientation training and ongoing training. The Board will meet twice a year to review membership changes and to ensure that the Governing Board's effectiveness supports the mission and vision of the school. The Board understands that a diverse board reflective of the student body is the hallmark of an effective Governing Board and therefore, will take measures to ensure diversity.

Describe how students and parents in the community will be informed about the proposed charter school. The school plans to publicize the school with a design to reach the entire Community and, accordingly, all racial/ethnic groups within it. The school will implement a community awareness plan that will reach the surrounding communities and all Broward County residents via community newspapers. The school will provide copies of its promotional materials and announcements in English, Spanish, and Creole to community organizations to create awareness of the school and their eligibility to apply for enrollment. The school is marketed and open to all students who reside in the Broward County area and specially recruits those students that live near the school for the purpose of keeping the close community feeling of a "neighborhood school". Due to the diverse racial and ethnic mix of the County, the school expects to achieve diversity reflective of the community it serves. All students shall be subject to the racial/ethnic balance provisions described by the Broward County School Board and/or any federal provisions that require a school to achieve a racial/ethnic balance relative of the community it serves or within the racial/ethnic range of other public schools in the same school district.

The school will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random lottery selection process conducted by the school's accounting firm in conformity with Florida's Charter school Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. The school will not discriminate on the basis of race, religion, or national ethnic origin in the admission of students.

Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment. Pupils will be considered for admission without regard to ethnicity, race, disability, national origin or any other criterion identified at law as being applicable to charter schools. The school will strive to achieve, through its outreach practices, a racial and ethnic balance of students and staff, which reflects the entire school district, and the racial and ethnic balance at the neighboring District schools. The school clearly understands that federal and state law, as well as District policy, preclude race as a factor to be used in the enrollment/admissions process.

As provided for in Florida's Charter school Legislation the school will give enrollment priority to the following student populations:

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the district.
- Students that are the sibling of a student enrolled in the charter school.
- Students that are the child of an employee of the charter school.
- Children of governing board members of the charter school.

Admission and enrollment preferences, including the lottery system, will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance. Policies regarding the lottery and waiting list procedures: School determines enrollment period and makes public announcement of enrollment deadlines. Evidence of school's public announcements will be verified during the Annual Report Review.

School receives completed applications for enrollment by posted deadline.

1. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.
2. The lottery is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. Best Practices: The public lottery will occur soon after the closure of the enrollment period. The lottery drawing will take place at a publicly announced parent teacher meeting, school board of trustees meeting, or a community meeting.
3. The waiting list ranks applications that were submitted during the enrollment period. These applicants should be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list.
4. During the enrollment period, a school was neither under-subscribed nor over-subscribed, (the school had an exact number of applicants for the number of available spaces on the enrollment deadline date). An application is submitted the day after the enrollment period deadline. That applicant becomes number one (organized by grade level) on a waiting list. The school may continue to develop its waiting list (organized by grade level) based on submission dates of the applications throughout the school year. Reminders: The school will include special needs students in its regular lottery. The School will grant enrollment preference to siblings of current students during the enrollment period. If a parent submits applications for siblings within the enrollment period, if one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels.

6. Support for Strategic Plan

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK20 Education Strategic Plan. Strategic Imperative 5.2.a focuses on developing high performing charter schools. Specifically, the imperative sets a goal to increase the number of charter schools and students attending them. Moreover, the imperative sets a target of raising the number of charter schools that receive an "A" or "B" grade from 57% in the 06-07 school year to 80% in the 2012 school year. Our

school fully expects to meet the goal of an "A" or "B" grade within the targets set by the FDOE. Meeting this goal will be especially important as most of the school's students are expected to come from low-income families.

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education. Delivering successful instruction of the reading curriculum will be a primary focus of the school. Through its adoption of the *Just Read, Florida!* Comprehensive Research-Based Reading Plan, the school will immerse students in a comprehensive approach designed to teach mastery of reading, writing and verbal skills. These strategies will be utilized across all subject areas. It will be a primary priority of the school to provide structure, resources and support to ensure that reading skills are enhanced and successfully taught; and that required course work that addresses reading skills is adequately completed. We thoroughly support the Math/Science Initiative and will adopt all new requirements set forth in the A++ Legislation for Florida schools to use "Big Ideas and Supporting Ideas".

7. Budget 0-10 points

A Written Budget Narrative. In setting high expectations for both students and teachers, the school will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will also expect all teachers to participate in the school's mentoring program in accordance with the vision of the school. We have allocated \$15,000.00 from the grant budget in our first year for staff training and \$25,000.00 in our second year, \$12,000 for travel and attending training sessions each year, and \$16,000 for professional and technical service training for two years.

The school will support the professional development needs of all professional staff by subsidizing college classes and facilitating the attainment of continuing education credits through the Teacher Education Center (TEC). The school may also provide space for and host district-wide mentoring sessions based on the National Board for Professional Teaching Standards. Teacher training is to be offered throughout the year in various forms. Select teachers will attend local, state and national conferences and serve as trainers and mentors to the rest of the staff. The school will conduct in-service training on planning days as necessary as well as school-initiated workshops.

The Written Budget Narrative justifies that Attachment D is realistic and provides a comprehensive and detailed description of how the funds will be used.

Our operating budget (attached) covers each year of the requested charter term containing revenue projections, expenses and anticipated balances.

How the funds will be used: Period 1 Budget items (\$175,000) reflect the amount of work performed by the consultant and trainers to assist the founders in planning for the school's opening in August 2013. The founders shall contract with the consultants and trainers for the items described herein as soon as the Award Notice is received and then move immediately to schedule the training and other Planning and Design activities. Items included are: board training for governance, accounting, ESE, and

curriculum, website development, required business licenses, banking relations, corporate filing, etc.

Other items reflect the start of expenditures for textbooks, instructional materials, rent, salary for the principal, etc. Items included are: computers, recruiting, Just Read Florida and other reading materials, salary (three months before opening), travel, rent (three months before opening), office supplies, insurance, governing board training, curriculum development/training, promotion/marketing, and other expenses.

Period 2 Budget items (\$175,000.00) reflect the number of students in year two. Items included are: classroom supplies, books, equipment, computers, teacher training, and governing board training.

Project Budget Detail clearly relates to and supports the mission of the charter school and supports the five essential program areas outlined in Section 3, Project Design and Implementation:

Our budget clearly supports the five essential programs:

Essential Program	Year 1	Year 2	Items covered
Founding and Governance	\$17,000	\$25,000	Legal fees, contracted services/audit, travel to attend conferences, insurance and district fees, marketing
Curriculum, Instruction, Assessment, and Accountability	\$113,750	\$106,500	Textbooks, AV materials, computers, furniture and equipment, supplies, travel, software, etc
Business, Finance, and Accounting	\$7,500	\$23,500	Travel, Equipment rental, postage, advertising, supplies, software, equipment, contracted financial services, contracted HR services, utilities, insurance, and phone
school Leadership, Management, staff development	\$21,750	\$0	instructional salaries and administrative salaries and staff development, Rent and personnel for three months
Special Populations	\$15,000	\$20,000	Staff training/development
Grant Total:	\$175,000	\$175,000	

Each of these five program areas is essential to the mission of the school. By providing training to our board, we are making sure that they are knowledgeable to Florida charter school laws. All books and supplies are essential to the day-to-day operation of the school. The fiscal management of the school is essential to our success. Therefore we have allocated sufficient funds to assure this success. The most important part of a successful academic program is the staff. We have allocated sufficient funds to be able to hire those teachers and staff that are essential to high academic achievement. Funds have been allocated to assure compliance with all areas of special education.

Anticipated timeframe (from March 2012 to June 2013) :

[illegible]

Florida Public Charter School Program Project Budget Detail

Alpha International Academy First Year Implementation

Anticipated timeframe (from May 2012 to May 2013) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Professional Services	Accounting Consultant Fee	March	Development of payroll, establish payroll procedures, and implement payroll forms for processing to ensure that the accounting practices and policies for the charter school are fiscally sound. Accounting services: Consists of developing an accounting model for the school to use and board training from a Certified Public Accountant on all financial issues the school will deal with.	1	\$ 2,500.00	\$ 2,500.00
Professional Services	Consultant Fee	April	Hire a consultant to provide training for the charter school board in non profit board governance, Florida's Open Governance Requirements, and policies and procedures. Development of educational program, goals and objectives, assessment tools, develop curriculum, assessment, policies, business plan.	1	\$ 3,000.00	\$ 3,000.00
Salaries/Training/Professional Development	Personnel	March-May	Hire appropriate personnel for three months before the school opens.	3	\$ 3,250.00	\$ 9,750.00
Professional Development	ESE Consultant	August-Nov.	ESE and ESOL consultants will provide staff development activities for teachers in the following areas: a) appropriate teaching strategies for students with disabilities b) develop appropriate IEPs c) maintain written documentation of consultative services for students whose IEPs indicate services are needed. ESOL	2	\$ 1,000.00	\$ 2,000.00
Community Outreach	Direct Mail Campaign	June - Sept.	Direct mail campaigns to increase community awareness and student recruitment/enrollment for school. Includes printing of brochures and other marketing materials.	2	\$ 2,500.00	\$ 5,000.00
Equipment	Student Computers	July- Sept	The school needs a student computer lab to implement curriculum, train students in the use of technology, and allow students to create papers and projects. SMARTBoards, and other technology equipment.	20	\$ 2,500.00	\$ 50,000.00
Furniture	furniture	June - August	Purchase student's desk, teacher's desks, cabinets, bookcases, etc.	200	\$ 130.00	\$ 26,000.00
Training	staff conference and training	August, Conference in November	Professional staff development. Training, attendance at local and state educational conferences. The training will be done by different experts (behavior modification, after school curriculum, math activities, reading strategies, writing strategies, FCAT preparation, etc). We will hire consultants who specialize in each area.	2	\$ 7,500.00	\$ 15,000.00
Board training	Books and supplies	varies	Attendance at state charter school conference, quarterly training of board members. This includes travel expenses, room and board at conference and other costs.	4	\$ 3,000.00	\$ 12,000.00
Curriculum material	Rental	June - July	Books for math, science, social studies, language arts, reading, character development program and other supplies needed to open the school.	250	\$ 151.00	\$ 37,750.00
Facility		May-July	Pay for three months of rental cost	3	\$ 4,000.00	\$ 12,000.00
						\$ -
						\$ -
						\$ -
1st Year Implementation Total						\$ 175,000.00

Florida Public Charter School Program Project Budget Detail

2nd Year Implementation

Anticipated timeframe (from June 2013 to May 2014) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Training/ Professional Development	ESE/ESOL Consultant	July and August	ESE and ESOL consultants will provide staff development activities for teachers in the following areas: a) appropriate teaching strategies for students with disabilities b) develop appropriate IEPs c) maintain written documentation of consultative services for students whose IEPs indicate services are needed. ESOL strategies and compliance with local and state laws. This is not a reoccurring activity.	2	\$ 2,000.00	\$ 4,000.00
Community Outreach	Direct Mail Campaign	June - July	Continue direct mail campaigns to increase community awareness and student recruitment/enrollment for school.	2	\$ 2,000.00	\$ 4,000.00
Equipment	Student Computers	August	Add additional computers. Replace damaged computers and add new technical items such as printers, scanners, etc.	45	\$ 1,500.00	\$ 67,500.00
Furniture	Desks and other furniture	June - July	Purchase extra student's desk, teacher's desks, cabinets, bookcases. Replace damaged furniture from the previous year.	75	\$ 200.00	\$ 15,000.00
Training	staff	Training in August, Conference in November	Professional staff development. Training, attendance at local and state educational conferences. The training will be done by different experts (behavior modification, after school curriculum, math activities, reading strategies, writing strategies, FCAT preparation, etc). We will hire consultants who specialize in each area.	20	\$ 2,500.00	\$ 50,000.00
Professional Consultant	monitor	varies	Hire consultants to review student records, develop academic plans to work with students who are at levels 1 and 2 on FCAT, train teachers on teaching methods to work with all students with math and reading tools. He consultants would, after reviewing all records, develop a plan for the school. The principal and key staff members would review and fine-tune the plan. The consultant would present the plan to the staff and provide monitoring of staff during the first few weeks of the plans implementation. After six months, a different consultant would be hired to assess the success of the plan and present a report to the principal and board.	1	\$ 2,000.00	\$ 2,000.00
Board training	conference and training	varies	Attendance at state charter school conference, quarterly training of board members. This includes travel expenses, room and board at conference and other costs.	3	\$ 4,000.00	\$ 12,000.00
Curriculum material	Books and supplies	June - July	Books for math, science, social studies, language arts, reading, character development program and other supplies needed to replace lost books and add new students.	100	\$ 150.00	\$ 15,000.00
Professional Consultant	monitor	varies	Hire consultant to review the schools' business plan and track the plan with actual performance during the first year. Provide the board with a report on the first year's successes and needs. Present the board with a financial and academic plan on how the school can/should do to continue improvement at the school.	1	\$ 5,500.00	\$ 5,500.00
					\$ -	\$ -
					\$ -	\$ -
2nd Year Implementation Total						\$ 175,000.00

CHARTER SCHOOL ASSURANCES

FISCAL AGENCY: Broward County School Board

NAME OF ORGANIZATION OR ENTITY: Alpha International Academy

ADDRESS: 121 South 24th Avenue, Hollywood FL 33020

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	12-14	4-69
2. A description of how the charter school will be managed.	9-12	81-88
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	13-14 21-23	52-55
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	14-15, 21	52-69 101-114
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	10-15 23-24	91-99
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	14-15	123-144
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	N/A	N/A
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	19-20	N/A
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	24	91-97
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	14	23-24, 50, 55, 59

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	14, 21-23	23-24, 50-55, 59
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	19-20, 25	59, 62, 93

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	YES	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	X	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	X	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	X	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	X	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	X	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	X	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	X	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	X	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	X	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED): CAROL GARDNER, PRESIDENT

Carol Gardner
Signature of Authorized Representative

January 27, 2012
Date Signed 32

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)" and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

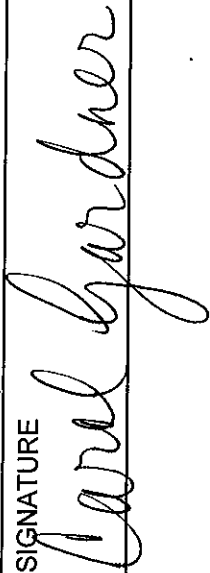
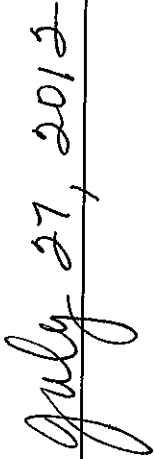
A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug free workplace;

<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted —</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (street address, city, county, state, zip code) 121 South 24th Avenue, Hollywood Florida 33020</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p>Drug-Free Workplace (Grantees who are Individuals)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT Alpha International Academy, Inc.</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p>	
<p>Carol Gardner, President</p> <p>SIGNATURE </p>	<p>DATE SIGNED </p>

General Education Provisions Act (GEPA) Plan
Alpha International Academy, Inc.

The purpose of this plan is to describe the steps the school plans on taking to ensure equitable access to, and participation in, this federally assisted program for students, teachers, and other program beneficiaries with special needs.

The plan covers the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Compliance with General Education Provisions Act (GEPA), Section 427

It is our mission to include all our school students and staff in a smaller learning community. Essential to the accomplishment of this mission is our commitment to complete and equal access to our smaller learning community from its earliest inception.

In both our grant application and our charter school application with the school board, we cite our methods of enrolling students in our school. The School will include the Director of Special Education to ensure that team teachers understand the needs for intervention, accommodations, modifications, and differential instruction to mesh special education with the academic program.

We will continue to focus on the absolute need to create a school that will have a positive impact on all students and other stakeholders within our schools as well as in the community. Specific efforts to ensure that gender, race, national origin, color, disability, or age do not impede access or participation at our School will include, but not necessarily be limited to, the following examples:

- Female and male students will be encouraged to enroll
- Interpreters for non-English speaking and the hearing impaired students and/or parents will be provided to ensure communication, understanding and participation
- Visually impaired students will be provided large print materials and/or audio tapes
- Adaptive Assistive devices for the physically impaired will be provided
- Information will be distributed throughout the county to cover all races and national origin
- All teachers/staff will be considered for employment regardless of age
- Programs will be provided in facilities that are accessible.

Attachment J
CSP 12/15 Grant Objectives

Section 1: CSP Grant Objectives

IMPORTANT: Failure to meet objectives, or properly report on objectives, may result in denial of future disbursements of grant award.

Note: Phase 1- Program Planning and Design

Phase 2- Implementation 1

Phase 3- Implementation 2

Objective	Date to be Completed	Verification
<i>1. Founding and Governance</i>		
A. School will have a formal governing board prepared to fulfill its duties. (FIXED)	End of Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
B. Governing Board will complete required governance training. (FIXED)	End of Phase 1	Verification of training submitted to Department of Education
C. Governing board will adopt conflict of interest policies. (FIXED)	End of Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210,	End of Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary

NCLB). (FIXED)			Education Act, reauthorized as the No Child Left Behind Act of 2001.
2. Curriculum, Instruction, Assessment, & Accountability			
A. School will have a plan for ongoing evaluation of school performance. (FIXED)	End of Phase 1		Board approved policies and procedures addressing the school plan to evaluate overall performance.
3. Business, Finance, and Accounting			
A. School will adopt strong internal financial controls. (FIXED)	End of Phase 1		<ol style="list-style-type: none"> 1. Adopted policy requiring monthly financial reporting to governing board 2. Contract that requires monthly financial reporting to sponsor 3. Adopted policies describing internal financial controls and/or segregation of duties 4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48
4. School Leadership and Management			
A. School principal and one board member attend annual Florida Charter School conference each year of the grant. (FIXED)	End of Phase 1, 2, 3		Confirmation of attendance at Florida Charter School Conference
B. School has board approved professional development plan for school principal. (FIXED)	End of Phase 1		Copy of approved plan or policies describing plan.
5. Special Populations			

A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA)	End of Phase I	Copy of approved policies.
-------------------------------------------------------------------------------------------------------------------------------------	----------------	----------------------------

Section 2: Educational Objectives

List the student achievement objectives included in the school's approved charter school application or approved charter school contract (whichever is later).

Objective	Date	Evidence used to demonstrate objective has been met or progress has been made toward objective.
Significant instructional time (at least 90 minutes a day) is dedicated to reading instruction	End of Phase I	Class Schedule
Homework assignments will reinforce reading skills taught in the classroom	End of Phase I	Reviewed by Lead teacher and principal
The School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents.	End of Phase I	Copy of letters/memos/brochures/notes from teachers etc.
A school wide analysis will be conducted to define staff development needs, curriculum realignments, and objectives succumbed in the School Improvement Plan. Success will be bases on students	End of Phase I	Documented analysis. Test results of Achievement Test.

scoring at 60% on reading on the Stanford Achievement Test (10).			
60% of students in grades 3-5 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT 2.0);	End of Phase I	FCAT test	
60% of students in grades 1 and 2 at or above the 40% in reading and math on the Stanford Achievement Test, 10th edition (SAT-10); and	End of Phase I	SAT test	
80% of students in Kindergarten will demonstrate a Probability of Reading Success of 85% or better on Assessment Period 3 of the Florida Assessment for Instruction in Reading (FAIR).	End of Phase I	FAIR test	
At least 90% of the students will make 3.5 or above in writing.	End of Phase I	FCAT writing scores	
All students tested will achieve a minimum of 5% learning gains from the previous academic year in reading, mathematics, science and writing as evidenced by the performance data on the current year's administration of the FCAT 2.0 (in the areas that are measured and pertinent to the individual student).	End of Phase I	Compare FCAT results.	

At least 80 percent of students in grades three through five will score a level 3 or above as documented by the scores on the Reading component of the 2013 administration of the FCAT 2.0.	End of Phase I	FCAT test
At least 80 percent of students in grades three through five will score a level 3 or above as documented by scores on the Mathematics component of the 2013 Florida Comprehensive Assessment Test.	End of Phase I	FCAT
At least 90 percent of fourth grade students will score a 4.0 or above on the Writing Component of the 2013 Florida Comprehensive Assessment Test.	End of Phase I	FCAT writing
At least 75 percent of fifth grade students will score a level 3 or above as documented by the scores on the Science component of the 2013 Florida Comprehensive Assessment Test.	End of Phase I	FCAT
At least 50 percent of the lowest quartile of students in grades 3rd through 5th will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT 2.0 achievement level 3, 4, or 5; or maintaining an achievement	End of Phase I	FCAT

level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score for the respective grade level.	End of Phase I		
At least 80 percent of students in grades Kindergarten through second will score a .72 or above as documented by the third assessment period of the Florida Assessments for Instructions in Reading (FAIR).	End of Phase I	FAIR	
At least 80 percent of students in grades one through two will score at or above the 51 percentile as documented by the scores on the SAT 10.	End of Phase I	SAT 10	
Students in all courses (including those with benchmarks tested by the FCAT 2.0 of a minimum of one year's progress as indicated by the Next Generation NGSSS.	End of Phase I	FCAT	

APPENDIX A

Certificate of Status

I certify from the records of this office that ALPHA INTERNATIONAL ACADEMY, INC. is a corporation organized under the laws of the State of Florida, filed electronically on July 14, 2011, effective July 14, 2011.

The document number of this corporation is N11000006680.

I further certify that said corporation has paid all fees due this office through December 31, 2011, and its status is active.

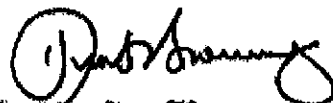
I further certify that said corporation has not filed Articles of Dissolution.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

Authentication Code: 110715095245-000210006170#1

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Fifteenth day of July, 2011




Kurt S. Browning
Secretary of State

**Electronic Articles of Incorporation
For**

N11000006680
FILED
July 14, 2011
Sec. Of State
bmcknight

ALPHA INTERNATIONAL ACADEMY, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

ALPHA INTERNATIONAL ACADEMY, INC.

Article II

The principal place of business address:

18520 NW 67TH AVENUE
187
MIAMI, FL. 33015

The mailing address of the corporation is:

18520 NW 67TH AVENUE
187
MIAMI, FL. 33015

Article III

The specific purpose for which this corporation is organized is:

THE PURPOSE OF THIS NON-PROFIT CORPORATION IS TO FORM A
CHARTER SCHOOL IN BROWARD COUNTY.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

CAROL A GARDNER
7005 NORTH AUGUSTA DRIVE
MIAMI, FL. 33015

I certify that I am familiar with and accept the responsibilities of
registered agent.

Registered Agent Signature: CAROL A. GARDNER, CPA

Article VI

The name and address of the incorporator is:

CAROL GARDNER
7005 NORTH AUGUSTA DRIVE

MIAMI, FL 33015

Electronic Signature of Incorporator: CAROL GARDNER

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: D
CAROL A GARDNER
7005 NORTH AUGUSTA DRIVE
MIAMI, FL. 33015

Title: D
MONEFE YOUNG
18723 NW 53RD AVENUE
MIAMI, FL. 33055

Title: D
DEBORAH EDWARDS
10717 SW 104TH STREET
MIAMI, FL. 33176

Article VIII

The effective date for this corporation shall be:

07/14/2011